At Crawford School of Public Policy, academic and professional staff care deeply about our mission: to deliver high quality education, pursue excellence in research and lead engagement in public policy debate. We seek to generate ideas and insights and produce professionals with the potential to enhance public policy, in Australia, the region, and around the world.

The Australian National University is consistently ranked as one of the top educational institutions in Australia and a leader in international rankings. Crawford School is one of the most dynamic public policy schools in the world, with diverse and academically distinguished lecturers whose research and practice inform our teaching. It includes some of the world’s leading academics in their fields, people like the intellectual architect of APEC Professor Peter Drysdale, the co-founder of the discipline of ecological economics Professor Robert Costanza and Professor Bruce Chapman who was instrumental in the design of the Australian Higher Education Contribution Scheme.

Our educators inspire students to become critical thinkers and efficient managers of public business - locally, regionally and globally. Crawford School attracts students and staff from around the world creating a vibrant and stimulating environment in which to learn and collaborate. With students from over 62 different countries, you will form a network of international connections, just from being in the classroom.

Based in Canberra, Australia's thriving national capital, Crawford School works closely with other research organisations, national institutes and federal, state and local governments. Every week we welcome eminent scholars and practitioners from around the world for public lectures, seminars and workshops.

I understand that when considering graduate studies, you are carefully weighing up the reputation of the university, the courses offered and the linkages with your future career goals. I know from my own experience that this might just be one of the most important decisions of your life.

Crawford School offers a place where you will be inspired and challenged to achieve your academic and career goals.

I look forward to welcoming you to join us here for a world-class educational experience.

Professor Tom Kompas
Director
Crawford School of Public Policy
ANU College of Asia and the Pacific
The Australian National University
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABOUT THE AUSTRALIAN NATIONAL UNIVERSITY</td>
<td>1</td>
</tr>
<tr>
<td>ABOUT CRAWFORD SCHOOL OF PUBLIC POLICY</td>
<td>3</td>
</tr>
<tr>
<td>ABOUT CANBERRA</td>
<td>5</td>
</tr>
<tr>
<td>COST OF LIVING</td>
<td>6</td>
</tr>
<tr>
<td>ACCOMMODATION</td>
<td>7</td>
</tr>
<tr>
<td>ADMISSIONS</td>
<td>8</td>
</tr>
<tr>
<td>FEES</td>
<td>9</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE REQUIREMENTS</td>
<td>10</td>
</tr>
<tr>
<td>ACADEMIC SUPPORT</td>
<td>11</td>
</tr>
<tr>
<td>SCHOLARSHIPS</td>
<td>12</td>
</tr>
<tr>
<td>ANU MASTER DEGREES FROM 2015</td>
<td>14</td>
</tr>
<tr>
<td>GRADUATE PROGRAMS IN ECONOMICS</td>
<td>15</td>
</tr>
<tr>
<td>Master of International and Development Economics</td>
<td>17</td>
</tr>
<tr>
<td>Master of Environmental and Resource Economics</td>
<td>20</td>
</tr>
<tr>
<td>GRADUATE PROGRAMS IN POLICY AND GOVERNANCE</td>
<td>23</td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>25</td>
</tr>
<tr>
<td>Master of Public Policy</td>
<td>27</td>
</tr>
<tr>
<td>Master of Public Policy in Development Policy</td>
<td>30</td>
</tr>
<tr>
<td>Master of Public Policy in Economic Policy</td>
<td>31</td>
</tr>
<tr>
<td>Master of Public Policy in International Policy</td>
<td>32</td>
</tr>
<tr>
<td>Master of Public Policy in Policy Analysis</td>
<td>33</td>
</tr>
<tr>
<td>Master of Public Policy in Social Policy</td>
<td>34</td>
</tr>
</tbody>
</table>
The Australian National University (ANU) was established by Federal Parliament in 1946 to lead the intellectual development of the nation through research and education of the highest international standard. Initially a full-time research university whose mandate was to undertake ‘postgraduate research and study both generally and in relation to subjects of national importance’, in 1960 ANU expanded and accepted responsibility for research-led undergraduate education at the same high level of distinction.

Today ANU is recognised as one of the world’s leading centres for discovery and teaching. Our students study alongside scholars who are at the forefront of their fields to become people of substance and influence in their chosen fields both at home and abroad.

ANU ranks 20th in the world and number one in Australia in Global Employability University Ranking (Global Employability Survey 2013)
Based in the national capital, Canberra, ANU collaborates closely with other research organisations, national institutions, and federal, state and territory governments. Generations of ANU scholars, teachers and graduates have made a real contribution to the economic, cultural and social prosperity of the nation.

ANU is the only Australian member of the International Alliance of Research Universities (IARU) – a strategic partnership based on a shared global vision, research-led teaching and a commitment to educating future leaders and tackling some of the world’s biggest challenges. Other members of IARU are: ETH Zurich, National University of Singapore, Peking University, University of California, Berkeley, University of Cambridge, University of Copenhagen, University of Oxford, the University of Tokyo and Yale University.

ANU has consistently been Australia’s highest-ranked university over many years and among the world’s best. In 2013 ANU continued to perform strongly against universities around the world. The 2013QS World University Rankings confirmed ANU remains among the top 30 universities in the world, ranked 27th globally.

ANU has a student population of 21,149 with international students making up 27 per cent of students. It has a high percentage of graduate students in comparison to other universities (51 per cent) and it is the number one recipient of Australian government research funding. The ANU campus is nestled on 145 hectares of beautifully maintained parklands. The landscaped campus contains all the conveniences of a small town including on-campus accommodation and a wide range of facilities including banks, medical services, shops, cafes, restaurants, art galleries, bookshops and a sports centre. There are bus connections to the city, (which is a 10 minute walk away from the campus) and suburbs. ANU offers a dynamic academic and social life. There are over 100 clubs and societies on campus.

Our students
ANU has 21,149 students enrolled in total, including:

> 10,078 undergraduate students
> 4,552 masters by coursework students
> 2,850 higher-degree research students
> 3,548 other postgraduate students
> 225 non-award students

These students come from all over Australia and the world:

> 27 per cent of all students come from overseas
> 38 per cent of domestic undergraduate students come from outside the Australian Capital Territory and surrounding region

Reflecting the University’s emphasis on research, 51 per cent of ANU students are enrolled at graduate level.

Our staff
ANU attracts some of the best staff from around Australia and the world, giving students the opportunity to study and conduct research under some of the world’s most outstanding academics. Reflecting their high international reputation, 86 per cent of academic staff hold PhD degrees.

Nobel Laureates at ANU
ANU researchers have been recognised in many outstanding awards, including Nobel Laureates:

2011 – Professor Brian Schmidt
Nobel Laureate in physics (shared) for the discovery of the accelerating expansion of the Universe through observations of distant supernovae. Professor Schmidt joined ANU in 1995 and currently teaches and undertakes research in the College of Physical and Mathematical Sciences, Research School of Astronomy and Astrophysics.

1996 – Professor Rolf Zinkernagel and Professor Peter Doherty
Nobel Laureates in medicine for revolutionary work in immunology. Professors Doherty and Zinkernagel first met and worked together at the ANU John Curtin School of Medical Research.

1994 – Professor John C Harsanyi
Nobel Laureate in economics (shared) for pioneering work on game theory, providing a new tool for economic analysis. Professor Harsanyi taught economics at ANU from 1958 to 1961, completing some of his early research on game theory while at the University.

1963 – Professor John Eccles
Nobel Laureate in medicine for pioneering work on aspects of the mammalian central nervous system. Professor Eccles was founding Professor of Physiology at the John Curtin School of Medical Research.

1945 – Sir Howard Florey (later Lord Florey)
Nobel Laureate in medicine (shared) for the discovery of penicillin. Lord Florey was an early academic adviser to ANU and Chancellor from 1965 to 1968.
Crawford School of Public Policy is the University's public policy school, serving and influencing Australia, Asia and the Pacific through advanced policy research, engagement and professional education.

Crawford School is named after Sir John Crawford, a great Australian civil servant and a distinguished leader at ANU. Sir John's dedication to the pursuit of scholarly excellence and his contributions to public policy inspire all staff and students and set the standard for the School.

Crawford School's mission is to offer a world-class education, produce high-quality research and make substantial contributions to public policy.

Crawford School graduates are leaders in their fields. Our alumni include parliamentarians, world-leading economists and public sector leaders across Australia and the Asia-Pacific region. The School has produced some of the world's most innovative thinkers on public policy, among them economists, political scientists, social scientists, policy analysts and journalists.

Crawford School is one of nine members of the international PolicyNet group of public policy schools, whose goal is to contribute to policy innovation and scholarly debate. Princeton University's Woodrow Wilson School is another member of PolicyNet.

Crawford School's main purpose and mission is to offer:
> World-class education
> High-quality research
> Substantial contributions to policy
World-class education

Crawford School offers the following Master degrees:

Economics
> International and Development Economics
> Environmental and Resource Economics

Policy and Governance
> Public Policy
> Public Administration

Resources, Environment and Development
> Environmental Management and Development
> Climate Change (jointly with the Fenner School of Environment and Society, ANU College of Medicine, Biology and Environment)
> Master of Applied Anthropology and Participatory Development (jointly delivered by the ANU College of Asia and the Pacific and the ANU College of Arts and Social Sciences)

National Security Policy
> National Security Policy

Students can choose from Crawford School’s wide range of graduate-level courses. With flexible degree programs, students may also select other courses of interest to them from many different areas throughout ANU.

Crawford School aims to provide a supportive learning environment for students. To help them achieve their academic goals, the School makes available:

> Academic and research skills advisers
> Program managers and officers
> Student advisers
> Student services officers
> PhD academic skills advisers
> Scholarship contact manager and liaison officers

High quality research

> In 2013, Crawford School academic staff published hundreds of journal articles, authored books, book chapters and conference papers in international scholarly and peer-reviewed publications.
> The School currently has research centres focusing on policy issues in areas such as climate change, water, social policy, poverty, economics, tax, resource management, development, environmental economics, and food security.
> The School has a global focus with a special emphasis on Australia, Asia and the Pacific.

Substantial contributions to policy

Crawford School faculty members frequently engage in high-level policy-making processes. Highlights include:

‘Australia in the Asia Century’ Australian Government White Paper
Ken Henry and Peter Drysdale

Crawford School white paper with the Tasmanian Government on the Asian Century White Paper
Peter Drysdale and Mark Matthews

Murray-Darling Basin Authority Advisory Committee on Social, Economic and Environmental Issues
Tom Kompas

UNESCO Chair in Water Economics and Transboundary Governance
Quentin Grafton

Stephen Howes

World Bank PREM (Public Sector Governance Unit)
Bjoern Dressel

Bradley Review of Higher Education
Bruce Chapman

Fijian Government Advice on Children
Sharon Bessell

Australian Government Tax Forum
Peter Whiteford

Intergovernmental Panel on Climate Change (IPCC)
Frank Jotzo and David Stern

Eminent Scientists Group providing independent advice to the Minister for Agriculture, Fisheries and Forestry
Tom Kompas

Australian Defence College (ADC)
Renee McKibbin

WWF Australia’s Scientific Advisory Committee
Colin Filer

Globalization and Monetary Policy Institute (GMPI), Federal Reserve Bank of Dallas
Ippei Fujiwara

United Nations Development Programme
Ben Hillman
Canberra is Australia’s national capital and home to the Australian Federal Parliament. Diplomats from all over the world live in Canberra, adding greatly to its political importance and multicultural flavour. Canberra is a planned city located within the self-governing Australian Capital Territory (ACT). It has a population of over 380,000.

Canberra is a major cultural centre for Australia, with many attractions of national significance. These include the National Gallery of Australia, the National Portrait Gallery of Australia, the National Museum of Australia, the National Library of Australia, the National Archives of Australia, the Australian War Memorial, the National Science and Technology Centre (Questacon) and the Australian Institute of Sport. Canberra’s many national institutions provide a valuable cultural and political backdrop to life in the capital, as well as accessible resources for students.

The ANU commands a magnificent position in the centre of Canberra between the shores of Lake Burley Griffin and the slopes of Black Mountain. The campus reflects the natural environment of the city, with pleasant natural expanses surrounding the buildings. The main campus occupies 145 hectares and is just a five-minute bike ride from the city.

Canberra is within easy driving distance of Sydney and a range of natural attractions. It is located approximately three hours’ drive southwest of Sydney and seven hours’ drive north of Melbourne. For those who enjoy the ocean, it is just a two-hour drive to the beautiful beaches of the south coast of New South Wales. For those who enjoy the bush, Namadji National Park, covering 1,000 square kilometres, is right on Canberra’s doorstep. And for those who enjoy the snow, the Snowy Mountains alpine region is just a few hours away.

A city of four seasons

The residents of Canberra enjoy the delights of four distinct seasons. The city is known for its blue skies and sunshine nearly all year round. The climate is best described as continental – warm summers and cool winters. The hottest month is January and the coldest month is July. Even on the coldest of days in winter, there is a good chance that the sun will be shining, as Canberra winters are generally quite dry. If you’re coming to Canberra, make sure you bring plenty of warm clothes, but also hats and sunscreen for the summer!

Student Visa living costs

The Australian Department of Immigration and Border Protection (DIBP) requires that universities ensure international students studying in Australia are aware of their financial obligations and have sufficient funds to support themselves and any dependents during their studies.

You will be required to certify that you will have funds available for travel to and from Australia, payment of the tuition fees and living expenses for you and your dependents for each year of your program of study. The department’s current requirements are as follows:

> $18,610 per year for the main student
> $6,515 per year for the student’s partner
> $3,720 per year for the student’s first child
> $2,790 per year for every other child
> $8,000 per year (approx) for each child of school age to cover the cost of schooling.

For more information, visit www.immi.gov.au/students/student-visa-living-costs.htm

A guide to expenses

While it is not possible to provide precise figures on living expenses in Australia, the following guide should give you a rough idea of how much you will need. These figures do not include tuition fees or the cost of clothing, medicine, mobile phones and the like.

**Estimate of costs (in Australian dollars)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation - single (based on cost of lowest on-campus room)</td>
<td>$200+ per week *</td>
</tr>
<tr>
<td>Food</td>
<td>$120 per week</td>
</tr>
<tr>
<td>Photocopying, stationery</td>
<td>$20 per week</td>
</tr>
<tr>
<td>Public transport</td>
<td>$15 per week</td>
</tr>
<tr>
<td>Entertainment</td>
<td>$30 per week</td>
</tr>
<tr>
<td>Phone</td>
<td>$15 per week</td>
</tr>
<tr>
<td>Incidental</td>
<td>$20 per week</td>
</tr>
<tr>
<td>Health cover</td>
<td>$13 per week</td>
</tr>
<tr>
<td><strong>Total (52 weeks)</strong></td>
<td><strong>$20,020-$22,620 per year</strong></td>
</tr>
</tbody>
</table>

* Off campus accommodation for families - expect to pay $400+ for a three bedroom house/unit (medium price)

**International students – working while studying**

Master and PhD students are permitted to work a maximum of 20 hours per week during the term and unlimited hours when their academic course is not in session. Dependent family members can work full-time throughout the year.

Although your visa permits you to work you should not rely on work to support yourself in Australia as a student.

PhD students need to balance their employment hours with the demands of their candidature as the University believes that employment for a full-time candidate in excess of 20 hours a week can have a negative effect on the successful completion of their program. They should discuss their employment commitments with their supervisor and Delegated Authority and they will be required to give an estimate of their hours of employment in their Annual Reports.

For more information, visit: www.immi.gov.au/students/students/working_while_studying/
ANU students have a variety of different options for accommodation. There are a number of graduate residences on campus. Students can also live off-campus in ANU rental properties, private rental properties or share accommodation.

University Accommodation (UA) provides a variety of services to ANU community to help students find accommodation. UA is the main point of contact for on-campus residential accommodation for students who are not accompanied by their family. UA can provide information about how to go about renting, off-campus housing and shared accommodation, but are unable to actually find a premise on your behalf in the private market.

For more information, visit www.rcc.anu.edu.au/index.php

In order to be considered for the permanent/long-term accommodation at ANU, you are required to register and apply online through UA website. Toad Hall, UniLodge (Kinloch Lodge, Davey Lodge, Warrumbul Lodge, Lena Karmel Lodge), and Ursula Hall-Laurus Wing are popular campus accommodation options for graduate students. On-campus accommodation costs vary between residences. These residences DO NOT cater for families.

The University’s on-campus residences and rental properties are in high demand, and accommodation cannot be guaranteed. Students are therefore advised to investigate private accommodation as well. Do not arrive in Canberra without confirmed temporary or permanent accommodation.

IMPORTANT: If you have applied for admission to ANU, you should apply immediately for accommodation through the UA website. Do not wait until you have received an offer of admission from the University. Your registration for accommodation is independent of your application for admission. Keep checking the UA website for important dates and news. The online application form allows you to list one preference only for accommodation. There is no application fee for online applications and no penalty if you decide to live elsewhere. One application covers all types of residences.

Students with families
ANU student residences are not suitable for children and no facilities for children are provided. Living off-campus is the only option for families with children, and allows them to be closer to schools and other family-oriented services.

For information about private accommodation in Canberra, visit www.rcc.anu.edu.au/housing.php
www.canberratimes.com.au
www.allhomes.com.au
www.domain.com.au
www.ljhooker.com.au

IMPORTANT: Before renting privately, you MUST read through the information on the University Accommodation website carefully. It is important to know your rights and obligations before entering into any contract. You should not pay any money for accommodation until you have:

> Viewed the accommodation yourself
> Signed an ‘Inventory Condition Report’
> Signed a legal contract for the duration of a specified lease

Beware of scams: Protect yourself from online rental scams – www.scamwatch.gov.au. Do not send any money for online promises of shared accommodation until you have arrived in Canberra and viewed the accommodation yourself. If you are unsure about your accommodation, please seek advice from UA or from the staff at Crawford School.
ADMISSIONS

Application method

‘Domestic’ students are citizens of Australia or New Zealand or permanent residents of Australia. Students who do not fall into these categories are classified as ‘international’ students. All students must apply directly to Crawford School or ANU.

Online

Applications can be made online at www.students.anu.edu.au/applications/applying.php

International students will be charged an application fee, unless the application is lodged through an ANU registered Education Agent.

Universities Admission Centre (UAC)

Master of National Security Policy ONLY: Domestic students applying for this degree must apply through the Universities Admissions Centre (UAC)

www.uac.edu.au/postgraduate

IMPORTANT: Please ensure that the following are included with your application:

> An up-to-date detailed resume
> Certified copy of your academic transcript
> IELTS or TOEFL result if required

Applicants interested in Public Policy or Public Administration degrees should also check additional entry requirements (particularly minimum work experience) with the Program Coordinator.

International students applying for a scholarship should state clearly on their application form which scholarship they have applied for.

When completing the application form, use the CRICOS Code (international students only), Program Code and Degree Title. Details of these can be found in the Fees Table (page 9).

Some degree programs may have additional admission requirements. For more information, contact the relevant Program Coordinator, or visit www.programsandcourses.anu.edu.au
FEES

Indicative fees for Crawford School’s Master and PhD programs in 2015* are set out below:

<table>
<thead>
<tr>
<th>CRICOS code</th>
<th>Degree title</th>
<th>Domestic fee*</th>
<th>Indicative fee (2015) per annum</th>
</tr>
</thead>
<tbody>
<tr>
<td>082267E</td>
<td>Master of Applied Anthropology and Participatory Development</td>
<td>$27,260</td>
<td>$33,128</td>
</tr>
<tr>
<td>082268D</td>
<td>Master of Applied Anthropology and Participatory Development (Advance)</td>
<td>$27,260</td>
<td>$33,128</td>
</tr>
<tr>
<td>082373C</td>
<td>Master of Climate Change</td>
<td>$31,551</td>
<td>$36,504</td>
</tr>
<tr>
<td>082295A</td>
<td>Master of Environmental and Resource Economics</td>
<td>$31,551</td>
<td>$36,504</td>
</tr>
<tr>
<td>082296M</td>
<td>Master of Environmental Management and Development</td>
<td>$31,551</td>
<td>$36,504</td>
</tr>
<tr>
<td>082308A</td>
<td>Master of International and Development Economics</td>
<td>$31,551</td>
<td>$36,504</td>
</tr>
<tr>
<td>082340A</td>
<td>Master of National Security Policy</td>
<td>$24,740</td>
<td>$34,752</td>
</tr>
<tr>
<td>082341M</td>
<td>Master of National Security Policy (Advanced)</td>
<td>$24,740</td>
<td>$34,752</td>
</tr>
<tr>
<td>082345G</td>
<td>Master of Public Administration</td>
<td>$31,551</td>
<td>$36,504</td>
</tr>
<tr>
<td>082349C</td>
<td>Master of Public Policy</td>
<td>$31,551</td>
<td>$36,504</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRICOS code</th>
<th>Degree title</th>
<th>Domestic fee*</th>
<th>Indicative fee (2015) per annum</th>
</tr>
</thead>
<tbody>
<tr>
<td>048357G</td>
<td>Doctor of Philosophy</td>
<td>-</td>
<td>$36,504</td>
</tr>
<tr>
<td>074012F</td>
<td>PhD in National Security Policy</td>
<td>-</td>
<td>$28,582</td>
</tr>
</tbody>
</table>

**Introductory Academic Program**

<table>
<thead>
<tr>
<th>IAP / Preparatory Program</th>
<th>Domestic fee*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

*2015 indicative annual fee for the first year only. The fees are dependent on your course selection and are subject to change.

All students are required to pay an annual services and amenities fee.

**Note:** International students are required to pay for overseas students health cover. The indicative fee does not include ANU Access English Program fees.

For further information and up-to-date details on fees, including the University’s comprehensive refund policy, visit www.students.anu.edu.au/fees/
ANU accepts either the IELTS or the TOEFL results to meet the English language requirement for admission.

**International English Language Testing System (IELTS)**
The minimum requirement for all programs is an overall IELTS score of 6.5 with a minimum of 6.0 in each component of the test.

**Test of English as a Foreign Language (TOEFL)**
- Paper Based Test: at least a total score of 570, with Test of Written English score of 4.5.
- Internet Based Test: a total score of 80, with a minimum of 20 in Reading and Writing, and a minimum of 18 in Speaking and Listening.

**Visas and language requirements**
Evidence of competence in English is a condition for obtaining a student visa in some countries. For more information, contact the closest Australian diplomatic mission or visit www.immi.gov.au/students/english-requirements.htm

**ANU Access English Program (CRICOS Code 080015G)**
International students who do not meet Crawford School's language requirements may apply to enter the University's Access English program. This is a 10-week English language and academic preparation course offered by ANU College. Applicants must have the following minimum English language capability:

- IELTS: a score of 6.0 with no band below 5.5; or
- TOEFL: a score of 68 on the Internet Based Test (minimum 18 in Writing, 10 in Reading, 16 in Speaking and 9 in Listening); or 550 on the Paper Based Test, with Test of Written English 4.0.

Successful completion of the ANU Access English Program (a score of at least 60 per cent) enables students to fulfil the English language requirement for ANU degree programs. ANU College also offers a number of other preparatory English language programs that may be more suitable for students, depending on their current level of English.

The ANU College provides additional English language programs, prior to the Access English Program, for students with a lower IELTS/TOEFL score.

For more information on all programs, visit www.anucollege.com.au
Crawford School has a strong tradition of academic and research skills delivery. Our academic and research skills professionals support students in making a smooth transition or return to study.

**Introductory Academic Program (IAP) and Induction Program**

International students (non-Australian citizens) are usually required to attend and satisfactorily complete the Introductory Academic Program (IAP) before beginning their graduate coursework. IAPs are held in January and June, before the start of each semester. The IAP includes an introduction to graduate academic study: academic reading and writing; presentation skills; research techniques; and information and computer literacy skills. The IAP also covers basic concepts in economics; environmental science; microeconomics; macroeconomics and mathematics, depending on the students’ degree program.

Domestic students are invited to an Induction Program before the start of each semester, at which program staff provide a comprehensive briefing to new students.

**Academic support during semesters**

Crawford Academic Skills Advisors are available to support students in further developing their skills in academic reading and writing, research, tutorial/seminar participation and presentations, and examination preparation.

Students can attend regular group sessions in both general and discipline-specific academic skills. They can also meet one of the Academic Skills Advisors for a one-on-one consultation about their written work and other academic skills development throughout their course.

An Academic and Research Skills Advisor is also available for PhD students.
Scholarships

International students

The Australian Government supports Crawford School’s graduate programs at all levels. In addition to Australian Awards Scholarships, Australian Awards Leadership Program and Endeavour Scholarships, Australian Centre for International Agricultural Research (ACIAR)’s Australian Awards Scholarships, Crawford School is endowed with several prestigious international scholarships. The Asian Development Bank, for example, has chosen Crawford School to educate Master degree students from key government agencies throughout the developing world. Crawford School also manages scholarships for the Ford Foundation International Fellowships Program and receives World Bank scholars.

Other countries in our region routinely send their senior leaders to study at Crawford School on government scholarships. For example, the Vietnamese, Sri Lankan and Indonesian state banks; and government ministries from Bhutan, Indonesia and Korea send a number of Master degree scholars each year to study at Crawford School. Students with BECAS Chile, SENESCYT Ecuador, PRONOBEC Peru and other Latin American country scholarships also study in our School.

For further information about scholarships available to citizens in your country visit: www.crawford.anu.edu.au/future_students/

Domestic students

Domestic students who study full time may be eligible to apply for the following funding:

Austudy

The Master of Environmental Management and Development and the Master of Climate Change have been listed with Centrelink as approved degrees for student income support (that is, Youth Allowance for students aged 25 and under or Austudy for those aged over 25 years). To be eligible to claim student income support you must be enrolled full-time and be studying on campus. Note: Full-time is defined as at least three-quarters of the standard full-time load.


The College of Asia and the Pacific Garrurru Indigenous Scholarship is available to Aboriginal and Torres Strait Islander Students undertaking full-time or part-time study in any postgraduate coursework program or postgraduate coursework course offered by the School.

For more information visit: www.asiapacific.anu.edu.au/students/scholarships/garrurru-postgraduate-indigenous-scholarship
Winning the Garrurru Scholarship has prompted Hannah Dawson to look to her past for inspiration. She will use the scholarship to continue her Master of Public Policy at ANU.

“I’ve always had a passion for public policy. As a little kid, my parents were flabbergasted when instead of watching Teenage Mutant Ninja Turtles I wanted to watch the news. When I found out that Question Time was on at the same time as Sesame Street, I chose Question Time. “The Garrurru Scholarship means I can take leave from my job to study public policy full-time, and completely immerse myself in the opportunities available at the College of Asia and the Pacific. It’s going to allow me to flourish as a student. I’m so overwhelmed and grateful. I think it could really change where my ‘journey’ goes next. “I feel so privileged to win this scholarship considering what my ancestors went through, and the opportunities they were denied. I haven’t walked off a mission, I haven’t come from a disadvantaged family, but what this scholarship recognises is there has been disadvantage in the past. I do feel a responsibility to my ancestors, like I’m being guided, and I’m so fortunate to be able to take on the education I have. “The scholarship demonstrates how far we’ve come. But we’ve also got a lot of work to do, so I hope it provides me the opportunity to give more back as well.”

National Security College scholarships
The College offers a series of scholarships that aim to encourage domestic prospective and current graduate students in the pursuit of high academic achievement.

The National Security College Entry Scholarship offers a partial fee scholarship to new, domestic applicants for the Master of National Security Policy or Master of National Security Policy (Advanced).

The National Security College Entry Scholarship for Aboriginal and Torres Strait Island Students offers a partial fee scholarship to new applicants from an Indigenous community.

PhD scholarships
ANU funds and administers a range of scholarships for PhD study for both domestic and international students. It also administers a number of scholarships funded by the Australian government and other sources external to the University. The University’s aim is to attract research degree applicants who have a proven capacity for research.

The Sir Roland Wilson Foundation offers limited scholarships for high-performing Australian Public Service employees to undertake research in areas of priority public interest at ANU. Scholarship holders will be supported at their full salary for the duration of a full-time PhD (three years) to undertake research in areas which are of relevance and enduring interest for the Australian Public Service.

For more information on the Sir Roland Wilson Scholarship visit www.srwfoundation.anu.edu.au/

For more information on scholarships for higher-degree research, visit www.students.anu.edu.au/scholarships/gr/
Graduate certificate and graduate diploma awards are available as exit options in circumstances where the two-year Master degree cannot be completed. Program specific entry requirements can be found at programsandcourses.anu.edu.au

**Ability to continue on to Doctorate**
Graduates of the Master degree from ANU have access to a range of AQF Level 10 Doctoral Degrees, subject to specific admission requirements.
Bruce Chapman is Professor of Economics at Crawford School. He designed the Higher Education Contribution Scheme (HECS), was senior advisor to former Australian prime minister Paul Keating, and has worked as a consultant to the World Bank and governments around the world.

He has published over 180 papers, and in 2012 was named by The Australian as ‘the Person with Most Influence in Higher Education in Australia’. Professor Chapman received an Order of Australia in 2003 for his contributions to economic policy.

Professor Chapman teaches ‘Case Studies in Economic Policy’ to master’s students.

“My passion and engagement with economics has always been as an applied craft, not as a theoretical-only construction.

“What I really like about Crawford School is the great weight that’s given to application, as well as rigorous theory, and the best statistical evidence that you can accumulate to support your propositions. We don’t want people to take away things from a textbook as if that’s the end of the story – it’s usually the beginning of the story. The political, institutional, historical, and sometimes geographic contexts are completely important.

“The other aspect which fascinates me greatly is the use of data. Much of my published work is applied econometric work, often in quite different areas. You can apply econometric techniques to many, many different fields. I’ve now done it in areas as diverse as fertility determinants, the causes of marital breakdown, the determinants of educational success, unemployment issues, wages issues, income issues, sex differences in labour market outcomes, and a whole host of different things. Some of them are well beyond economics: we’ve worked out the determinants of Don Bradman’s cricketing prowess, for example.

“I like to create scepticism about the use of evidence. I want my students to believe the data is always really interesting.”
GRADUATE PROGRAMS IN ECONOMICS

Master of International and Development Economics
Master of Environmental and Resource Economics
Master of International and Development Economics

CRICOS Code: 082308A  Program Code: 7833  Units/Duration: 96 units / 2 years

**Description**

Join an internationally renowned network of leading economic practitioners and researchers at Crawford School and graduate with a world-class master’s degree in international and development economics.

The program will equip you with the tools of advanced economic analysis, and the skill to apply them to economic policies for trade, finance, development and the environment. You can choose from electives including international trade, banking, finance and monetary policy, economic development, quantitative methods, economic regulation, and environmental and natural resource policy.

**Summary**

The Master of International and Development Economics, MIDEC, is an AQF Level 9 Masters Degree (Coursework) qualification taught in English and normally takes two years of full-time equivalent study following a three-year-long AQF Level 7 Bachelor Degree. Course credit may be granted for students with relevant higher qualifications and work experience. The program structure requires the successful completion of both compulsory and elective courses (units of study).

**Cognate disciplines**


**Admission requirements**

> A Bachelor degree or international equivalent.
> Up to 24 units of credit is available for a Bachelor degree in a cognate discipline or Graduate Certificate in a cognate discipline.
> Up to 48 units of credit is available for a Honours degree in a cognate discipline or Graduate Diploma in a cognate discipline.
> Credit may also be available for relevant work experience.

Students must pass all courses in the initial component to continue to the concluding component.

**Learning outcomes**

Upon successful completion, students will have the skills and knowledge to:

> use advanced tools to analyse the economic effects of policy change and to formulate economic policies
> understand the issues in the coordination of policies in international and development economics
> access the academic literature in applied economics and economic policy
> undertake independent research in applied economics and policy, especially in international and development economics

**Study requirements**

The Master of International and Development Economics requires the completion of 96 units, which must consist of:

**First year**

48 units from completion of the following initial component:

42 units from completion of the following compulsory courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEC8002</td>
<td>Macroeconomic Analysis and Policy</td>
<td>IDEC8017</td>
<td>Econometric Techniques</td>
</tr>
<tr>
<td>IDEC8003</td>
<td>Issues in Development Policy</td>
<td>IDEC8029</td>
<td>Issues in Applied Microeconomics</td>
</tr>
<tr>
<td>IDEC8015</td>
<td>Mathematical Methods in Applied Economics</td>
<td>IDEC8030</td>
<td>Issues in Applied Macroeconomics</td>
</tr>
<tr>
<td>IDEC8016</td>
<td>Microeconomic Analysis and Policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Six units from completion of a course from the following list:

EMDV8078  Introduction to Environmental and Resource Economics
IDEC8001  Applied Economics: Cost/Benefit Analysis

Students must pass all courses in the initial component to continue to the concluding component.

**Second year**

48 units from completion of the following concluding component:

18 units from completion of the following compulsory courses:

CRWF8000  Government, Markets and Global Change
IDEC8008  Open Economy Macroeconomics, Finance, and Development
IDEC8008  Open Economy Macroeconomics, Finance, and Development

Six units from completion of a research project or skills course from the following list:

IDEC8010  Quantitative International Economics
IDEC8011  Masters Research Essay
IDEC8023  Case Studies in Applied Economics
IDEC8026  Quantitative Policy Impact Evaluation

A minimum of 12 units from completion of economics or econometrics courses from the following list:

ECON8002  Applied Welfare Economics
ECON8006  International Trade Theory
ECON8010  The Economics of Taxation and Redistribution
ECON8014  Mathematical Techniques in Economics II
ECON8015  International Economics
ECON8034  Public Sector Economics (G)
ECON8037  Financial Economics
ECON8039  Health Economics
ECON8041  Labour Economics and Industrial Relations
ECON8047  Law and Economics
ECON8049  Southeast Asian Economic Policy and Development
ECON8053  Strategic Thinking: An Introduction to Game Theory
EMET8001  Applied micro-econometrics
EMET8002  Case Studies in Applied Economic Analysis and Econometrics
EMET8010  Applied Macro and Financial Econometrics
EMET8012  Business and Economic Forecasting
EMET8014  Fundamentals of Econometric Methods
IDEC8007  Aid and Development Policy
IDEC8009  Trade, Development and the Asia Pacific Economy
IDEC8010  Quantitative International Economics
IDEC8011  Masters Research Essay
IDEC8012  Monetary Policy and Central Banking in the Asia Pacific
IDEC8014  Banking, Finance and Monetary Policy in the Asia Pacific Region

Continued over page >>>

Laura Navarro, someone who has been inspired to think big and take on the world thanks to her Master of International and Development Economics (MIDEC).

Laura Navarro says when she found the MIDEC program at ANU it ticked the boxes of everything she was looking for.

“I have a background in international studies, and professionally I worked as a research assistant for many years in the Department of Asia Pacific Studies at the University of Guadalajara back home in Mexico, so I always had that intellectual curiosity for this region.

“Plus, I was in Australia years ago doing an exchange so I knew it had to be Australia. I loved Australia.”

Laura says her perspective has changed not just academically, but beyond that, to how she envisions her future.

“I feel like I will graduate with a prestigious degree, and that starts to open doors of possibilities for you. I’ve started thinking, ‘What if I apply to the UN Young Professionals Program?’ And I’ve always had my eye on the Young Professionals Program of the Inter-American Development Bank in Washington too. Everything you learn here, it gives you the level you need to apply for something like that.”
Master of International and Development Economics cont...

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEC8018</td>
<td>Agricultural Economics and Resource Policy</td>
</tr>
<tr>
<td>IDEC8020</td>
<td>Applied Economic Dynamics</td>
</tr>
<tr>
<td>IDEC8021</td>
<td>The Chinese Economy</td>
</tr>
<tr>
<td>IDEC8022</td>
<td>Economic Development</td>
</tr>
<tr>
<td>IDEC8023</td>
<td>Case Studies in Applied Economics</td>
</tr>
<tr>
<td>IDEC8025</td>
<td>Empirical Public Finance</td>
</tr>
<tr>
<td>IDEC8026</td>
<td>Quantitative Policy Impact Evaluation</td>
</tr>
<tr>
<td>IDEC8027</td>
<td>Infrastructure Regulation Economics and Policy</td>
</tr>
<tr>
<td>IDEC8028</td>
<td>The Microeconomics of Development</td>
</tr>
<tr>
<td>IDEC8053</td>
<td>Environmental Economics</td>
</tr>
<tr>
<td>IDEC8068</td>
<td>Macroeconomic Policy and Implementation</td>
</tr>
<tr>
<td>IDEC8081</td>
<td>The Economics of Incentives and Institutions</td>
</tr>
<tr>
<td>IDEC8083</td>
<td>The Role of Financial Markets and Development</td>
</tr>
<tr>
<td>IDEC8088</td>
<td>Applied Economics: Cost/Benefit Analysis</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWF8004</td>
<td>Case Studies in Economic Policy</td>
</tr>
<tr>
<td>CRWF8006</td>
<td>International Climate Change Policy and Economics</td>
</tr>
<tr>
<td>CRWF8009</td>
<td>Energy Politics and Governance</td>
</tr>
<tr>
<td>CRWF8011</td>
<td>The Global Trading System</td>
</tr>
<tr>
<td>CRWF8014</td>
<td>Domestic Climate Change Policy and Economics</td>
</tr>
<tr>
<td>CRWF8016</td>
<td>Food Wars: Food Security and Agricultural Policy</td>
</tr>
<tr>
<td>CRWF8017</td>
<td>Energy Economics</td>
</tr>
<tr>
<td>CRWF8017</td>
<td>Environmental Sustainability, Health and Development</td>
</tr>
<tr>
<td>EMDV8001</td>
<td>Methods for Environmental Decision-Making</td>
</tr>
<tr>
<td>EMDV8002</td>
<td>Environmental Policy and Communications</td>
</tr>
<tr>
<td>EMDV8007</td>
<td>Poverty Reduction</td>
</tr>
<tr>
<td>POGO8004</td>
<td>Managing Government Finances</td>
</tr>
<tr>
<td>POGO8057</td>
<td>Corruption and Anti-corruption</td>
</tr>
</tbody>
</table>

Research component

The technical and analytical skills developed in the compulsory courses IDEC8008 and IDEC8064 are employed as research methods in the core applied economics courses IDEC8010, IDEC8011, IDEC8023 and IDEC8026 of which students must take at least one. This combination of courses ensures that students both gain and have the opportunity to deploy advanced applied economics research skills.

Arjuna Mohottala, is shining the torch on the financial costs of energy use in Asia and the Pacific with his Master of International and Development Economics (MIDEC).

“I was working in the IT and finance sector for about six years, before I joined the Central Bank of Sri Lanka and became an economist. It was that transition which really got me liking economics, and wanting to make a career out of it.

“I was looking through certain journal papers and publications, and came across the name of Stephen Howes from Crawford School of Public Policy at ANU. I wrote to him directly explaining my background and asking about the prospects of coming to ANU,” Stephen responded positively. “From my initial email to me physically being here took less than three weeks.”

Arjuna is now pursuing a master’s with a view to doing a PhD at ANU, with a focus on energy economics and its impact on the financial markets of Asia and the Pacific.

“The good thing about ANU is the libraries are well equipped and the faculty are very approachable. You don’t have to wait for consultation hours. Sometimes you will email them and they’ll reply in the wee hours of the morning. That has really helped me in my learning and got me to take more challenging subjects. And I’ve been loving it!”
Master of Environmental and Resource Economics

Description
This program provides the tools of economic analysis at an advanced level and applies them to policy issues with a focus on environmental and resource economics. Areas of specialisation covered in elective courses include: agricultural and resource economics, cost-benefit analysis, quantitative methods, economic regulation, and environmental and natural resource policy. A common theme across these courses is the integration of environmental and resource decisions into the broader context of national and international economic policy. Graduates find ready employment with universities, national and international policy agencies, leading corporations and civil society organisations.

Summary
The Master of Environmental and Resource Economics, MEREC, is an AQF Level 9 Masters Degree (Coursework) qualification taught in English and normally takes two years of full-time equivalent study following a three-year-long AQF Level 7 Bachelor Degree. Course credit may be granted for students with relevant higher qualifications and work experience. The program structure requires the successful completion of both compulsory and elective courses (units of study).

Cognate disciplines

Admission requirements
> A Bachelor degree or international equivalent.
> Up to 24 units of credit is available for a Bachelor degree in a cognate discipline or Graduate Certificate in a cognate discipline.
> Up to 48 units of credit is available for a Honours degree in a cognate discipline or Graduate Diploma in a cognate discipline.
> Credit may also be available for relevant work experience.

Students must pass all courses in the initial component to continue to the concluding component.

Learning outcomes
Upon successful completion, students will have the skills and knowledge to:
> use advanced tools to analyse the economic effects of policy change and to formulate economic policies
> understand the issues in the coordination of policies in environmental and resource economics
> access the academic literature in applied economics and economic policy
> undertake independent research in applied economics and policy, especially in environmental and resource economics
Study requirements

The Master of Environmental and Resource Economics requires the completion of 96 units, which must consist of:

**First year**

48 units from completion of the following initial component:

36 units from completion of the following compulsory courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEC8001</td>
<td>Applied Economics: Cost/Benefit Analysis</td>
<td>IDEC8016</td>
<td>Microeconomic Analysis and Policy</td>
</tr>
<tr>
<td>IDEC8002</td>
<td>Macroeconomic Analysis and Policy</td>
<td>IDEC8017</td>
<td>Econometric Techniques</td>
</tr>
<tr>
<td>IDEC8015</td>
<td>Mathematical Methods in Applied Economics</td>
<td>IDEC8029</td>
<td>Issues in Applied Microeconomics</td>
</tr>
</tbody>
</table>

Six units from completion of a course from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMDV8078</td>
<td>Introduction to Environmental and Resource Economics</td>
<td>IDEC8003</td>
<td>Issues in Development Policy</td>
</tr>
<tr>
<td>IDEC8030</td>
<td>Issues in Applied Macroeconomics</td>
<td>IDEC8030</td>
<td>Issues in Applied Macroeconomics</td>
</tr>
</tbody>
</table>

Six units from completion of an environmental course from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMDV8007</td>
<td>Environmental Policy and Communications</td>
<td>EMDV8101</td>
<td>State, Society and Natural Resources</td>
</tr>
<tr>
<td>EMDV8013</td>
<td>Issues in Development and Environment</td>
<td>EMDV8108</td>
<td>Applied Environmental and Resource Management</td>
</tr>
<tr>
<td>EMDV8026</td>
<td>Introduction to Environmental Science</td>
<td>IDEC8053</td>
<td>Environmental Economics</td>
</tr>
<tr>
<td>IDEC8053</td>
<td>Environmental Economics</td>
<td>IDEC8064</td>
<td>Masters Microeconomics</td>
</tr>
</tbody>
</table>

Students must pass all courses in the initial component to continue to the concluding component.

**Second year**

48 units from completion of the following concluding component:

24 units from completion of the following compulsory courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWF8000</td>
<td>Government, Markets and Global Change</td>
<td>IDEC8053</td>
<td>Environmental Economics</td>
</tr>
<tr>
<td>IDEC8018</td>
<td>Agricultural Economics and Resource Policy</td>
<td>IDEC8064</td>
<td>Masters Microeconomics</td>
</tr>
</tbody>
</table>

Six units from completion of a research project or skills course from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEC8011</td>
<td>Masters Research Essay</td>
<td>IDEC8026</td>
<td>Quantitative Policy Impact Evaluation</td>
</tr>
</tbody>
</table>

Master of Environmental and Resource Economics cont...
A minimum of six units from completion of an economics or econometrics course from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON8010</td>
<td>The Economics of Taxation and Redistribution</td>
<td>IDEC8010</td>
<td>Quantitative International Economics</td>
</tr>
<tr>
<td>ECON8015</td>
<td>International Economics</td>
<td>IDEC8011</td>
<td>Masters Research Essay</td>
</tr>
<tr>
<td>ECON8022</td>
<td>Macroeconomic Theory (Master)</td>
<td>IDEC8012</td>
<td>Monetary Policy and Central Banking in the Asia Pacific</td>
</tr>
<tr>
<td>ECON8038</td>
<td>Industrial Organisation</td>
<td>IDEC8014</td>
<td>Banking, Finance and Monetary Policy in the Asia Pacific Region</td>
</tr>
<tr>
<td>ECON8047</td>
<td>Law and Economics</td>
<td>IDEC8020</td>
<td>Applied Economic Dynamics</td>
</tr>
<tr>
<td>ECON8050</td>
<td>Economic Growth</td>
<td>IDEC8022</td>
<td>Economic Development</td>
</tr>
<tr>
<td>EMET8001</td>
<td>Applied micro-econometrics</td>
<td>IDEC8023</td>
<td>Case Studies in Applied Economics</td>
</tr>
<tr>
<td>EMET8002</td>
<td>Case Studies in Applied Economic Analysis and Econometrics</td>
<td>IDEC8025</td>
<td>Empirical Public Finance</td>
</tr>
<tr>
<td>EMET8010</td>
<td>Applied Macro and Financial Econometrics</td>
<td>IDEC8026</td>
<td>Quantitative Policy Impact Evaluation</td>
</tr>
<tr>
<td>EMET8012</td>
<td>Business and Economic Forecasting</td>
<td>IDEC8027</td>
<td>Infrastructure Regulation Economics and Policy</td>
</tr>
<tr>
<td>EMET8014</td>
<td>Fundamentals of Econometric Methods</td>
<td>IDEC8028</td>
<td>The Microeconomics of Development</td>
</tr>
<tr>
<td>IDEC8007</td>
<td>Aid and Development Policy</td>
<td>IDEC8029</td>
<td>Macroeconomic Policy and Implementation</td>
</tr>
<tr>
<td>IDEC8008</td>
<td>Open Economy Macroeconomics, Finance, and Development</td>
<td>IDEC8030</td>
<td>The Economics of Incentives and Institutions</td>
</tr>
<tr>
<td>IDEC8009</td>
<td>Trade, Development and the Asia Pacific Economy</td>
<td>IDEC8031</td>
<td>Applied Economics: Cost/Benefit Analysis</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWF8004</td>
<td>Case Studies in Economic Policy</td>
<td>EMDV8001</td>
<td>Environmental Sustainability, Health and Development</td>
</tr>
<tr>
<td>CRWF8006</td>
<td>International Climate Change Policy and Economics</td>
<td>EMDV8002</td>
<td>Methods for Environmental Decision-Making</td>
</tr>
<tr>
<td>CRWF8009</td>
<td>Energy Politics and Governance</td>
<td>EMDV8007</td>
<td>Environmental Policy and Communications</td>
</tr>
<tr>
<td>CRWF8011</td>
<td>The Global Trading System</td>
<td>EMDV8104</td>
<td>Environmental Governance</td>
</tr>
<tr>
<td>CRWF8014</td>
<td>Domestic Climate Change Policy and Economics</td>
<td>POGO8004</td>
<td>Poverty Reduction</td>
</tr>
<tr>
<td>CRWF8016</td>
<td>Food Wars: Food Security and Agricultural Policy</td>
<td>POGO8057</td>
<td>Managing Government Finances</td>
</tr>
<tr>
<td>CRWF8017</td>
<td>Energy Economics</td>
<td>POGO8076</td>
<td>Corruption and Anti-corruption</td>
</tr>
</tbody>
</table>

**Research component**

The technical and analytical skills developed in the compulsory courses IDEC8053 and IDEC8064 are employed as research methods in the core applied economics courses IDEC8011, IDEC8023 and IDEC8026 of which students must take at least one. This combination of courses ensures that students both gain and have the opportunity to deploy advanced applied economics research skills.
Dr Sharon Bessell

Dr Sharon Bessell is Director of the Children’s Policy Centre and senior lecturer at Crawford School of Public Policy.

She has worked in Australia, Southeast Asia and the Pacific as a researcher, with non-government organisations and as a consultant. Her research, on social policy for children, has focused primarily on Australia, Indonesia and Fiji.

Dr Bessell teaches ‘Development Theories and Themes’ and ‘Global Social Policy’ to master’s students.

“Our students come from all over the world, and from institutions ranging from United Nations agencies and international NGOs to government departments. They bring incredible practical experience to the classroom. But it’s important for practitioners to study policy.

“What we do in our courses is pull apart policies and processes to analyse the ideas behind them. We ask, where does this approach come from? What’s the motivation for this? What is the outcome? For example, what is the aim and outcome when the International Labour Organisation adopts the social protection floor, or when the G20 starts to talk about a growth target? It’s by pulling apart those ideas that we hopefully give students the analytical skills to think more reflectively about the kinds of policies they will be developing and implementing when they go back to their jobs.

“ANU has an excellent reputation for very good reason. If you’re a student looking for a master’s program, you would be very hard pressed to beat ANU, not just in Australia, but internationally. Here at Crawford we have great faculty, excellent support for students, a lovely building, and terrific students. In terms of teaching, it’s always the students who make the program. And we have fabulous students.”
GRADUATE PROGRAMS IN POLICY AND GOVERNANCE

Public Administration
Public Policy
Master of Public Administration

Description
The Master of Public Administration will make your leadership aspirations a reality.
The internationally-recognised teaching staff at Crawford School have the real-world experience and expertise to develop your management, leadership and organisational performance skills, and help you succeed in public administration.
The program integrates theory and practice to explore contemporary public dilemmas, both locally and globally, alongside the latest debates in the social sciences regarding good public administration.

Summary
The Master of Public Administration, MPUAD, is an AQF Level 9 Masters Degree (Coursework) qualification taught in English and normally takes two years of full-time equivalent study following a three-year-long AQF Level 7 Bachelor Degree. Course credit may be granted for students with relevant higher qualifications. The program structure requires the successful completion of both compulsory and elective courses (units of study).
Admission is normally based on the successful completion of an AQF Level 7 Bachelor Degree and three years’ work experience in a public sector or related environment.

Cognate disciplines
Economic Policy, Economics, Political Economy, Political Sciences, Project Management, Sociology, Law, International Politics

Admission requirements
> A Bachelor degree or international equivalent, with at least three years’ work experience in a public sector or related environment.
> Applicants with a Bachelor Degree or Graduate Certificate in a cognate discipline may be eligible for 24 units (one semester) of credit.
> Applicants with a Graduate Diploma or Honours in a cognate discipline may be eligible for 48 units (one year) of credit.
> Credit may also be available for relevant work experience.

Students must achieve a minimum 65 per cent weighted average mark in the initial component to continue to the concluding component. Students who do not achieve a minimum 65 per cent weighted average mark in the initial component will be transferred to the Graduate Diploma in Public Administration.

Learning outcomes
Upon successful completion, students will have the skills and knowledge to:
> Demonstrate understanding of historical, comparative and theoretical perspectives on public sector management and leadership
> Demonstrate deep knowledge and understanding of key debates and thinking in the field of public sector management and leadership, in Australia and globally
> Reflect critically on and engage in key theoretical debates in the field of public sector management and leadership
> Demonstrate knowledge of research principles and both qualitative and quantitative methodologies relevant to the field of public sector management and leadership
> Apply conceptual analysis and evidence to investigate, analyse and synthesise complex management, leadership and policy challenges from multiple perspectives
> Apply self-management, communication, influencing and teamwork skills to complex management and leadership challenges.
Study requirements
The Master of Public Administration requires the completion of 96 units, which must consist of:

First year
48 units from completion of the following initial component:
- POGO8012 Comparative Government and Politics
- POGO8016 The Economic Way of Thinking 1
- POGO8019 The Economic Way of Thinking 2
- POGO8024 Social Policy, Society and Change
- POGO8062 Public Sector Management
- POGO8072 Development Theories and Themes
- POGO8090 Making and Evaluating Policy
- POGO8117 Program Management

Students must achieve a minimum 65 per cent weighted average mark in the initial component to continue to the concluding component. Students who do not achieve a minimum 65 per cent weighted average mark in the initial component will be transferred to the Graduate Diploma in Public Administration.

Second year
48 units from completion of the following concluding component:
- 24 units from completion of the following compulsory courses:
  - CRWF8000 Government, Markets and Global Change
  - POGO8032 Comparative Public Sector Management
  - POGO8096 Research Methods (six units)
  - POGO8008 Participation and Program Management
  - POGO8021 Public Sector Ethics
  - POGO8055 Case Studies in Public Sector Management
  - POGO8056 People and Performance in Public Organisations
  - POGO8004 Poverty Reduction
  - IDEC8007 Aid and Development Policy
  - IDEC8009 Trade, Development and the Asia Pacific Economy
  - IDEC8014 Banking, Finance and Monetary Policy in the Asia Pacific Region

A minimum of 18 units from completion of courses from the following list:
- POGO8008 Participation and Program Management
- POGO8021 Public Sector Ethics
- POGO8055 Case Studies in Public Sector Management
- POGO8056 People and Performance in Public Organisations
- POGO8004 Poverty Reduction
- IDEC8007 Aid and Development Policy
- IDEC8009 Trade, Development and the Asia Pacific Economy
- IDEC8014 Banking, Finance and Monetary Policy in the Asia Pacific Region

A maximum of six units from completion of a course from the following list:
- CRWF8004 Case Studies in Economic Policy
- CRWF8006 International Climate Change Policy and Economics
- CRWF8009 Energy Politics and Governance
- CRWF8011 The Global Trading System
- CRWF8014 Domestic Climate Change Policy and Economics
- CRWF8016 Food Wars: Food Security and Agricultural Policy
- EURO8003 The European Union: Regional Integration in Comparative Perspective
- IDEC8007 Aid and Development Policy
- IDEC8009 Trade, Development and the Asia Pacific Economy
- IDEC8014 Banking, Finance and Monetary Policy in the Asia Pacific Region
- IDEC8021 The Chinese Economy
- IDEC8022 Economic Development
- IDEC8081 The Economics of Incentives and Institutions
- IDEC8022 Economic Development
- IDEC8035 Research Project (six units)
- IDEC8037 Writing Public Policy
- IDEC8076 Corruption and Anti-corruption
- IDEC8084 Principles of Social Policy
- IDEC8085 Implementing Social Policy
- IDEC8095 Development Policy and Practice
- IDEC8099 Community and Social Policy

Research component
All students undertake POGO8096 Research Methods which gives training in research skills. These skills are applied in major research-based assessment in POGO8032 and POGO8111, which are also compulsory courses.
Master of Public Policy

Description
The purpose of the Master of Public Policy is to provide public policy education of international renown for professionals to develop further as leaders in a variety of public sector roles, including public services, third sector organisations or government affairs positions in the private sector. The MPP's scope includes providing students with an introduction to the latest disciplinary policy debates in the social sciences and, with a mixture of theory and practice, to build the analytical tools and knowledge necessary for high quality policy analysis, including design, advocacy, and evaluation, as well as building political and program management capabilities.

In addition to the Master of Public Policy there are a number of specialised Public Policy degrees available in the following fields:
- Master of Public Policy in Development Policy
- Master of Public Policy in Economic Policy
- Master of Public Policy in International Policy
- Master of Public Policy in Policy Analysis
- Master of Public Policy in Social Policy

All of which have the same duration, entry and progression requirements as the Master of Public Policy.

Summary
The Master of Public Policy, MPUBP, is an AQF Level 9 Masters Degree (Coursework) qualification taught in English and normally takes two years of full-time equivalent study following a three-year-long AQF Level 7 Bachelor Degree. Course credit may be granted for students with relevant higher qualifications.

The program structure requires the successful completion of both compulsory and elective courses (units of study).

Admission is normally based on the successful completion of an AQF Level 7 Bachelor Degree and three years’ work experience in a public sector or related environment.

Cognate disciplines
Economic Policy, Economics, Policy Studies, Political Economy, Political Sciences, Sociology, Law, International Politics

Admission requirements
- A Bachelor degree or international equivalent with at least three years’ work experience in a public sector or related environment.
- Applicants with a Bachelor Degree or Graduate Certificate in a cognate discipline may be eligible for 24 units (one semester) of credit.
- Applicants with a Graduate Diploma or Honours in a cognate discipline may be eligible for 48 units (one year) of credit.
- Credit may also be available for relevant work experience.

Students must achieve a minimum 65 per cent weighted average mark in the initial component to continue to the concluding component. Students who do not achieve a minimum 65 per cent weighted average mark in the initial component will be transferred to the Graduate Diploma in Public Administration.
Learning outcomes

Upon successful completion, students will have the skills and knowledge to:

> Demonstrate deep knowledge and understanding of key debates and thinking in the field of public policy, in Australia and globally
> Reflect critically on and engage in key theoretical debates in the field of public policy
> Engage influentially in debates and analysis of public policy issues and practical challenges across cultural, developmental and institutional contexts
> Demonstrate knowledge of research principles and both qualitative and quantitative methodologies relevant to the field of public policy
> Identify and apply appropriate research methods to public policy challenges
> Analyse, synthesise and communicate complex, political and institutional policy problems from multiple perspectives
> Develop innovative policy recommendations to complex problems in changing policy environments
> Understand challenges relating to management, implementation and evaluation of public policies and respond to these in innovative ways

Study requirements

The Master of Public Policy requires the completion of 96 units, which must consist of:

First year

48 units from completion of the following initial component:

36 units from completion of the following compulsory courses:

POGO8012  Comparative Government and Politics
POGO8019  The Economic Way of Thinking 2
POGO8024  Social Policy, Society and Change
POGO8062  Public Sector Management
POGO8072  Development Theories and Themes
POGO8117  Program Management

Six units from completion of an economics course from the following list:

POGO8016  The Economic Way of Thinking 1
POGO8081  Economics for Government

Six units from completion of a policy course from the following list:

POGO8082  Political Institutions and Policy Processes
POGO8090  Making and Evaluating Policy

Students must achieve a minimum 65 per cent weighted average mark in the initial component to continue to the concluding component. Students who do not achieve a minimum 65 per cent weighted average mark in the initial component will be transferred to the Graduate Diploma in Public Administration.

Second year

48 units from completion of the following concluding component:

12 units from completion of the following compulsory courses:

CRWF8000  Government, Markets and Global Change
POGO8096  Research Methods (six units)

A minimum of six units from completion of courses from the following list:

POGO8004  Poverty Reduction
POGO8021  Public Sector Ethics
POGO8025  Social Policy Analysis
POGO8029  Health Policy in a Globalising World

A maximum of 30 units from completion of courses from the following list:

ANTH8009  Development in Practice
ANTH8028  Introduction to Social Impact Studies
ANTH8032  Law, Order and Conflict in the Pacific
CRWF8004  Case Studies in Economic Policy
CRWF8006  International Climate Change Policy and Economics
CRWF8011  The Global Trading System
CRWF8014  Domestic Climate Change Policy and Economics
CRWF8016  Food Wars: Food Security and Agricultural Policy
DEMO8045  Education and Labour Force

Continued over page >>>
Master of Public Policy cont...

DEMO8048  Gender and Population
EURO8003  The European Union: Regional Integrations in Comparative Perspective
IDEC8007  Aid and Development Policy
IDEC8088  Applied Economics: Cost/Benefit Analysis
INTR8013  International Political Economy 1
MEDI8203  Introduction to Health Policy and Administration
NSPO8007  National Security: Concepts and Challenges
POGO8035  Research Project
POGO8037  Writing Public Policy
POGO8044  Global Social Policy
POGO8045  International Policy Making in the Shadow of the Future
POGO8076  Corruption and Anti-Corruption
POGO8083  Policy Advocacy
POGO8084  Principles of Social Policy
POGO8085  Implementing Social Policy
POGO8088  New Models for Governance: Strategy, Innovation, Decentralisation
POGO8095  Development Policy and Practice
POGO8099  Community and Social Policy
POGO8102  Selected Themes in Public Policy: Urbanisation and Human Settlement
POGO8111  Public Sector Leadership
POGO8115  International Negotiations
POLS8032  Globalisation: the Integrations of Economics and Politics
SOCY8004  Interest Groups, Advocacy and Public Policy

Research component

All students undertake POGO8096 Research Methods, a training course in research skills. These skills are applied in major research-based assessment in POGO8004, POGO8021, POGO8025 and POGO8029, of which students must take at least one.

Bunthan Eang, a young Cambodian is using his Master of Public Policy (MPP) to help re-build his country after devastating genocides.

“The whole program is really eye-opening, especially when you discover the policy of another country is very similar to the situation in your country, and you have a chance to see many areas and many policies that are in need of reform, for example, or are missing in a particular country at a certain time. It opens your eyes and you can see there are many things you can learn from.”

Bunthan says one of the program’s greatest strengths is the calibre of teaching staff and visiting lecturers.

“ANU is in Canberra, where policy decisions are made so you can hear from the experts themselves, like policymakers and politicians. We have a great chance through school programs, like roundtable discussions and debates, to talk to them. Last week I got the chance to meet and talk with Dr Surin Pitsuwan, Secretary-General of ASEAN!”

“A lot of people ask me if I am sad to leave Australia,” he says. “It seems to me that I need Australia, but Cambodia needs me. I’ve learnt a lot here, from both academic and social settings, and I want to return to Cambodia and apply those things.”
Master of Public Policy in Development Policy

Study requirements
The Master of Public Policy in Development Policy requires the completion of 96 units, which must consist of:

First year
Completion of first year requirements and progression requirements of Master of Public Policy. See page 28.

Second year
48 units from completion of the following concluding component:
12 units from completion of the following compulsory courses:
- CRWF8000 Government, Markets and Global Change
- POGO8096 Research Methods (six units)
- CRWF8006 International Climate Change Policy and Economics
- CRWF8011 The Global Trading System
- CRWF8016 Food Wars: Food Security and Agricultural Policy

A minimum of 18 units from completion of a development policy course from the following list:
- ANTH8009 Development in Practice
- ANTH8028 Introduction to Social Impact Studies
- ANTH8032 Law, Order and Conflict in the Pacific
- CRWF8006 International Climate Change Policy and Economics
- CRWF8011 The Global Trading System
- CRWF8016 Food Wars: Food Security and Agricultural Policy
- IDEC8007 Aid and Development Policy
- POGO8004 Poverty Reduction
- POGO8076 Corruption and Anti-corruption
- POGO8095 Development Policy and Practice
- POGO8102 Selected Themes in Public Policy

A maximum of 18 units from completion of courses from the following list:
- CRWF8004 Case Studies in Economic Policy
- CRWF8014 Domestic Climate Change Policy and Economics
- DEMO8045 Education and Labour Force
- EURO8003 The European Union: Regional Integration in Comparative Perspective
- IDEC8088 Applied Economics: Cost/Benefit Analysis
- INTR8013 International Political Economy 1
- MEDI8203 Introduction to Health Policy and Administration
- NSPO8007 National Security: Concepts and Challenges
- POGO8021 Public Sector Ethics
- POGO8025 Social Policy Analysis
- POGO8029 Health Policy in a Globalising World
- POGO8035 Research Project (six units)
- POGO8037 Writing Public Policy
- POGO8044 Global Social Policy
- POGO8045 International Policy Making in the Shadow of the Future
- POGO8083 Policy Advocacy
- POGO8084 Principles of Social Policy
- POGO8085 Implementing Social Policy
- POLS8032 Globalization: the Interaction of Economics and Politics
Study requirements

The Master of Public Policy in Economic Policy requires the completion of 96 units, which must consist of:

First year

Completion of first year requirements and progression requirements of Master of Public Policy. See page 28.

Second year

48 units from completion of the following concluding component:

12 units from completion of the following compulsory courses:

- CRWF8000 Government, Markets and Global Change
- POGO8096 Research Methods (six units)

Six units from completion of an economics course from the following list:

- CRWF8004 Case Studies in Economic Policy
- POGO8057 Managing Government Finances
- CRWF8011 The Global Trading System
- POGO8076 Corruption and Anti-corruption
- POGO8001 Services and Investment Policy

A minimum of 12 units from completion of economics courses from the following list:

- CRWF8004 Case Studies in Economic Policy
- INTR8013 International Political Economy 1
- CRWF8011 The Global Trading System
- POGO8015 Services and Investment Policy
- ECON8091 The Economy, Politics and the State
- POGO8057 Managing Government Finances
- IDEC8009 Trade, Development and the Asia Pacific Economy
- POGO8076 Corruption and Anti-corruption
- IDEC8027 Infrastructure Regulation Economics and Policy
- POGO8080 Organisational Finance and Budgeting

A maximum of 18 units from completion of courses from the following list:

- ANTH8009 Development in Practice
- NSPO8007 National Security: Concepts and Challenges
- ANTH8028 Introduction to Social Impact Studies
- POGO8004 Poverty Reduction
- ANTH8032 Law, Order and Conflict in the Pacific
- POGO8021 Public Sector Ethics
- CRWF8006 International Climate Change Policy and Economics
- POGO8025 Social Policy Analysis
- CRWF8014 Domestic Climate Change Policy and Economics
- POGO8029 Health Policy in a Globalising World
- CRWF8016 Food Wars: Food Security and Agricultural Policy
- POGO8035 Research Project (six units)
- POGO8037 Writing Public Policy
- DEMO8045 Education and Labour Force
- POGO8044 Global Social Policy
- DEMO8048 Gender and Population
- POGO8045 International Policy Making in the Shadow of the Future
- EURO8003 The European Union: Regional Integration in Comparative Perspective.
- POGO8083 Policy Advocacy
- IDEC8007 Aid and Development Policy
- POGO8084 Principles of Social Policy
- IDEC8088 Applied Economics: Cost/Benefit Analysis
- POGO8085 Implementing Social Policy
- MEDI8203 Introduction to Health Policy and Administration
- POGO8087 Development Policy and Practice
- MEDI8203 Globalization: the Interaction of Economics and Politics
Study requirements

The Master of Public Policy in International Policy requires the completion of 96 units, which must consist of:

First year
Completion of first year requirements and progression requirements of Master of Public Policy. See page 28.

Second year
48 units from completion of the following concluding component:
12 units from completion of the following compulsory courses:

- CRWF8000 Government Markets and Global Change
- POGO8096 Research Methods (six units)

Six units from completion of an international policy course from the following list:

- CRWF8006 International Climate Change Policy and Economics
- POGO8045
- Health Policy in a Globalising World
- POGO8029
- International Policy Making in the Shadow of the Future
- POGO8007

A minimum of 12 units from completion of international policy courses from the following list:

- CRWF8006 International Climate Change Policy and Economics
- POGO8007 Aid and Development Policy
- INTR8013 International Political Economy
- NSPO8007 National Security: Concepts and Challenges

A maximum of 18 units from completion of courses from the following list:

- ANTH8009 Development in Practice
- INTR8014 Domestic Climate Change Policy and Economics
- Polity8004
- CRWF8016 Food Wars: Food Security and Agricultural Policy
- POGO8025 Social Policy Analysis
- DEMO8045 Education and Labour Force
- POGO8021 Public Sector Ethics
- DEMO8084 Gender and Population
- POGO8035 Research Project
- DIPL8008 The UN and Peace
- POGO8037 Writing Public Policy
- DIPL8009 Diplomacy in a Globalising World
- POGO8044 Global Social Policy
- IDEC8088 Applied Economics: Cost/Benefit Analysis
- POGO8076 Corruption and Anti-Corruption
- INTR8013 International Political Economy
- POGO8083 Policy Advocacy
- INTR8045 Global Governance
- POGO8084 Principles of Social Policy
- INTR8055 Contemporary Issues in International Political Economy
- POGO8085 Implementing Social Policy
- POGO8095 Development Policy and Practice
Master of Public Policy in Policy Analysis

CRICOS Code: 082349C

Study requirements
The Master of Public Policy in Policy Analysis requires the completion of 96 units, which must consist of:

First year
Completion of first year requirements and progression requirements of Master of Public Policy. See page 28.

Second year
48 units from completion of the following concluding component:
12 units from completion of the following compulsory courses:
- CRWF8000 Government, Markets and Global Change
- POGO8096 Research Methods (six units)

Six units from completion of a policy analysis course from the following list:
- CRWF8004 Case Studies in Economic Policy
- CRWF8006 International Climate Change Policy and Economics
- CRWF8014 Domestic Climate Change Policy and Economics
- POGO8021 Public Sector Ethics
- POGO8070 Developing and Implementing Industry Policy
- POGO8083 Policy Advocacy
- POGO8101 Policy Process and Analysis

A minimum of 12 units from completion of policy analysis courses from the following list:
- CRWF8004 Case Studies in Economic Policy
- CRWF8006 International Climate Change Policy and Economics
- CRWF8014 Domestic Climate Change Policy and Economics
- POGO8021 Public Sector Ethics
- POGO8025 Social Policy Analysis
- POGO8035 Research Project (six units)
- POGO8037 Writing Public Policy
- POGO8044 Global Social Policy
- POGO8076 Corruption and Anti-corruption
- POGO8083 Policy Advocacy
- POGO8084 Principles of Social Policy
- POGO8085 Implementing Social Policy
- POGO8095 Development Policy and Practice

A maximum of 18 units from completion of courses from the following list:
- ANTH8009 Development in Practice
- ANTH8028 Introduction to Social Impact Studies
- ANTH8032 Law, Order and Conflict in the Pacific
- CRWF8016 Food Wars: Food Security and Agricultural Policy
- DEMO8045 Education and Labour Force
- DEMO8048 Gender and Population
- MEDI8203 Introduction to Health Policy and Administration
- POGO8004 Poverty Reduction
- POGO8088 New Models for Governance: Strategy, Innovation, Decentralisation
- POGO8101 Policy Process and Analysis
- SOCY8004 Interest Groups, Advocacy and Public Policy
Master of Public Policy in Social Policy

CRICOS Code: 082349C

Study requirements
The Master of Public Policy in Social Policy requires the completion of 96 units, which must consist of:

First year
Completion of first year requirements and progression requirements of Master of Public Policy. See page 28.

Second year
48 units from completion of the following concluding component:
12 units from completion of the following compulsory courses:

CRWF8000  Government, Markets and Global Change
POGO8096  Research Methods (six units)

A minimum of 18 units from completion of a social policy course from the following list:

- DEMO8045  Education and Labour Force
- MED18203  Introduction to Health Policy and Administration
- POGO8025  Social Policy Analysis
- POGO8029  Health Policy in a Globalising World
- POGO8044  Global Social Policy
- POGO8084  Principles of Social Policy
- POGO8085  Implementing Social Policy
- POGO8099  Community and Social Policy
- POGO8102  Selected Themes in Public Policy

A maximum of 18 units from completion of courses from the following list:

- ANTH8009  Development in Practice
- ANTH8028  Introduction to Social Impact Studies
- ANTH8032  Law, Order and Conflict in the Pacific
- CRWF8016  Food Wars: Food Security and Agricultural Policy
- DEMO8045  Education and Labour Force
- DEMO8048  Gender and Population
- POGO8004  Poverty Reduction
- POGO8035  Research Project (six units)
- POGO8037  Writing Public Policy
- POGO8076  Corruption and Anti-corruption
- POGO8095  Development Policy and Practice
Associate Professor Frank Jotzo

Associate Professor Frank Jotzo is Director of the Centre for Climate Economics and Policy at Crawford School.

He has been an advisor to Australia’s Garnaut Climate Change Review and to Indonesia’s Ministry of Finance, works with researchers in China, and is a lead author of the Fifth Assessment Report by the Intergovernmental Panel on Climate Change. He is a frequent contributor to public and policy debate on climate change, energy and economic reform both in Australia and internationally.

Associate Professor Jotzo teaches ‘Domestic Climate Change Policy and Economics’, a core course in the Master of Climate Change, and ‘Issues in Environment and Development’ to students of the Master of Environmental Management and Development.

“Crawford School has the greatest concentration of researchers and academics working on current issues of climate change policy in Australia, so students get a unique window into what goes on in the research and analysis of current climate change policy issues.

“In environmental management and development, we offer a fascinating mix of staff expertise and research interests, ranging from issues around mining, to agriculture, forests and community-based resource management, to environmental issues including disaster management, all the way to the broader goals of sustainable development and how they translate into policy at the global level.

“What our students really take home are the close interactions with us academics, and the connections to other students. We see right from the beginning of the courses that networks form among people from different parts of the world, and our Australian students. These are people who all share a professional dedication to environmental management and resource management, so by learning together, these networks are created. It’s what I look forward to most in teaching throughout the semester; learning about the perspectives that our students bring to the issues.”
GRADUATE PROGRAMS IN RESOURCES, ENVIRONMENT AND DEVELOPMENT

Master of Environmental Management and Development
Master of Climate Change
Master of Applied Anthropology and Participatory Development
Master of Environmental Management and Development

Description
The Master of Environmental Management and Development will boost your career in natural resource management and environmental policy, and improve your professional ability to respond to the complex challenges of sustainable development.

The program will equip you with the theoretical understanding and practical skills you need to contribute to the goals of economic viability, social acceptability and environmental sustainability in different social and political contexts.

Focus areas include biodiversity conservation, climate change, social impacts, environmental governance, and management of primary resources such as water, fisheries, forests, and minerals.

Summary
The Master of Environmental Management and Development, MEMDV, is an AQF Level 9 Masters Degree (Coursework) qualification taught in English and normally takes two years of full-time equivalent study following a three-year-long AQF Level 7 Bachelor Degree. Course credit may be granted for students with relevant higher qualifications or work experience. The program structure requires the successful completion of both compulsory and elective courses (units of study).

Cognate disciplines

Admission requirements
> A Bachelor degree or international equivalent.
> Up to 24 units of credit is available for a Bachelor degree in a cognate discipline or Graduate Certificate in a cognate discipline.
> Up to 48 units of credit is available for a Honours degree in a cognate discipline or Graduate Diploma in a cognate discipline.
> Credit may also be available for relevant work experience.

Students must achieve a minimum 65 per cent weighted average mark in the initial component to continue to the concluding component. Students who do not achieve a minimum 65 per cent weighted average mark in the initial component will be transferred to the Graduate Diploma in Environmental Management and Development.

Learning outcomes
Upon successful completion, students will have the skills and knowledge to:
> identify and critically analyse complex environmental and development problems and the key issues that comprise them;
> demonstrate theoretical knowledge, research and practical professional skills, together with an appreciation of how they inform and shape debate, and an understanding of their strengths and weaknesses;
> understand, synthesise and explain contemporary environment and development policy issues from alternative disciplinary and social perspectives, and an appreciation of context;
> articulate ideas clearly and communicate these persuasively in a range of formats to diverse audiences;
> contribute to social, economic and environmental wellbeing.
Study requirements

The Master of Environmental Management and Development requires the completion of 96 units, which must consist of:

First year

48 units from completion of the following initial component:

- 24 units from completion of the following compulsory courses:
  - EMDV8007 Environmental Policy and Communications
  - EMDV8013 Issues in Development and Environment
  - EMDV8078 Introduction to Environmental and Resource Economics
  - EMDV8101 State, Society and Natural Resources

A minimum of 12 units from completion of environment and development courses from the following list:

- ANTH8014 Mining, Community and Society
- ANTH8106 Gender, Nature and Development
- ANTH8107 The World Bank and the Organisation of Development
- EMDV8001 Environmental Sustainability, Health and Development
- EMDV8009 Asia Pacific Environmental Conflicts: Causes and Solutions
- EMDV8026 Introduction to Environmental Science
- EMDV8108 Applied Environmental and Resource Management
- EMDV8123 Assessing Vulnerability to Natural Hazards

A maximum of 12 units from completion of environment or development courses from the following list:

- ANTH6009 Culture and Development
- ANTH8049 Issues in the Design and Evaluation of Development Projects and Programs
- BUSN7017 Sustainability and Corporate Social Responsibility, Accountability and Reporting
- ENVS6005 Sustainable Systems: Urban
- ENVS6010 Australia’s Forests
- ENVS6012 Sustainable Systems: Rural
- ENVS6013 Society and Environmental Change
- ENVS6014 Qualitative Research Methods for Sustainability
- ENVS6015 GIS and Spatial Analysis
- ENVS6020 Human Ecology
- ENVS6021 Participatory Resource Management: Working with Communities and Stakeholders
- ENVS6022 Hydrology and Landforms for Natural Resource Management
- ENVS6024 Biodiversity Conservation
- ENVS6025 Complex Environmental Problems in Action
- ENVS6026 Managing Forested Landscapes
- ENVS6033 International Environmental Policy
- ENVS6104 Australia’s Environment
- ENVS6108 Sustainable Development
- ENVS6203 Biodiversity and Landscape Ecology
- ENVS6204 Weather, Climate and Fire
- ENVS6205 Island Sustainable Development: Fiji Field School
- ENVS6301 Climate Change Science and Policy in Practice
- ENVS6302 Sustainable Agricultural Practices
- ENVS6303 Climatology
- ENVS6304 Land and Catchment Management
- ENVS6306 Human Futures
- ENVS6307 Climate Change Science and Policy
- ENVS6308 Fire in the Environment
- ENVS6514 Ecological Assessment and Management
- ENVS6528 Environmental Policy
- ENVS6555 Water Resource Management
- LAWS6503 Law and the Environment
- SOCY6045 Third World Development

Students must achieve a minimum 65 per cent weighted average mark in the initial component to continue to the concluding component. Students who do not achieve a minimum 65 per cent weighted average mark in the initial component will be transferred to the Graduate Diploma in Environmental Management and Development.
Second year

48 units from completion of the following concluding component:
Six units from completion of:
EMDV8102 Research Methods for Environmental Management

Six units from completion of an economic analysis course from the following list:
EMDV8002 Methods for Environmental Decision-Making  EMDV8012 Ecological Economics and Policy

Six units from completion of an impact assessment course from the following list:
ANTH8028 Introduction to Social Impact Studies  EMDV8103 Environmental Assessment

Six units from completion of a political economy course from the following list:
CRWF8000 Government, Markets and Global Change  EMDV8104 Environmental Governance

Either:

A minimum of 12 units from completion of environment and development courses from the following list:

- ANTH8028 Introduction to Social Impact Studies
- ANTH8038 Critical Issues in Gender and Development
- ANTH8047 Introduction to Indigenous Environments
- ANTH8060 Exploring Gender, Resources and the Environment
- CRWF8000 Government, Markets and Global Change
- CRWF8003 International Water Politics
- CRWF8004 Case Studies in Economic Policy
- CRWF8006 International Climate Change Policy and Economics
- CRWF8011 The Global Trading System
- CRWF8014 Domestic Climate Change Policy and Economics
- CRWF8016 Food Wars: Food Security and Agricultural Policy
- CRWF8017 Energy Economics
- CRWF8018 Methods for Environmental Decision-Making
- CRWF8019 Research Proposal
- EMDV8002 Ecological Economics and Policy
- EMDV8003 Special Topics in Environmental Management
- EMDV8004 Environmental Assessment
- EMDV8005 Environmental Governance
- EMDV8012 Disaster Risk Reduction and Management
- EMDV8013 Research in Natural Hazards and Disasters
Catherine Diomampo, a former engineer and graduate of the Master of Environmental Management and Development (MEMD) is going to help her home country, the Philippines, clean up its act.

“I want to be helpful to other people and I know it’s a bit hard, but to do something to improve the quality of the environmental conditions in my country. We have a lot of environmental problems and the resources are being depleted. We have air quality problems, especially in Manila, where I live, and we have solid waste management issues, and problems with water quality as well. There are a lot of things to be done.

“We have good teachers. They’re really professionals in the field so even if we ask a lot of tough questions, they’re able to answer them. And if they don’t know, they challenge us to find out the answers ourselves.”

Catherine says coming from an engineering background, she also benefited from taking the research component of the program, which enabled her to improve her academic writing and social science research skills.

Catherine is now due to return to the Philippines, where she will look for work with the government, an international NGO or in education. She says she’ll miss Canberra when she leaves.

A maximum of 12 units from completion of environment or development courses from the following list:

- ANTH8007 Key Concepts in Anthropology of Development
- ANTH8009 Development in Practice
- ANTH8019 Practical Studies in Social Analysis
- ANTH8029 Introduction to Australian Indigenous Policy
- ANTH8032 Law, Order and Conflict in the Pacific
- ANTH8042 Migration, Refugees and Development
- ANTH8046 Introduction to Australian Indigenous Development
- ANTH8056 Introduction to Humanitarian Action
- DEMO8088 Population, Climate Change and Sustainable Development
- ENVS8003 Climate Change Vulnerability and Adaptation
- ENVS8005 Climate Change Science: Carbon Accounting
- ENVS8006 Measuring Forest Carbon
- ENVS8015 Contemporary Perspectives in Environmental Science

Or:

18 units from completion of the following courses:

- ENVS8016 Contemporary Perspectives in Environment-Society Interaction
- ENVS8048 Topics in Environment and Society
- IDEC8007 Aid and Development Policy
- IDEC8018 Agricultural Economics and Resource Policy
- IDEC8022 Economic Development
- IDEC8053 Environmental Economics
- IDEC8088 Applied Economics: Cost/Benefit Analysis
- LAWS8123 Water Resources Law
- LAWS8180 International Climate Law
- LAWS8189 Fundamentals of Environmental Law
- POGO8004 Poverty Reduction
- POGO8032 Comparative Public Sector Management
- POGO8044 Global Social Policy
- POGO8076 Corruption and Anti-corruption
- POGO8083 Policy Advocacy
- POGO8095 Development Policy and Practice

- EMDV8008 Research Proposal
- EMDV8066 Research Project

RESOURCES, ENVIRONMENT AND DEVELOPMENT
Six units from completion of an environment and/or development course from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH8007</td>
<td>Key Concepts in Anthropology of Development</td>
</tr>
<tr>
<td>ANTH8009</td>
<td>Development in Practice</td>
</tr>
<tr>
<td>ANTH8019</td>
<td>Practical Studies in Social Analysis</td>
</tr>
<tr>
<td>ANTH8028</td>
<td>Introduction to Social Impact Studies</td>
</tr>
<tr>
<td>ANTH8029</td>
<td>Introduction to Australian Indigenous Policy</td>
</tr>
<tr>
<td>ANTH8032</td>
<td>Law, Order and Conflict in the Pacific</td>
</tr>
<tr>
<td>ANTH8038</td>
<td>Critical Issues in Gender and Development</td>
</tr>
<tr>
<td>ANTH8042</td>
<td>Migration, Refugees and Development</td>
</tr>
<tr>
<td>ANTH8046</td>
<td>Introduction to Australian Indigenous Development</td>
</tr>
<tr>
<td>ANTH8047</td>
<td>Introduction to Indigenous Environments</td>
</tr>
<tr>
<td>ANTH8056</td>
<td>Introduction to Humanitarian Action</td>
</tr>
<tr>
<td>ANTH8060</td>
<td>Exploring Gender, Resources and the Environment</td>
</tr>
<tr>
<td>CRWF8000</td>
<td>Government, Markets and Global Change</td>
</tr>
<tr>
<td>CRWF8003</td>
<td>International Water Politics</td>
</tr>
<tr>
<td>CRWF8004</td>
<td>Case Studies in Economic Policy</td>
</tr>
<tr>
<td>CRWF8006</td>
<td>International Climate Change Policy and Economics</td>
</tr>
<tr>
<td>CRWF8011</td>
<td>The Global Trading System</td>
</tr>
<tr>
<td>CRWF8014</td>
<td>Domestic Climate Change Policy and Economics</td>
</tr>
<tr>
<td>CRWF8016</td>
<td>Food Wars: Food Security and Agricultural Policy</td>
</tr>
<tr>
<td>CRWF8017</td>
<td>Energy Economics</td>
</tr>
<tr>
<td>DEMO8088</td>
<td>Population, Climate Change and Sustainable Development</td>
</tr>
<tr>
<td>EMDV8002</td>
<td>Methods for Environmental Decision-Making</td>
</tr>
<tr>
<td>EMDV8012</td>
<td>Ecological Economics and Policy</td>
</tr>
<tr>
<td>EMDV8041</td>
<td>Special Topics in Environmental Management and Development</td>
</tr>
<tr>
<td>EMDV8103</td>
<td>Environmental Assessment</td>
</tr>
<tr>
<td>EMDV8104</td>
<td>Environmental Governance</td>
</tr>
<tr>
<td>EMDV8123</td>
<td>Disaster Risk Reduction and Management</td>
</tr>
<tr>
<td>ENVS8003</td>
<td>Research in Natural Hazards and Disasters</td>
</tr>
<tr>
<td>ENVS8005</td>
<td>Climate Change Vulnerability and Adaptation</td>
</tr>
<tr>
<td>ENVS8006</td>
<td>Climate Change Science: Carbon Accounting</td>
</tr>
<tr>
<td>ENVS8015</td>
<td>Measuring Forest Carbon</td>
</tr>
<tr>
<td>ENVS8016</td>
<td>Contemporary Perspectives in Environmental Science</td>
</tr>
<tr>
<td>LAWS8123</td>
<td>Environmental-Society Interaction</td>
</tr>
<tr>
<td>LAWS8180</td>
<td>Topics in Environment and Society</td>
</tr>
<tr>
<td>LAWS8184</td>
<td>Water Resources Law</td>
</tr>
<tr>
<td>LAWS8189</td>
<td>International Climate Law</td>
</tr>
<tr>
<td>POGO8004</td>
<td>Fundamentals of Environmental Law</td>
</tr>
<tr>
<td>POGO8032</td>
<td>Poverty Reduction</td>
</tr>
<tr>
<td>POGO8044</td>
<td>Comparative Public Sector Management</td>
</tr>
<tr>
<td>POGO8076</td>
<td>Global Social Policy</td>
</tr>
<tr>
<td>POGO8083</td>
<td>Corruption and Anti-corruption</td>
</tr>
<tr>
<td>POGO8095</td>
<td>Policy Advocacy</td>
</tr>
<tr>
<td>POGO8103</td>
<td>Development Policy and Practice</td>
</tr>
</tbody>
</table>

**Research component**

EMDV8102 is a compulsory course. Students must also take at least one of EMDV8002 or EMDV8012 and at least one of ANTH8028 or EMDV8103. These five courses each count for three units of research training so all students will take at least 12 units of research training.
Master of Climate Change

CRICOS Code: 082373C  Program Code: 7836  Units/Duration: 96 units / two years

Description
Do you want to tackle one of the most important and complex environmental problems encountered by humankind? The ANU Master of Climate Change program offers significant breadth and strength within the field through access to world-leading expertise in climate change science and policy, encompassing science, economics, law, policy and governance aspects of climate change vulnerability, adaptation and mitigation. This means that you can develop a unique program of advanced learning suited to your individual interests and skills. Our program covers core topics of climate impacts, vulnerability and adaptation, climate change economics and policy, and methodological approaches. Elective courses can be selected from a wide range of topics to suit your educational goals.

Summary
The Master of Climate Change, MCLCH, is an AQF Level 9 Masters Degree (Coursework) qualification taught in English and normally takes two years of full-time equivalent study following a three-year-long AQF Level 7 Bachelor Degree. Course credit may be granted for students with relevant higher qualifications. The program structure requires the successful completion of both compulsory and elective courses (units of study).

Cognate disciplines

Admission requirements
> A Bachelor degree or international equivalent.
> Applicants with a Bachelor degree in a cognate discipline may be eligible for up to 24 units of credit.
> Applicants with a Graduate Diploma or Honours in a cognate discipline may be eligible for up to 48 units of credit.

Students must achieve a minimum 65 per cent weighted average mark in the initial component to continue to the concluding component. Students who do not achieve a minimum 65 per cent weighted average mark in the initial component will be transferred to the Graduate Diploma in Environmental Management and Development.

Learning outcomes
Upon successful completion, students will have the skills and knowledge to:
> Demonstrate expert knowledge in particular aspects of climate change, and a broad knowledge of the current issues and approaches to climate change vulnerability, adaptation and mitigation from both science and policy perspectives
> Demonstrate advanced understanding of the strengths and weaknesses of climate science and policy, and a critical appreciation of how the complex relationships between them inform and shape debate
> Independently apply their advanced knowledge, analytical and research, teamwork, and oral and written communication skills in professional practice in climate change
> Effectively communicate knowledge and understanding in climate change to both specialist and non-specialist audiences
Master of Climate Change cont...

Study requirements
The Master of Climate Change requires the completion of 96 units, of which:
A minimum of 24 units must come from completion of 8000-level courses chosen from the courses listed below.
The 96 units of courses must consist of:

First year
48 units from completion of the following initial component:
A minimum of six units from completion of courses from the following list:
EMDV8013  Issues in Development and Environment  EMDV8101  State, Society and Natural Resources
A minimum of six units from completion of courses from the following list:
ENVS8015  Contemporary Perspectives in Environmental Science  ENVS8016  Contemporary Perspectives in Environment-Society Interaction
A minimum of 18 units from completion of courses from the following list:

ARCH6022  Long-term Biodiversity and Climate Change in Asia-Pacific
BIOL6125  Plants and Global Climate Change
DEMO8088  Population, Climate Change and Sustainable Development
EMDV8007  Environmental Policy and Communications
EMDV8026  Introduction to Environmental Science
EMDV8078  Introduction to Environmental and Resource Economics

A maximum of 18 units from completion of courses from the following list:

BUSN7017  Sustainability and Corporate Social Responsibility, Accountability and Reporting
EMDV8001  Environmental Sustainability, Health and Development
EMDV8009  Asia Pacific Environmental Conflicts: Causes and Solutions
EMDV8108  Applied Environmental and Resource Management
ENGN6524  Photovoltaic Technologies
ENVS6005  Sustainable Systems: Urban Development
ENVS6012  Sustainable Systems: Rural Society and Environmental Change
ENVS6013  Society and Environmental Change
ENVS6014  Qualitative Research Methods for Sustainability
ENVS6020  Human Ecology

Students must complete the initial component in order to continue to the concluding component.

Second year

48 units from completion of the following concluding component:

A minimum of 18 units from completion of courses from the following list:

CRWF8006  International Climate Change Policy and Economics
CRWF8014  Domestic Climate Change Policy and Economics

A minimum of six units from completion of courses from the following list:

EMDV8014  Research in Climate Change Policy and Economics

A minimum of six units from completion of courses from the following list:

EMDV8102  Research Methods for Environmental Management

A maximum of 18 units from completion of courses from the following list and from any of the courses listed above:

ANTH8042  Migration, Refugees and Development
CRWF8000  Government, Markets and Global Change
CRWF8003  International Water Politics
CRWF8004  Case Studies in Economic Policy

Continued over page >>>
This plan includes a 12 unit capstone research experience taken as six units from either EMDV8014 Research in Climate Change Policy and Economics or ENVS8013 Research in Climate Change Vulnerability and Adaptation; and six units from either EMDV8102 or ENVS6025. All these courses have a minimum of 50% of their assessment from research-intensive activities. Alternatively, if students choose to take the combination of EMDV8008 (six units) and EMDV8066 (12 units), or ENVS8049 (6 units) and ENVS8101 (12 units) this would provide 18 units in a research-intensive capstone. This option will be highlighted in the program information on Programs and Courses, but not included in the program requirements.

Kwame Agyei, a student in the Master of Climate Change (MCC) is helping his home country Ghana see the wood for the trees and tackle devastating deforestation.

Kwame Agyei worked with the Forestry Commission of Ghana for five years before deciding to develop his knowledge of environmental policy with a master’s degree.

“I see my class as a mini United Nations. There are people from Nepal, Indonesia, Vietnam, Cambodia, Gambia, Uganda and Australia, of course. At times we found there are similar challenges, and sometimes divergences, with other countries and what they’re experiencing.

“The program gives you the flexibility to explore what you want to learn,” he says, adding that his general skills of analysis have been greatly improved by the degree.

“I’ve learnt from the very best,” he says. “Now I can email somebody who is the best in their field, and ask for feedback. If I’m faced with any challenges, there are people who are more experienced and knowledgeable than I am who I can draw on for support.

“The lecturers are very down to earth, approachable and they quickly reply to emails and inquiries. They are comfortable to share their knowledge with you. It was a real eye-opener.”
Master of Applied Anthropology and Participatory Development

CRICOS Code: 082267E  Program Code: 7109  Units/Duration: 96 units / two years
Responsible College: ANU College of Arts & Social Sciences / ANU College of Asia & the Pacific

Description
The Master of Applied Anthropology and Participatory Development (MAAPD) will advance your career in development, policy, and program management in bilateral, multilateral and non-government organisations or as an independent consultant. The MAAPD will give you the practical skills you need to make a difference, and also the theory to assess your impact. It is a highly-regarded qualification taught by leading academics with development work experience in the field. Delivery: both ‘Online’ and ‘In person’ versions available.

Summary
Students may elect from a number of focus areas of one-half year full-time equivalent study according to your passions, which includes:

> Conflict and development
> Gender and development
> Humanitarian action
> Indigenous policy
> Society and environment

Cognate disciplines

Admission requirements

> A Bachelor degree or international equivalent with an average mark of at least 65 per cent.
> Applicants with a Bachelor Degree or Graduate Certificate in a cognate discipline may be eligible for 24 units (one semester) of credit.
> Applicants with a Graduate Diploma or Honours in a cognate discipline may be eligible for 48 units (one year) of credit.

Learning outcomes
Upon successful completion, students will have the skills and knowledge to:

> Gain an understanding of trends and changes in development theory and practice as they apply to local development processes;
> Apply critical social inquiry and participatory processes to the design, implementation, monitoring and evaluation of development activities;
> Undertake social assessments and integrate social perspectives and participatory practices with other forms of technical expertise in development work;
> Advise on the development policy processes of NGOs, the private sector, government, and multilateral agencies to ensure the inclusion of local and community perspectives.
Master of Applied Anthropology and Participatory Development cont...

Study requirements

The Master of Applied Anthropology and Participatory Development requires the completion of 96 units. 12 units must come from completion of at least one 12-unit course.

General (open) MAAPD

The 96 units must consist of:

18 units from completion of compulsory courses from the following list:

- ANTH8007 Key Concepts in the Anthropology of Development
- ANTH8009 Development in Practice
- ANTH8038 Critical Issues in Gender and Development

18 units from completion of both courses from the following list:

- ANTH8008 Social Impact Studies in Project Cycle with major project (12 units)
- ANTH8019 Introduction to Social Analysis and Community Politics

Or:

18 units from completion of both courses from the following list:

- ANTH8006 Social Analysis and Community Politics with major project (12 units)
- ANTH8028 Introduction to Social Impact Studies

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

- ANTH8009 Culture and Development
- ANTH8026 Medical Anthropology
- ANTH8014 Mining, Community and Society
- ANTH8049 Issues in the Design and Evaluation of Development Projects and Programs
- ANTH8106 Gender, Nature and Development
- ANTH8107 The World Bank and the Organisation of Development
- EMDV8013 Issues in Development and Environment
- EMDV8101 State, Society and Natural Resources
- SOCY6045 Third World Development

Six units from completion of courses from the following list:

- ANTH8029 Introduction to Australian Indigenous Policy
- ANTH8032 Law, Order and Conflict in the Pacific
- ANTH8042 Migration, Refugees and Development
- ANTH8046 Introduction to Australian Indigenous Development
- ANTH8047 Introduction to Indigenous Environments
- ANTH8049 Issues in the Design and Evaluation of Development Projects and Programs
- ANTH8056 Introduction to Humanitarian Action
- ANTH8060 Exploring Gender, Resources and the Environment
Six units from completion of courses from the following list:

ANTH8009  Development in Practice  CRWF8016  Food Wars: Food Security and Agricultural Policy
ANTH8016  MAAPD Internship
ANTH8029  Introduction to Australian Indigenous Policy  DEMO8048  Gender and Population
ANTH8030  Critically Assessing Contemporary Development Practice  EMDV8009  Asia Pacific Environmental Conflicts: Causes and Solutions
ANTH8032  Law, Order and Conflict in the Pacific  EMDV8123  Assessing Vulnerability to Natural Hazards
ANTH8037  Supervised Special Project  EMDV8124  Disaster Risk Reduction and Management
ANTH8042  Migration, Refugees and Development  HUMN8023  Human Rights and Humanitarian Law
ANTH8046  Introduction to Australian Indigenous Development  PASI6006  War in the Islands: the Second World War in the Pacific
ANTH8047  Introduction to Indigenous Environments  POGO8003  Conflict and Development
ANTH8056  Introduction to Humanitarian Action  POGO8061  Gender and Policy
ANTH8057  Measuring and Analysing Indigenous Wellbeing  POGO8898  Children and Social Policy
ANTH8060  Exploring Gender, Resources and the Environment  STST8032  Why and How We Fight: Understanding War and Conflict
CHMD8006  Global Health and Development

24 units from completion of electives offered by ANU.

**MAAPD undertaken with a focus area**

The 96 units must consist of:

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

ANTH8019  Introduction to Social Analysis and Community Politics  ANTH8028  Introduction to Social Impact Studies

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

ANTH6009  Culture and Development  ANTH8107  The World Bank and the Organisation of Development
ANTH6026  Medical Anthropology  EMDV8013  Issues in Development and Environment
ANTH8014  Mining, Community and Society  EMDV8101  State, Society and Natural Resources
ANTH8049  Issues in the Design and Evaluation of Development Projects and Programs  SOCY6045  Third World Development
ANTH8106  Gender, Nature and Development

24 units from either completion of one of the following focus areas:

> Conflict and Development
> Gender and Development Humanitarian Action
> Indigenous Policy
> Society and Environment
> Humanitarian Action

12 units from completion of courses from the following list:

ANTH8009  Development in Practice  ANTH8042  Migration, Refugees and Development
ANTH8016  MAAPD Internship  ANTH8046  Introduction to Australian Indigenous Development
ANTH8029  Introduction to Australian Indigenous Policy  ANTH8047  Introduction to Indigenous Environments
ANTH8030  Critically Assessing Contemporary Development Practice  ANTH8056  Introduction to Humanitarian Action
ANTH8032  Law, Order and Conflict in the Pacific  ANTH8057  Measuring and Analysing Indigenous Wellbeing
ANTH8037  Supervised Special Project (12 unit)

Continued over page >>>
Master of Applied Anthropology and Participatory Development cont...

ANTH8060 Exploring Gender, Resources and the Environment
CHMD8006 Global Health and Development
CRWF8016 Food Wars: Food Security and Agricultural Policy
DEMO8048 Gender and Population
EMDV8009 Asia Pacific Environmental Conflicts: Causes and Solutions
EMDV8123 Assessing Vulnerability to Natural Hazards
EMDV8124 Disaster Risk Reduction and Management
HUMN8023 Human Rights and Humanitarian Law
PASI6006 War in the Islands: the Second World War in the Pacific
POGO8003 Conflict and Development
POGO8061 Gender and Policy
POGO8898 Children and Social Policy
STST8032 Why and How We Fight: Understanding War and Conflict

24 units from completion of electives offered by ANU.

Research component

All students must complete at least one 12 unit course. All 12 unit courses are required to have at least a 50 per cent research component. In addition, other six unit courses, including ANTH8019 and ANTH8028, will have at least 50% research component.
Master of Applied Anthropology and Participatory Development (Advanced)

CRICOS Code: 082268D

Admission requirements
By transfer from the Master of Applied Anthropology and Participatory Development (MAAPD), with a weighted average mark of at least 70 per cent in the first 72 units of course work attempted as well as the approval of an identified supervisor for the research project/thesis.

If the total number of units attempted exceeds 72 in the same teaching period in which the 72nd unit is attempted, exactly 72 units will be used in the calculation of the weighted average mark with units from the course with the highest mark applied first followed by further units from courses in descending order of marks.

Students will be awarded up to 72 units of course credit for completed courses listed in this Masters (Advanced) degree.

Study requirements
Requirements must total 96 units and include all hurdle/progression and double-counting requirements.

The Master of Applied Anthropology and Participatory Development (Advanced) requires the completion of 96 units, of which:

- 72 units from the completion of courses from: the MAAPD excluding the 24 units of electives
- 24 units from completion of: ANTH8048 MAAPD Thesis

Research component
All students must complete at least a 12 unit course. All 12 unit courses are required to have at least a 50 per cent research component. In addition other six unit courses, including ANTH8019 and ANTH8028, will have at least 50 per cent research component.

All students must complete a 24-unit sub-thesis.
Dr Sue Thompson

Dr Sue Thompson is Lecturer and Graduate Convenor at the National Security College (NSC) in Crawford School of Public Policy.

She previously worked for the Department of Defence as research coordinator for the Asia-Pacific Civil Military Centre of Excellence, and she has taught a range of international politics courses at ANU and the University of Canberra. Prior to completing a PhD at the University of London’s School of Oriental and African Studies, Sue worked as an international news journalist for the Associated Press.


“At the National Security College we look at security from a national and an international perspective. It’s a fairly unique degree. You don’t get many like it around the world. We offer a broad perspective of security, not just defence and strategy. We look at health security, environmental security, resource security, regionalism, and we place a lot of emphasis on the Asia Pacific region.

“Our academics are very multi-disciplined: I’m an historian; we have a scientist; we’ve just employed a philosopher who looks at ethics and security; we have an Asian studies expert; and we’ve got someone who’s a traditional security expert. The Head of our college – Professor Michael L’Estrange – also teaches, and he’s had extensive experience working in the Australian federal bureaucracy, being the former Secretary of the Department of Foreign Affairs and Trade.

“We get a lot of guest lecturers from government too. The NSC has very close links with government: it’s funded by the Commonwealth, and a lot of our students come from government themselves.

“I find teaching very rewarding. It’s really satisfying to see a student grow in confidence throughout the semester.”
NATIONAL SECURITY POLICY

Master of National Security Policy
Master of National Security Policy (Advanced)
Master of National Security Policy

CRICOS Code: 082340A  Program Code: 7870  Units/Duration: 96 units / two years

Description
Join a network of experienced national security practitioners and policymakers at the National Security College with the highly-regarded Master of National Security Policy.

This program offers a multi-disciplinary approach to understanding the current and emerging national security challenges facing our region and the world. Develop the skills to implement and evaluate effective policy responses, and graduate as a future leader in strategy development.

Summary
The Master of National Security Policy, MNSPO, is an AQF Level 9 Masters Degree (Coursework) qualification taught in English and normally takes two years of full-time equivalent study following a three-year-long AQF Level 7 Bachelor Degree. Course credit may be granted for students with relevant higher qualifications or work experience. The program structure requires the successful completion of both compulsory and elective courses (units of study).

Cognate disciplines

Admission requirements
> A Bachelor degree or international equivalent.
> Applicants with a Bachelor Degree or Graduate Certificate in a cognate discipline may be eligible for 24 units (one semester) of credit.
> Applicants with a Graduate Diploma or Honours in a cognate discipline may be eligible for 48 units (one year) of credit.
> Credit may be available for relevant work experience.

Learning outcomes
Upon successful completion, students will have the skills and knowledge to:
> Demonstrate a greater understanding of national security issues
> Understand research principles and methods applicable to different disciplinary approaches to national security issues
> Reflect critically on theory and practice of national security issues
> Demonstrate high-level analytical skills as well as oral and written communication skills
> Conduct independent research and understand aspects of professional practice within the field of national security
Study requirements

The Master of National Security Policy requires the completion of 96 units which must consist of:

36 units from completion of the following compulsory courses:

- INTR8036  World Politics
- INTR8065  Writing International Relations
- NSPO8006  National Security Policymaking
- NSPO8007  National Security: Concepts and Challenges

12 units from completion of courses from the following list:

- NSPO8004  National Security Leadership and Risk Management
- NSPO8017  Malicious Networks: Transnational Terrorism and Crime

12 units from completion of courses from the following list:

- NSPO8010  Civil-Military Relations
- NSPO8013  Disease, Security and Biological Weapons
- NSPO8015  Asian Regionalism and Security: Implications for Australia

36 units from completion of courses from the following list:

- ANTH8032  Law, Order and Conflict in the Pacific
- ANTH8043  Conflict and Development in the Pacific
- CRWF8006  International Climate Change Policy and Economics
- CRWF8016  Food Wars: Food Security and Agricultural Policy
- DIPL8006  Diplomacy, Politics and the United Nations
- INTR8032  Global Security 1
- INTR8062  Humanitarianism in World Politics
- INTR8065  Writing International Relations
- INTR8067  US Security Policy in the Asia-Pacific
- MEAS8111  Islam, the West and International Terrorism
- NSPO8004  National Security Leadership and Risk Management
- NSPO8010  Civil-Military Relations
- NSPO8013  Disease, Security and Biological Weapons
- NSPO8015  Asian Regionalism and Security: Implications for Australia
- NSPO8016  National Security Leadership and Risk Management
- NSPO8017  Malicious Networks: Transnational Terrorism and Crime
- NSPO8018  The Evolution of National Security Policy since 1945
- NSPO8019  Sectarianism and Religiously Motivated Violence

Research component

NSPO8020 is a research methods course and NSPO8022 involves the completion of a research-based project. These are both compulsory courses.
Master of National Security Policy (Advanced)

CRICOS Code: 082341M  Program Code: 7870  Units/Duration: 96 units / two years

Admission requirements
The admission requirements are the same as the Master of National Security Policy. However, students must achieve a minimum 70 per cent weighted average mark in the first 48 units of courses attempted to remain enrolled in the Master of National Security Policy (Advanced).

Students who do not achieve a minimum 70 per cent weighted average mark will be transferred to the Master of National Security Policy.

The Master of National Security Policy (Advanced) requires the completion of 96 units which must consist of:

30 units from completion of the following compulsory courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTR8036</td>
<td>World Politics</td>
</tr>
<tr>
<td>INTR8065</td>
<td>Writing International Relations</td>
</tr>
<tr>
<td>NSPO8006</td>
<td>National Security Policymaking</td>
</tr>
</tbody>
</table>

12 units from completion of courses from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSPO8004</td>
<td>National Security Leadership and Risk Management</td>
</tr>
<tr>
<td>NSPO8017</td>
<td>Malicious Networks: Transnational Terrorism and Crime</td>
</tr>
</tbody>
</table>

12 units from completion of courses from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSPO8010</td>
<td>Civil-Military Relations</td>
</tr>
<tr>
<td>NSPO8013</td>
<td>Disease, Security and Biological Weapons</td>
</tr>
<tr>
<td>NSPO8015</td>
<td>Asian Regionalism and Security: Implications for Australia</td>
</tr>
<tr>
<td>NSPO8016</td>
<td>Governance, State Weakness and Human Security in Asia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSPO8007</td>
<td>National Security Concept and Challenges</td>
</tr>
<tr>
<td>NSPO8020</td>
<td>Research Methods</td>
</tr>
<tr>
<td>NSPO8018</td>
<td>The Evolution of National Security Policy since 1945</td>
</tr>
<tr>
<td>NSPO8019</td>
<td>Sectarianism and Religiously Motivated Violence</td>
</tr>
<tr>
<td>NSPO8022</td>
<td>Selected Topic in National Security Policy</td>
</tr>
</tbody>
</table>
18 units from completion of courses from the following list:

- ANTH8032 Law, Order and Conflict in the Pacific
- ANTH8043 Conflict and Development in the Pacific
- CRWF8006 International Climate Change Policy and Economics
- CRWF8016 Food Wars: Food Security and Agricultural Policy
- DIPL8006 Diplomacy, Politics and the United Nations
- INTR8032 Global Security 1
- INTR8062 Humanitarianism in World Politics
- INTR8065 Writing International Relations
- INTR8067 US Security Policy in the Asia-Pacific
- MEAS8111 Islam, the West and International Terrorism
- NSPO8004 National Security Leadership and Risk Management
- NSPO8010 Civil-Military Relations
- NSPO8013 Disease, Security and Biological Weapons
- NSPO8015 Asian Regionalism and Security: Implications for Australia
- NSPO8016 Governance, State Weakness and Human Security in Asia

24 units from completion of a course from the following list:

- NSPO8031 National Security Policy Sub-thesis

Research component

The program requires completion of a 24-unit Sub-thesis.

Meet Rachael Falk, a former lawyer who is moving with the times and now using her Master of National Security Policy studies to fight cybercrime and raise awareness of cyber threats.

Rachael, who works for Telstra advising on aspects of national security policy, is responsible for designing Telstra’s first internal Information Security Awareness course, and for building on their internal cyber awareness communications program. Rachael characterises herself as a “rare private sector species” in a course mostly populated with public servants.

“The first few times walking in to the National Security College, I was really excited to be there, but I was thinking I’ve got no idea what I can possibly contribute! But, if anything I think it makes people aware that national security interests aren’t just in government alone. It’s not just Defence and DFAT or the intelligence community; there’s a range of private infrastructure owners who play a very critical role in national security.”

The Master of National Security, which she’s studying part-time while working full-time, has lived up to her expectations, she says.

“This program is very unique in that it offers a lot of courses that are very practical when it comes to dealing with government stakeholders, and analysing policy and how policy’s made. And yet, there are other aspects that are purely academic. It has a really good mix of the professional and the theoretical, which is a good stretch academically.

Rachael says the College’s Canberra location also adds to the program’s appeal.

“There’s that West Wing-ish element where you feel like you’re closer to Parliament, and you always like to think there’s a benefit in that. Definitely the benefit is really in the mix of Commonwealth public servants that you get here in Canberra that you wouldn’t get anywhere else. The access to those students makes the difference.”

But, flying the flag for the private sector, Rachael encourages professionals from a range of backgrounds to take an interest in national security.
At ANU, a diverse range of fields bring together doctoral students and staff with common research interests who may be located in different academic areas. Within Crawford School students typically choose to enrol in one of the following research fields.

**Economics**

Students studying a PhD program in Economics undertake a program of full-time study that comprises two parts: Coursework (Part A) and Research (Part B). All PhD candidates must complete both parts of the doctoral program. Part A normally consists of two consecutive semesters of coursework. Part B consists of research, participation in seminars and workshops, and submission of a thesis. Students wishing to undertake a PhD in Economics whose first language is not English are required to have an overall IELTS score of 6.5 with a score of no less than 6.0 in each individual band.

**Environmental and Resource Management**

Students studying a PhD program in the Environmental and Resource Management field may be required to undertake some coursework if their supervisor considers it necessary. Students wishing to undertake a PhD in Environmental and Resource Management whose first language is not English are required to have an overall IELTS score of 7.0 with a score of 7.0 in writing and a score of no less than 6.5 in each individual band.

**Public Policy/Political Science and International Relations**

Students studying a PhD program in the Public Policy or Political Science and International Relations fields are required to complete the Postgraduate Training in Politics and Policy Program, which is jointly organised by Crawford School and the School of Politics and International Relations in the College of Arts and Social Sciences. It comprises Research Design (12 units, semester one, offered by Crawford) and Research Methods (six units, semester two, offered by the School of Politics and International Relations). Students may also be asked to undertake additional courses if their supervisor considers it necessary. Students must achieve an average grade of Distinction in order to commence dissertation research. The coursework requirements may be fulfilled through a set of equivalent ANU-wide courses.

Students wishing to undertake a PhD in either of these fields whose first language is not English are required to have an overall IELTS score of 7.0 with a score of 7.0 in writing and a score of no less than 6.5 in each individual band.

**National Security Policy**

The National Security College (NSC) PhD program aims to develop experts in security policy with strong research skills. Each PhD student is supervised by an academic with relevant expertise.

To gain admission to the NSC PhD program, applicants need to have at minimum an upper second class (H2A) honours degree (or its equivalent) The NSC takes a broad multidisciplinary view of national security and welcomes applications from students in the humanities, social sciences and natural sciences. Admission is also dependent on the availability of an appropriate academic supervisor.

A PhD degree normally requires the completion of a thesis (around 100,000 words) over a period of three to four years (full-time). The thesis must make an original and substantial contribution to the academic literature, and it must demonstrate the student’s capacity to situate their research in the discipline of security studies.

Students wishing to undertake a PhD in National Security Policy whose first language is not English are required to have an overall IELTS score of 6.5 with a score of no less than 6.0 in each individual band.

**Selection to PhD programs**

Recommendations for course admission and PhD scholarships will be based both on merit (as manifested by academic performance, relevant experience and the quality of the proposed research) and on the ability of staff members within the School to accommodate students’ research interests and projects.

www.nsc.anu.edu.au/phd-study/

---

**DOCTORAL STUDIES AT CRAWFORD SCHOOL**
How do I apply?

**Step 1: Find a supervisor**

You will need to ascertain whether or not ANU offers research supervision in your area of interest. Research students usually enrol in the academic area (academic college, school or centre) where their supervisor is located.

**Researchers** lists all potential supervisors at ANU including their research expertise, published works and contact details.

**Academic colleges** can provide information about the areas of research, supervisors and/or research groups within its schools and centres, but check carefully as supervision in some areas of research can be offered in more than one academic college.

**Step 2: Submit a formal application**

You may apply for admission if you have secured the support of a potential supervisor. Be aware that if you choose to submit an application for admission without this endorsement your application may not be assessed.

Before submitting your application to ANU, please make sure that you send the referee report form to your referees, and ask them to submit their completed reports directly to the University.

Once you have submitted your completed application (including all supporting documentation), your application will be processed and assessed.

**More information**

To enquire about doctoral studies fields contact Crawford School’s PhD Convenors:

**Economics**
Dr Premachandra Athukorala  
E: prema-chandra.athukorala@anu.edu.au

**Environmental and Resource Management**
Dr Keith Barney  
E: Keith.barney@anu.edu.au

**Public Policy/Political Science/International Relations**
Dr Bingqin Li  
E: bingqin.li@anu.edu.au

**National Security Policy**
Professor Roger Bradbury  
E: national.security.college@anu.edu.au
Professor Kym Anderson
The economics and political economy of international trade, economic development, agricultural economics, and the interface between them. He continues to serve on the editorial boards of numerous economics journals, and as a consultant to the major international economic agencies.

Dr Shiro Armstrong
China–Japan economic and political relations, East Asian economic integration, international trade and foreign direct investment, and East Asian economies.

Professor Prema-chandra Athukorala
Development macroeconomics, including capital flows and financial crises, structural adjustment and stabilisation reforms, and determinants of economic growth; and trade and development, including trade policy reforms, multinational enterprises and the globalisation of production, patterns and determinants of trade flows, and international labour migration.

Associate Professor Paul Atkins
Leadership, organisational behaviour, perspective taking, mindfulness and wisdom in organisations, work engagement and stress reduction, emotional intelligence, and cognition and complex problem solving.

Dr Keith Barney
Resource geography, agrarian change, forest and land policy, political ecology and political economy of forestry and land issues in Southeast Asia.

Professor Jeff Bennett
Environmental economics, natural resource economics, agricultural economics and applied micro-economics. His current research interests focus on: development and application of techniques to estimate the value of non-marketed environmental benefits and costs, and the analysis of alternative institutional structures that give private owners/managers of natural resources incentives to provide environmental benefits.

Dr Sharon Bessell
Child labour, human rights and policy (especially the human rights of children), gender issues (especially gender and social policy, and gender and governance), social policy for vulnerable children, and politics and social policy in Asia and the Pacific, especially Indonesia, the Philippines, Fiji and Australia.

Professor Roger Bradbury
Agent-based modelling and simulation; multivariate analysis; complex adaptive systems; and strategic analysis. Research interests include: outbreaks in natural and social systems; cyberspace as a strategic domain; technological change; and public policy challenges in the Anthropocene.

Professor Robert Breunig
Labour economics, economics of the household, empirical industrial organisation and econometric theory.

Dr Paul Burke
Economic growth and development, political economy, energy economics, environmental and natural resource economics, and Asia–Pacific economies.

Dr Sommarat Chantarat
Poverty traps, vulnerability and rural welfare dynamics, risk management mechanisms in poor communities, rural financial market, micro-insurance, microcredit, field experiments in development economics and policy impact evaluation, applications of financial derivatives to development policies.

Professor Bruce Chapman
Labour economics, the economics of education (higher education student financing), economics policy, applied econometrics, the economics of crime, and the economics of sport.

Associate Professor Chunlai Chen
Foreign direct investment, international trade and the WTO, agricultural economics, and the Chinese economy. His current projects include the: impact of WTO and regional integration on China’s agriculture, and foreign direct investment and its impact on China’s economy.

Dr Hoang Long Chu
Numerical methods in applied economics, applied economic dynamics, fisheries economics and bio-securities.
Dr Daniel Connell
Rivers in federal political systems, environmental politics, policy and communications. Research into governance issues in multi-level political systems focusing on countries such as Australia, USA, South Africa, Spain, India, China and Brazil, international trans-boundary issues in the Mekong River Basin and water reform in the Murray-Darling Basin and northern Australia with a focus on governance, institutional design and community participation.

Professor Robert Constanza
His specialties include: transdisciplinary integration, systems ecology, ecological economics, landscape ecology, ecological modeling, ecological design, energy analysis, environmental policy, social traps, incentive structures and institutions.

Professor Jenny Corbett
The Japanese economy, particularly banking, macroeconomic policy and corporate governance, and banking and financial crises. Current projects include; banking restructuring in Japan and post-crisis Asia, electronic finance in Asia-Pacific region.

Dr Katherine Daniell
Her current research focuses on resolving the challenges associated with implementing multi-level participatory processes to bring about coordinated policy; adaptation strategies and local action for sustainable development.

Professor Carsten Daugbjerg
Theories of comparative public policy, in particular policy network and governance theories, historical institutionalism, ideational theory, policy instrument and policy design theory; agricultural policy reform processes and outcomes; trade negotiations in the WTO; the relationship between WTO food trade regime and private food standard schemes; government interest group relations; and environmental policy.

Dr Creina Day
Current research interests span economic demography, fertility, gender wages, R&D-based growth, and macroeconomic policy. Currently researching aid flows and regional integration issues in the Pacific islands.

Dr Matthew Dornan
Economic development, political economy, energy economics, aid, Pacific Island economies, rural electrification, renewable energy technologies, provision of public goods.

Dr Björn Dressel
Comparative politics and constitutionalism, governance and public sector reform, public finance in emerging markets, research methodology, regional expertise in Southeast Asia and sub-Saharan Africa.

Associate Professor Colin Filer
The social context, organisation and impact of policies, programs and projects in the mining, petroleum, forestry and conservation sectors, with particular reference to Papua New Guinea and other parts of Melanesia.

Professor Ippei Fujiwara
International finance, monetary economics, and macroeconomics.

Professor R Quentin Grafton
Water pricing, water markets and water economics, social networks and network theory, fisheries management, and property rights.

Dr John Hardy
Australian defence and national security policy; military counter terrorism operations; International Humanitarian Law and military ethics; civil-military relations and the security-development nexus; theories of political violence and international security.

Dr Carolyn Hendriks
Democratic practice and theory, citizen engagement and public deliberation, governance for environmental sustainability, the politics and governance of science and technology, network governance, and public policy and comparative politics.

Dr Adam Henschke
Ethics of cyber-security; just war theory; ethics of technology; cross-cultural values and philosophy; and ethics of information technologies.

Professor Hal Hill
The economies of ASEAN, especially Indonesia, Malaysia, the Philippines and the transition economies, industrialisation and foreign investment in East Asia, regional development dynamics, and Australia’s economic relations with the Asia-Pacific region.

Dr Ben Hillman
Political change in Asia (especially China and Indonesia), democratisation, ethnic politics and conflict, regional autonomy and comparative local governance. Current research includes; the urbanisation of rural China, and China’s ethnic politics and conflicts.

Dr Meimanat Hosseini Chavoshi
Fertility; family and household studies; population trends and policies; health information systems (incl. surveillance)
Professor Stephen Howes
Aid policy, public finance in developing countries, international climate change policy, India, Papua New Guinea and the Pacific.

Adjunct Professor Yiping Huang
Macroeconomic policy, international finance, rural development, and Chinese and Asian economies.

Dr Llewelyn Hughes
Comparative and international political economy of energy, international relations of Northeast Asia, Japanese domestic politics; and theories of institutional change.

Dr Dinuk Jayasuriya
Applied economics, experimental economics, evaluations, post-conflict studies, Pacific development, private sector, economic growth.

Professor Raghbendra Jha
Macroeconomic problems of developing countries, optimal tax and price policy, fiscal federalism, and Indian economic problems, in particular poverty, undernutrition, functioning of agricultural markets and financial sector reforms.

Associate Professor Frank Jotzo
Economics and policy of climate change, including mechanisms and policy design for greenhouse gas control, policy frameworks for adaptation to climate change, and international climate policy, energy policy and land-use change policy, economic development in the Asia-Pacific region, and economic reform and political economy.

Professor Kaliappa Kalirajan
Modelling and analysis of sources of growth, frontier production function methodology, regional economic groupings and international trade, and macro-econometric modelling and policy analysis.

Associate Professor Adrian Kay
Comparative analysis of Australia’s health care system, comparative health care reform in the global health economy, comparative biofuels policy and theories of the policy process. Current research includes; health care reform in Australia: The making and unmaking of Australian public policy: understanding the path from Medibank to Medicare.

Dr Andrew Kennedy
International relations of China and India, energy security and climate change, US–China relations and leadership and foreign policy. Current research includes; techno-nationalism and techno-globalism in the rise of China and India; and Energy security in China and India.

Professor Tom Kompas
Bio-economic modelling, economic dynamics and optimal control theory, natural resources and environmental economics, and applied econometrics. Current research includes; ocean fisheries management and major biosecurity issues in Australia and internationally; biosecurity and the economics of quarantine and surveillance; public infrastructure, social capital and growth; and market reform and rice production in Vietnam.

Dr Ida Kubiszewski
She teaches in the areas of scenario planning and analysis for Australia, government, markets and global change, and ecological economics in public policy.

Dr Tim Legrand
Comparative public administration, policy analysis, international policy transfer, the governance of security, evidence-based policy-making, elite transnational networks, cyber-security, emergency policy and crisis management.

Professor Michael L’Estrange
Australian national security policymaking; challenges for Australia’s foreign policy priorities; new directions in diplomatic practice and purposes; multilateralism and minilateralism; and major power dynamics in the Indo-Pacific region.

Dr Kuntala Lahiri-Dutt
Women, gender and development; environmental sustainability; women’s empowerment in relation to water and mining; communities’ roles and livelihoods in natural resources, such as in large-scale and artisanal mining, and the water and sanitation sectors.

Associate Professor Bingqin Li
Housing, urbanisation, urban governance, social policy reform, migration, and particular interest in China, in Asia more broadly, and in comparative research between countries in Asia and in the West.
Dr Yuk Chu (Amy) Liu
Wage structure in Vietnam and China, wage gap between immigrants and native-born Australians, assessing development (designing better indices of poverty and gender equity), and the wage gap and consumption distribution in Pakistan.

Dr Sango Mahanty
Social dimensions of collaborative resource management, political ecology of payments for ecosystem services and reductions in emissions from deforestation and forest degradation (REDD), collective action and pollution management in Vietnam, and social learning and capacity building.

Dr John McCarthy
Agricultural policy and food security, social capital, participation and environmental management, forest management, biodiversity conservation and climate change, natural resource conflict, and politics, policy and natural resource governance in a developing context.

Professor Peter McDonald
Migration; population trends and policies; public policy; studies of Asian society; labour economics; fertility and social policy; family and household studies; and demography.

Professor Renee McKibbin
Econometrics—mainly focused on developing statistical frameworks or tests to model the transmission of financial market crises, and to improve macroeconomic modeling using structural vector auto-regression models. Fiscal policy shocks on the macroeconomy and particularly their interaction with monetary policy responses and other key variables.

Professor Warwick McKibbin
Economic development and growth, international economics and international finance, environment and resource economics, macroeconomics (Incl. monetary and fiscal Theory) financial economics. He has been a consultant for many international agencies and a number of governments on issues of macroeconomic policy, international trade and finance and greenhouse policy issues, global demographic change and the economic cost of pandemics.

Dr Sarah Milne
Political ecology dimensions of natural resource management and biodiversity conservation, community-based conservation and payments for ecosystems services (PES) schemes, predominantly in developing countries.

Dr Ann Nevile
Social policy issues and the policy process, poverty and social exclusion, active labour market programs, third sector service delivery agencies, and the impact of changing regulatory structures on the social welfare sector.

Dr Hoa Nguyen
Applied economics; microeconometrics; poverty and inequality; food policy.

Assoc Prof Tatsuyoshi Okimoto
Financial econometrics; empirical finance; applied macroeconomics; and econometrics. Program affiliation: finance and the macroeconomy, and commodities and the macroeconomy.

Dr Kazuki Onji
Public finance, banking, applied econometrics, and the Japanese and other East Asian economies.

Dr Arianto Patunru
Environment and resource economics; international economics and international finance; and economic development and growth.

Dr Van Ha Pham
Environment and resource economics, financial policy and strategy, macro-economic analysis, and macro-economic modeling for economic forecast and policy analysis purposes.

Associate Professor Budy P Resosudarmo
Resource and environmental economics, development economics, public policy, resource and environmental modelling, and inter-regional modelling.

Professorial Fellow Richard Rigby
Executive Director of ANU China Institute. His personal interests in Chinese studies are primarily literary and historical, but his profession has ensured a thorough immersion in all aspects of contemporary China and other major Asian cultures.

Dr Gabriela Scheufele
Environment and resource economics; econometrics; applied economics; physical geography and environmental geoscience; and environmental management.

Dr Amanda Smullen
Transnationalisation and institutions, comparative public management, policy ideas and argumentation (rhetoric), transparency and the organisation of mental healthcare.

Associate Professor Ligang Song
International economics, international economic development and policy, and China. Current research includes; ARC Project on China’s industrialisation and its demand on global resources.

Dr Robert Sparrow
Development economics, social policy evaluation, child labour and education, health economics, applied micro-econometrics.
FACULTY

Professor Miranda Stewart
Tax and transfer law and policy issues with a focus on tax justice, tax reform to support sustainable business investment, and the operation of tax systems in a global context; taxation and regulation of not for profits and the role of tax in Indigenous economic development.

Professor David Stern
Energy economics, climate change, applied time-series econometrics, and meta-analysis. Current research includes; role of energy and resources in economic growth and the determinants of environmental impacts, especially air pollution and climate change.

Dr Helen Suich
Enhancing smallholder benefits from reduced emissions from deforestation and forest degradation in Indonesia.

Dr Anthony Swan
Economic development; budget analysis and public expenditure tracking; aid effectiveness; international trade and multinational production; international migration; Papua New Guinea and Pacific Island economies; and energy economics.

Professor Luca Tacconi
Environmental governance, social and economic aspects of deforestation and climate change, payments for environmental services, research methods for environmental management, and governance and economic implications of avoided deforestation activities.

Professor Ramesh Thakur
Arms control, disarmament and international security governance, UN governance; democracy and reformation; international relations, and diplomacy

Dr Sue Thompson
Defence studies; Southeast Asian studies; the history of international relations; civil-military relations; and regional cooperation.

Dr Thi Dieu Hang To
Environmental and resource economics; econometrics; and applied economics.

Dr Phuc Xuan To
Benefit distribution systems for PES, payments for ecosystem services, and REDD, Reduced Emissions from Deforestation and forest Degradation; timber trade and timber market in the Mekong countries; land use conflicts; and forest property.

Dr Ariane Utomo
Changing marriage patterns in Indonesia; gender, education, and the labour market; Transition to adulthood in Southeast Asia; family demography

Associate Professor Pierre van der Eng
International business, particularly in East and Southeast Asia, business history, particularly of European firms in Australia, Australia-Europe business relations, economic growth and productivity change, particularly in Asia.

Dr Grant Walton
Corruption; anti-Corruption policy; human geography; public expenditure tracking; civil society; the Pacific and PNG; the social and environmental impacts of extractive industries; and currently investigating the effectiveness of public expenditure in PNG.

Dr Annie Wei
Economic growth and demographic changes, economic development and labour migration, total factor productivity and human capital.

Professor Peter Whiteford
Pension and welfare policies in OECD countries, Eastern Europe and China, child poverty, family assistance policies, welfare reform and tax reforms, and other aspects of social policy, particularly ways of supporting the balance between work and family life. He has published extensively on various aspects of the Australian and New Zealand systems of income support.

Dr Ying Xu
Banking, foreign bank entry, international economics, economic growth, foreign direct investment, China, and Asia-Pacific economies.

Associate Professor Fiona Yap
Political science, comparative government and politics, government and politics of Asia and the Pacific, citizenship, economic development policy, public policy, defence studies.
Dr Yan Yu
Health and mortality; demography of ageing; quantitative methods; mortality differentials and trends; and socio-economic differences in obesity and smoking.

Dr Doracie Zoleta-Nantes
Vulnerability of cities to hazards, socioeconomic and environmental scenarios associated with Southeast Asia’s changing agrarian practices, intersecting geographies of migrations, development policies, and vulnerability to climate extremes.

Emeritus and Adjunct Academic Staff

Adjunct Lecturer Emma Aisbett
Adjunct Professor Arsenio Balisacan
Adjunct Fellow Muhammad Chatib Basri
Adjunct Professor Satish Chand
Adjunct Associate Professor Nhu Tuong Che
Adjunct Professor Steven Cork
Emeritus Professor Alison Booth
Adjunct Professor Gordon de Brouwer
Adjunct Associate Professor Suwiah Dean-Leung
Adjunct Associate Professor Philippa Dee
Adjunct Associate Professor Leo Dobes
Emeritus Professor Peter Drysdale
Emeritus Professor Ron Duncan
Distinguished Professor Ross Garnaut
Emeritus Professor Tim Hatton
Adjunct Professor Paul ’t Hart
Adjunct Professor John Hewson
Adjunct Associate Professor Yusaku Horiuchi
Professor Keith Houghton
Adjunct Professor Sisira Jayasuriya
Adjunct Fellow Tao (Sherry) Kong
Adjunct Associate Professor Peter Lamour
ANU-ANZSOG Chair Professor Evert Lindquist
Adjunct Professor Ngo Van Long
Adjunct Associate Professor Chris Manning
Adjunct Associate Professor Ross McLeod
Adjunct Professor Bob McMullan
Adjunct Fellow Jayant Menon
Emeritus Professor Richard Mulgan
Adjunct Professor Mari Pangestu
Adjunct Fellow Gunther Schulze
Adjunct Professor Ian Thynne
Adjunct Professor Peter Timmer
Sir John Bunting Chair of Public Administration,
ANZSOG John Wanna
Professor Peter Warr
Adjunct Fellow John Williams
Professor Glenn Withers
Adjunct Fellow Arief Anshory Yusuf
COURSE DESCRIPTIONS

ANTH8006
Social Mapping and Community Politics (12 units)
This course provides a guide to the processes and methods of social research, with emphasis on qualitative rather than quantitative research, and on the kinds of research questions and environments that researchers are likely to encounter in development work. The research process can be considered to be divided into four phases: formulating research questions (and dealing with research requests); gathering data; analysing data; and writing up. This course focuses especially on the data-gathering phase. It explores the ‘rapid assessment’ methods and tools that have become standard in many kinds of development work in the last two to three decades. These tools are used to map or document the varied relationships between members of local communities and their environmental, social and cultural resources. It also explores the concept of ‘participation’ that underlies those tools. We will consider differences and similarities between these participatory development tools and standard anthropological methods. Throughout, we will keep in mind questions of research ethics, kinds of knowledge and observation, and the politics, conflicts and dynamics of research with and within local communities.

ANTH8007
Key Concepts in Anthropology of Development
This course will focus on important and current concepts in development policy and practice, and explore their background in the social sciences. We will examine the rise of discourses of development, including ideas about modernisation, development and underdevelopment, and the North–South (or First World–Third World) divide; relationships between people in local communities and the state; concepts of civil society and community; participation and empowerment; the rise of the framework of ‘social capital’; gender; poverty and basic needs; justice and human rights; the place of notions of indigeneity; and views about sustainability and appropriate technology in development. In examining the background to development concepts in the social sciences, we will explore the relationships and tensions between their uses there and in forms of development, trying to identify pitfalls and positives.

ANTH8008
Social Impact Studies in Project Cycle
This course will examine social impact assessment during the various stages of the project cycle. Social impact assessment will be examined in relation to infrastructure, resource extraction, development projects, corporate activities and climate change. Alternative approaches to the assessment of impacts on livelihoods, institutions, social structures, equity, culture and quality of life will be examined. The course will place strong emphasis on practical case studies. Students will be given the opportunity to explore alternative impact assessment approaches in a number of sectors and within different national jurisdictions.

ANTH8009
Development in Practice
This course deals with the practicalities of working in development. It will critically examine the key institutional actors that implement development projects: NGOs and bilateral and multilateral donors. Within this broader institutional environment, the course will critically examine institutional processes and priorities, the role of advocacy, the ethics of development practice, how development workers operate in the field, and how development projects are conceived and managed.

ANTH8019
Practical Studies in Social Analysis
This course provides a guide to the processes and methods of social research, with emphasis on qualitative rather than quantitative research, and on the kinds of research questions and environments that researchers are likely to encounter in development work. The research process can be considered to be divided into four phases: formulating research questions (and dealing with research requests); gathering data; analysing data; and writing up. This course focuses especially on the data-gathering phase. It explores the ‘rapid assessment’ methods and tools that have become standard in many kinds of development work in the last two to three decades. These tools are used to map or document the varied relationships between members of local communities and their environmental, social and cultural resources. It also explores the concept of ‘participation’ that underlies those tools. We will consider differences and similarities between these participatory development tools and standard anthropological methods. Throughout, we will keep in mind questions of research ethics, kinds of knowledge and observation, and the politics, conflicts and dynamics of research with and within local communities.

ANTH8028
Introduction to Social Impact Studies
This unit provides a detailed introduction to the principles and methodologies of social impact assessment. It examines the legislative and policy environments for social assessment, the methodologies used by social assessment practitioners, and detailed case studies of actual situations, such as community relocation, compensation/royalty payments, natural disasters and education programs. Extensive use is made of case study material from Australia and the Asia–Pacific region. There are numerous opportunities for student involvement in practical exercises.
ANTH8029
Introduction to Australian Indigenous Policy
This course will explore public policy towards Indigenous Australians in recent years and also, to some extent, historically.

The idea of competing principles in Indigenous policy and its practice will be identified and how the balancing of these might vary both historically and geographically. The roles of specialists and generalists, and of ideology and moralism in Indigenous policy will also be discussed.

The course will then examine a number of policy sectors which are central to recent debates in the Indigenous policy arena: income support, alcohol, child protection and criminal justice, health, housing, land, youth and education. Different sectors will be used to think about various aspects and patterns of Indigenous policy processes, such as relations between Indigenous-specific and general policy mechanisms. A guest lecturer will also explore ideas around the policy implications of mobility.

Recent experiments in ‘mainstreaming’ and whole-of-government policy will also be explored, both for their strengths and limitations. Finally we will look at the ideas of failure and success in Australian Indigenous policy and develop the idea that they are linked to different rhetorical registers.

ANTH8030
Critically Assessing Contemporary Development Practice
This course gives students the opportunity to undertake detailed study of the literature describing contemporary development issues and practices, such as micro-credit, participatory land-use planning, enterprise development, community health programs, and gender practice. In collaboration with the Course Convenor, students individually choose one key issue of interest to them and focus on a sustained period of desk-based research into the relevant literature. (There is no expectation of field work for this course, and this would generally not be encouraged.) A supervisor with knowledge or experience in the relevant field of study will be nominated, with whom the student is expected to schedule regular contact for advice and support.

ANTH8032
Law, Order and Conflict in the Pacific
The course will provide an introduction to key issues in law, order and conflict in Melanesia. Utilising theoretical approaches drawn from the disciplines of anthropology, criminology and conflict studies, the course aims to equip students with tools to facilitate the analysis and understanding of social order and disorder. The application of these approaches will be demonstrated via the examination of case studies from Papua New Guinea, Solomon Islands, Vanuatu and Fiji. The course will explore contemporary debates including competing notions of social order; the role of state and non-state mechanisms in social control; internal and external responses to problems of law and order in the Asia Pacific region, and the dynamics of peace processes and post-conflict reconstruction throughout the region. In examining these topics, students will be exposed to a variety of perspectives from both academic and donor discourses.

ANTH8037
Supervised Special Project
This course involves students carrying out a research project on a policy or development issue of their choice. It gives students the opportunity to undertake detailed research which can be preparatory work for PhD study. In collaboration with the Course Convenor, students will choose a topic of interest to them and focus on a sustained period of research into that topic. There is an option for limited fieldwork for which ethics clearance would generally be required.

A supervisor with knowledge or experience in the relevant field of study will be nominated, with whom the student is expected to schedule regular contact for advice and support. This will follow the development of a research proposal and presentation of a seminar. The write up of the project will be in the form of a sub-thesis of 10-15,000 words.

ANTH8038
Critical Issues in Gender and Development
This course introduces the key elements of the scholarly debates and analytical tools of Gender and Development, including the theories around gender and empowerment, and contemporary approaches to gender equity and mainstreaming. This is done through a balance of thought-provoking regional and sectoral case studies from different cultural contexts including South Asia, Southeast Asia, the Pacific, and indigenous societies; as well as in key themes such as empowerment, water, and mining. The approach is critical, bottom-up, and inclusive. A key question that will be addressed through the course is that despite the sophistication of scholarly understanding of gender and inequality, why it is still difficult to fully address gender issues in development projects and programs.
COURSE DESCRIPTIONS

ANTH8042
Migration, Refugees and Development
The course aim is to give students a comprehensive understanding of the key issues in international and well as internal migration, as they affect developing countries and their development. The focus will primarily be on people moving as migrants or refugees between developing countries, but may consider migration from developing to developed countries in certain cases. This will cover topics such as refugee movement; the discourse of people smuggling and people trafficking; the effect of immigrant populations on local communities; and the economic contribution of migrant labour. The course will consider several case studies with different social and cultural contexts, with a focus on the Pacific, East Asia, and South Asia.

ANTH8046
Introduction to Australian Indigenous Development
ANTH8046 is taught with ANTH8045 (Australian Indigenous Development). It explores the theory and practice of development as it relates to Indigenous peoples in Australia. It outlines the various ideas and models for Indigenous development that have been advanced over the years and considers these in light of the latest information on Indigenous socioeconomic status and development practice. Along the way it assesses whether the aim of development is to achieve equality in outcomes or to facilitate choice and self-determination, whether such goals are mutually exclusive, and how they might best be achieved, top-down or bottom-up?

The course links these questions to debates and practice in the international development arena with a view to exploring an appropriate conceptualisation of Indigenous Australian development. With some focus on remote areas, lectures are presented by a selection of Australia's leading social science researchers and development practitioners.

ANTH8047
Introduction to Indigenous Environments
Through critical social inquiry this course examines the triangular relationship between Indigenous peoples or communities, the agents that target their resources for extraction or conservation, and the various agencies and organisations involved in resource governance. After examining some foundational concepts in the first three weeks, the course uses a series of case studies to examine four major themes in resource negotiations with Indigenous peoples: the relationships and roles of different actors, institutional contexts, knowledge and power. These themes are examined in a variety of national settings across the Asia-Pacific region (including Australia) in order to compare and contrast Indigenous resource negotiations in these different jurisdictions.

ANTH8049
Issues in the Design and Evaluation of Development Projects and Programs
The course investigates the tools used in the management for development programs in a critical fashion. In particular the course focus is on how different perspectives in aid programming (including women, beneficiary, administrator and donor), and the level of their participation will influence program outcomes; and how these perspectives can be better incorporated in the tools used for designing development projects. The objectives are to:

- to understand the key program and project management tools available, their strengths and weaknesses, the reasons for using them, and how they may be applied in different circumstances;
- to understand the relationship between the different elements of aid programming e.g. inputs, outputs, outcomes, impact and appropriate indicators for each;
- to understand how different perspectives in aid programming (including gender, beneficiary, administrator and donor) and their participation will influence program outcomes.

Finally it will examine issues of monitoring, evaluation and measuring impact.

ANTH8056
Introduction to Humanitarian Action
The course aim is to give students a good understanding of the key issues in humanitarian action, and how they affect developing countries. The focus will be on both complex emergencies arising out of conflict, natural disasters, and resulting issues including human rights and gender. It will cover topics such as international, local and community humanitarian responses, and the key characteristics of each. The UN, International NGOs, local NGOs, bilateral and government agencies will be examined as key players. There will also be a special focus on the key role of the military. The course will consider several case studies with different social and cultural contexts from the Pacific, East Asia, and South Asia, and Africa. Contemporary case studies will be used as much as possible.

ANTH8060
Exploring Gender, Resources and the Environment
A highlight of recent debates around environmental sustainability and management has been the issue of inclusion and exclusion of particular groups, with a particular focus on gender inclusion as a prerequisite to better management of resources. The course aims to engage with this contemporary literature and theoretical perspectives to broaden the students’ understanding of environmental sustainability. It will explore women and men’s participation and roles in environment and natural resource management with an emphasis on developing countries.
This course encourages the students to ask whether women have equal access to resources relative to men; whether they are key agents of environmental management, and whether resource and environmental development projects have gender differentiated impacts. It equips students to integrate gender in natural resource and environmental projects in developing countries to foster more equitable and sustainable outcomes.

**ANTH8106**

**Gender, Nature and Development**

This course aims to impart introductory knowledge on gender as related to the environment and development, with attention to mainstreaming gender in both environmental and natural resource management, and in participatory development fields. It deals with the contemporary issues and challenges of making sustainable development gender equitable.

**ANTH8107**

**The World Bank and the Organisation of Development**

The World Bank is the most controversial institution in the world of development policy and practice. From one point of view, it sets the agenda for most of the other actors engaged in the provision of international development assistance. From another point of view, the constraints and policies that it imposes, by virtue of its governing body being controlled by western nations, perpetuate many of the underlying problems confronting developing countries. This course examines the policies, procedures and practices of the World Bank through an institutional and ethnographic lens, using case study materials to show that it is not a monolithic organisation with a single mission, but a very large group of individuals working in different roles, confronting a wide variety of political and practical problems in their dealings with other actors in the development policy process.

**CRWF8000**

**Government, Markets and Global Change**

Questions of how societies manage common policy problems — such as how to encourage economic growth, how to ensure the sustainability of natural resources and how to design institutions to ensure good governance — occupy the minds of policymakers worldwide. In this course, we investigate such challenges from a disciplinary and cross-disciplinary perspective. Students will learn about the key analytical frameworks used to consider these challenges, derived from economics, political science and environmental management. They will also participate in multi-disciplinary workshops to consider the application of these frameworks to a series of case studies. This offers students a unique cross-disciplinary opportunity to apply theory to practice and develop their applied policy skills. Drawing on the expertise of staff in Crawford School, the course offers students a comparative perspective on these challenging policy problems, and points to similarities and differences in how countries cope with common global issues.

**CRWF8003**

**International Water Politics**

Participants will gain an overview of the controversies involved in the international debate about the management of water conflicts and acquire a good understanding of a particular issue that they choose to explore in-depth. Subjects will include multi-level water governance, the dispute about large dams, environmental sustainability, public participation, NGOs, systems of water law, water markets, environmental refugees, climate change adaptation, international relations and definitions of water security. Conflicts over water take many forms. The Rhine, Colorado, Danube, Nile, Jordan, Euphrates, the Aral Sea, Ganges, Amazon, Yangtze, Mekong and Murray-Darling river systems as well as the vast groundwater basins of northern India, China and the high plains of the United States, are just a few examples of hydrological systems in decline because of inadequate governance.

**CRWF8004**

**Case Studies in Economic Policy**

The course aims to provide an understanding for students of the role, nature and empirical basis necessary for the development of sound economic policy. The approach would be to begin with around 8-10 detailed case studies, focusing where appropriate on the economic principles involved, and paying important attention to the empirical evidence used to develop the policy framework. These would be followed by several sessions motivated by the goal of integrating the material into an overarching framework of economic policy development. The aim of the course is to help equip students with: an understanding of the critical importance of a clear definition of what an economic policy problem is; the skills to help develop useful frameworks with which to analyse economic policy problems; and some capacities to recognise the relevance and limitations of empirical evidence for the definition of a policy problem and its potential solution.

**CRWF8006**

**International Climate Change Policy and Economics**

Climate change is a global problem the nature of which has never been seen before. How and whether a world of sovereign states can cooperate to the degree required to reduce the risks of climate change to manageable levels are questions of great global importance. There is no political or expert consensus, however, about the way forward. Some approaches have been trialled. Many others have been proposed. All are debated. This course will introduce students to international climate change policy. It will study the global growth of emissions, various approaches to estimating the damage of climate change and the costs of mitigation, the international framework for cooperation on climate change as it evolves (from Kyoto through Bali and Copenhagen to Cancun), and the economics and international politics of global public good provision. It will then analyse existing approaches and the main proposed international policy and institutional options for mitigating and adapting to climate change.
CRWF8009
Energy Politics and Governance
Energy is a potent and dynamic area of public policy. It fuels our homes, workplaces, industries, economies and transport systems. At the same time conflicts over energy resources have led to global economic shocks, and even wars. Further energy crises loom large: affordable sources of fossil fuels are on the decline while energy demand continues to rise. Meanwhile, nations and global institutions are struggling to respond to the challenge of climate change. All this makes contemporary energy governance a complex business. For example, how can governments ensure affordable sources of energy in the future? What are the most effective ways to promote low-carbon sources of energy, such as wind and solar? Does nuclear energy offer the solution? To what extent do we need to reform existing sociotechnical and administrative systems associated with the generation, distribution and use of energy? How are consumers and citizens responding to climate change, and what role might they play in future energy reforms? These are some of the questions that will be addressed by this course.

CRWF8011
The Global Trading System
This course provides an introduction to the World Trade Organization (WTO). The main topics in this course include the basics of international trade theories and policies, the principles, nature, scope and structure of the WTO, the WTO’s trade dispute settlement mechanism and the trade policy review mechanism, the WTO Agreements and their effects on world trade, including the General Agreement on Tariffs and Trade (GATT), the General Agreement on Trade in Services (GATS), and the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS). The course will also examine the relationships between the multilateral trading system and the preferential trading arrangements, and the issues facing the global trading system.

CRWF8014
Domestic Climate Change Policy and Economics
Climate change has become a key concern for policymaking, and in many countries is seen as part of core economic policy. Cutting greenhouse gas emissions will require changes in technologies, production and consumption. To achieve climate change mitigation at minimal economic cost, and with acceptable changes to wealth distribution, requires well designed economic policies. Meanwhile, communities and businesses will need to prepare for impacts from climate change and adapt to them, presenting a different set of challenges for policy. This course provides an introduction to the principles and practice of domestic economic policymaking for climate change. It will introduce students to the major debates and policy instruments, and provide grounding for analysis of policy options. The course does not aim for exhaustive coverage of climate policy, rather it focuses on principles, key issues and approaches to analysis. The course covers the theory and practice of carbon pricing, supplementary policies such as technology support, policies in the electricity and land sectors, and the political economy of climate change mitigation policies. The course also looks at adaptation to climate change, looking at policy approaches and design options. The course has a focus on domestic climate policy issues in developed and developing countries. Case studies (including from Australia, Europe, the United States, China and Indonesia) are used to illuminate theoretical perspectives. Economic concepts will be presented in a way that is accessible to non-economists. Students are encouraged to actively engage and share their own perspectives. The course is a complement to the course CRWF8006 (International Climate Change Policy and Economics) which focuses on the international dimensions and some of the fundamental tenets of climate change economics.

CRWF8016
Food Wars: Food Security and Agricultural Policy
This course aims to provide a comparative lens for understanding key issues and responses in agricultural policy, and the means to understand the challenges of agricultural reform in the context of agrarian politics. Spikes in food prices and fears stirred up by a changing climate, combined with increasing energy and water needs, have heightened concerns about food security and the sustainability of agriculture in developing countries. The convergence of pressures on agriculture has affected food availability and the purchasing power of the poor. While spikes in food prices have led to social unrest in some places, commodity booms have led to rapid agrarian change in others. In this heated climate, critical policy debates have emerged regarding how agriculture might develop in a fashion that reduces environmental and social inequalities and vulnerabilities, and under what conditions specific policies and projects can support an agriculture-for-development agenda that is more friendly to the poor and to the environment. International policy approaches have sought to promote agricultural development while working to reduce the risks to vulnerable populations. For instance, there are initiatives to use legal tools to empower the poor, to develop private sector smallholder development models that contribute to poverty reduction, to develop corporate responsibility processes and agendas that rework value chains and ensure a more equitable distribution of the benefits from agricultural development, and to support adaptation to risk from extreme climatic events.
**CRWF8017**  
**Energy Economics**  
The course examines the role of energy in economic activity, economic methods of assessing energy technologies, projects, and policies, and debates concerning alternative future energy scenarios. Both fossil fuels and renewable and nuclear energy sources will be studied as well as energy efficiency and conservation. Additional topics include the environmental impacts of energy use including climate change and the role of energy in economic development.

The course does not assume any economics background, but does assume a willingness and ability to learn methods of economic analysis quickly so that the course is also relevant to students in economics based programs. However, it is an inherently interdisciplinary course, drawing on economics and natural sciences including physics and geology. Compared to existing energy economics courses at other universities, there is more focus on the biophysical foundations of the energy economy than on analysis of energy markets.

**EMDV8001**  
**Environmental Sustainability, Health and Development**  
The principal aim of the course is to provide students with an understanding of the interactions between population health and the status and management of the environment. This will be examined in the context of environmental sustainability, with a focus on the changes that economic development and demographic change can bring both to the environment and to population health. The course will also touch upon the environmental sustainability and health sustainability of human society. The course starts with a consideration of different types of sustainability, examined in the light of human behaviour. It will then introduce basic demography and its significance to population health and national development and examine how demographic factors, environmental degradation and poor environmental management together affect population health. It will touch upon the main health issues in developing countries (specifically AIDS, nutritional deficiencies, malaria, TB, certain parasitic conditions and waterborne infections) and compare the situation to developed nations. Pollution and toxicology will be taught via a focus on air quality, which is a major issue in most cities of the developing world. The possible health effects of climate change will also be briefly examined. The course covers a wide field of different science-based disciplines, presented by an experienced communicator, for students who are not scientific specialists, but who have basic numeracy and an understanding of and interest in development issues.

(This is a Graduate Diploma level course)

**EMDV8002**  
**Methods for Environmental Decision-making**  
This course is designed to provide students with the specialist skills needed to gather, integrate and interpret information useful to the environmental decision-making process. It builds on the knowledge of environmental and resource management tools covered in EMDV8102 Research Methods for Environmental Management. The course covers cost-benefit analysis, bio-economic modeling, contingent valuation, choice modeling, travel cost method, hedonic pricing, benefit transfer, multi-criteria analysis, threshold value analysis, and risk and uncertainty integration.

**EMDV8007**  
**Environmental Policy and Communications**  
This course will discuss how public policy is developed and explain the role and importance of different forms of communication for public policy processes, with a particular focus on contentious environmental issues. Most of the examples used will have a significant environmental component but the themes of the course are also broadly relevant to the development of other types of policy in politically pluralist societies such as Australia and the United States. The course will use public policy and communication activities in those countries as the starting point but students from elsewhere will be encouraged to make comparisons with their home countries. Media such as newspapers, television, radio and the web will be examined, along with other forms of communication such as street demonstrations, political campaigning, advertising and political art such as cartoons. Related activities will also be considered, including independent auditing, freedom of information legislation and various forms of consultation designed to increase public participation in the policy process.

(This is a Graduate Diploma level course)

**EMDV8008**  
**Research Proposal**  
This course allows students to prepare a research proposal on a topic of their choice that can be implemented in the second semester as part of EMDV8066 Research Project. This course is a requirement (with a minimum Distinction grade, 70 per cent) for students wanting to enrol in EMDV8066 Research Project in semester two. Students attending this course will learn how to carry out a critical literature review and develop research questions and hypotheses; how to choose appropriate research methods to address a problem-focused research question; and how to structure and write a research proposal.
EMDV8009
Asia–Pacific Environmental Conflicts: Causes and Solutions
Conflicts over access to, and control of, resources have been a constant in human history. Rational policies to manage increasingly scarce resources often result in seemingly irrational reactions, many of them rooted in specific cultural values and misunderstandings as much as varying stakeholder aims and objectives. This course combines conflict and conflict resolution theory with region and resource-specific case studies to provide a broad-based toolkit for analysing the causes of resource conflicts and finding feasible and enduring solutions. Emphasis is placed on the fluidity of circumstances and changing mindsets over time.

EMDV 8012
Ecological Economics and Policy
Ecological Economics is the study of the allocation of available resources among alternative desirable ends within and between generations. This ecological economics course integrates theory and application, introducing theory and background through seminal papers, books, and lectures and application through a solution-based learning approach. Through a research project, students work in groups or individually on specific issues chosen in consultation with the lecturer, applying the ecological economics framework to solve these problems.

EMDV8013
Issues in Development and Environment
This course introduces the biggest or most contentious issues in public and academic debate about the relationship between ‘development’ and ‘the environment’. It is constructed around a number of questions on which there is a wide variety of academic opinion and a great deal of academic debate. In each case, a small number of key readings will be used to highlight the range of opinions expressed in these debates and the wider implications of these arguments for understanding the relationship between the process of economic, social and political development and the practice of environmental and natural resource management. This course is designed for graduate certificate and graduate diploma levels.

EMDV8026
Introduction to Environmental Science
This course aims to give students a sound background in the biological and physical systems that create the natural environment of our planet. This basic scientific knowledge is essential for analysing any environmental or resource management problem. The course starts with an introduction to the uniqueness of planet Earth, and continues with an investigation of Earth’s most special feature, life. Students will briefly revisit the laws of thermodynamics and the concepts of systems, feedback and dynamic equilibria before examining global processes, bio-geochemical cycles, and the interactions between biota and the non-living environment. The primary focus of the course is biological principles, including the basic chemistry of life (mainly respiration and photosynthesis); terrestrial and marine environments; classification; evolution and change; populations, communities and ecosystems; bio-accumulation; reproductive strategies; biodiversity; population dynamics and harvesting; and environmental variability, succession and disturbance. The course also includes modules on soil, agro-ecology and atmospheric modification. It covers a wide field of different science-based disciplines, presented by an experienced communicator. It is suitable for students who are not scientific specialists, but who have basic numeracy and an understanding of and interest in environmental issues.

EMDV8066
Research Project
The key achievement of students enrolled in this course is the preparation of a document that details a research project they have carried out over the semester. The work is lightly guided by the course convenor and individually assigned supervisors drawn from the staff of Crawford School. The choice of topic is shared between the student, course convenor and supervisor. The course is an important foundation for further research, and gives students the opportunity to explore, in-depth, particular issues of environmental management that are of specific interest to them.

EMDV8078
Introduction to Environmental and Resource Economics
The course begins with an explanation of what economics is. In this explanation, a role for economics in the consideration of environmental matters is established. The potential for markets to solve environmental problems is explored and this is accompanied by an analysis of government, or ‘command and control’ mechanisms for dealing with environmental issues. Throughout the course economic principles and techniques are set out. These include opportunity cost, demand, transaction costs, property rights and benefit cost analysis.
EMDV8101
State, Society and Natural Resources
This course provides students with an understanding of, and the capacity to apply, the key social science practices used to analyse environmental problems and natural resource policy. These include common property theory; sociology of the state and the environment; socio-legal approaches to natural resource policy; political ecology; environmental discourses; and community, social capital and participation. The course introduces students to key conceptual (theoretical) readings together with case studies demonstrating how these approaches are applied. Students learn to apply these frameworks to explain, analyse and evaluate environmental and natural resource problems and public policy issues.

EMDV8102
Research Methods for Environmental Management
The course introduces students to qualitative and quantitative research methods used by the social sciences to study sustainable environmental management. The course will increase students’ knowledge of how research is designed and implemented, enabling them to assess the quality of research used as an input into policy-making. Students attending this course will learn to position research within the major paradigms of science and assess the rigor of proposed research; use a range of qualitative and quantitative research methods; develop research questions and hypotheses; and choose appropriate methods to research them.

EMDV8103
Environmental Assessment
Policies drive environmental outcomes. Accordingly, we need to develop ways to consider how policies both create and deal with pressing environmental issues, as well as mechanisms to force action to improve outcomes. This course provides students with an understanding of the theory and practice of the environmental assessment (EA) approaches that are the principal means of integrating environmental considerations into governmental decision-making. Course participants study how EAs have evolved since the 1960s to become the primary strategy for institutionalising environmental reform; the role of public participation and science in environmental decision-making; and how political, social and economic considerations affect decisions. Under the guidance of a leading environmental consultant, participants learn to apply the basic principles of EA to assess development proposals critically, develop public consultation strategies, and evaluate monitoring and mitigation in environmental management plans. Following the recent shift to approaches informed by ecological modernisation and new environmental policy instruments, participants consider how the processes of categorising social and environmental impacts, carrying out assessments and setting out minimum management standards have been extended beyond the conventional EA process to environmental management systems and standard-based self-regulation.

EMDV8104
Environmental Governance
The following questions will guide our work throughout the semester. What is environmental governance? What are the principles of good environmental governance? How are stakeholders involved in governance? What instruments are available? How can good environmental governance be designed and implemented? To address these questions, the course will examine processes and instruments of environmental governance, by considering both theories and empirical studies. We focus on theories and issues relating to national and international governance, public policy formation, common property management, market and non-market incentives for resource management, decentralisation, civil society organisations and corporate environmental behaviour.

EMDV8108
Applied Environmental and Resource Management
The achievement of sustainable development (SD) requires the skill to apply theoretical knowledge from many fields, including ecology, social sciences and economics, to practical situations. This course uses field trips and other practical exercises to broaden students’ familiarity with SD issues. Students develop the skill to conduct background research for environmental management studies by visiting natural areas and hearing first-hand from field practitioners about SD issues in those areas. Assessment tasks help students to demonstrate their ability to apply theory to practice, to show they understand the constraints on SD, and to practise relevant communication skills through report writing and presentations.

EMDV8123
Assessing Vulnerability to Natural Hazards
The course examines the connection between natural hazard events and disaster occurrences in the Asia-Pacific and other world regions. It highlights the importance of assessing the vulnerabilities to natural hazards of different communities in countries that are disaster-prone. The topics that are explored are as follows: a) socio-economic and political systems that cause variations on how people deal with, and are affected by, disasters that are brought about by natural hazard events; b) how natural hazards impinge on everyday life of people and their communities; c) the concepts of vulnerability, risk and resilience; d) how societal goals and priorities influence the vulnerability of different groups to hazard events; and, e) the importance of addressing livelihood concerns and access to resources in adapting to short- and long-term impacts of natural hazards.
EMDV8124
Disaster Risk Reduction and Management
The course will cover disaster risk reduction and management approaches that are appropriate to use in dealing with the impacts of the most frequent hazard and disaster events in the Asia-Pacific and other world regions. It aims to study the characteristics of people who are primarily at risk to natural hazards and disasters, such as their age, class, gender, location, and allotted spaces for representation. It also examines the capacity of government systems and societies in the region to address the reduction of risks and disaster losses, and cope with the development challenges that are brought about by natural hazards and disaster events. It investigates on the international responses to address disaster losses that are implemented in the different regions of the globe.

IDEC8001
Applied Economics: Cost/Benefit Analysis
This is a Graduate Diploma level introductory course to cost benefit analysis (CBA). CBA aims to facilitate more efficient allocation of society’s resources via successive selection of (public) projects that can potentially improve social welfare. This course is to introduce the microeconomics foundation for CBA, as well as some basic tools essential for carrying out financial and economic analysis of projects. An important feature of this course is to integrate theories and practice using a spreadsheet framework. Emphasis will be placed on hand-on learning experience, and applications in the context of developing countries.

IDEC8002
Macroeconomic Analysis and Policy
This series of lectures will acquaint students with the analytical tools of modern macroeconomics in a way that develops economic intuition as well as technical knowhow. We review some fundamental models of the short-run Keynesian variety before discussing how saving and investment decisions by individual agents determine the aggregate growth rate of an economy from a long-run perspective. The course will emphasise the importance of strategic interactions and externalities for aggregate outcomes. It will also examine the analytical basis of key debates on the causes of inflation.

IDEC8003
Issues in Development Policy
This course is an introduction to the analysis of core issues in economic development. It is an applied course that tackles major real work problems faced by policy makers especially in developing countries. The course combines description and analysis with an emphasis on the elaboration of simple and useful theoretical models for an understanding of the issues that comprise the subject of development economics. Its aim is to provide students with some foundational analytic tools for addressing core problems associated with economic development today while drawing on some experiences from developing economies.

IDEC8008
Open Economy Macroeconomics, Finance and Development
This is a graduate level course on international macroeconomics. The course is aimed at (i) understanding basic notions of macroeconomics, (ii) being equipped with the basic analytical tools (models) for policy analysis both in the closed economy and the open economies, and (iii) being able to consider the real-world problem, such as the recent financial crisis, through the lens of these tools. Central issues considered in the course include (i) capital flows, (ii) international transmission of shocks, and (iv) the role of stabilisation policy.

IDEC8009
Trade, Development and the Asia–Pacific Economy
This intensive course provides necessary inputs to understand the sources of economic growth, international trade, and globalisation mainly from the policy perspective of developing countries in the Asia Pacific region. It is more of a policy-analysis course than a pure theoretical course. Drawing on the most relevant theories, this course will answer important development questions of ‘How do some countries grow faster than others? What are the sources of growth? What is the role of international trade in the growth process of a country? Why do governments in developing countries follow the so called restrictive trade policies? Has globalisation contributed to reduction in poverty across developing countries? Can Official Development Assistance be used for climate change mitigation and adaptation?’ The course will discuss in details some of the important analytical methodologies that are followed in the literature to answer the above questions empirically.

IDEC8010
Quantitative International Economics
This course will acquaint the student with the quantitative techniques employed in international trade. This course is divided into two main components: the first part introduces important concepts and provides a foundation for understanding the flows and patterns of trade across countries. The second part deals with empirical measurements of the links between trade and economic welfare. The selected topics covered in this context are: regional economic integration, exchange rate and trade, trade policy and environment, and trade, growth and poverty reduction.
I DEC8011
Masters Research Essay
This course provides the student with an opportunity to pursue independent research on a topic of their choice in economics, under the guidance of an economics academic at ANU. Normally the Master's Research Essay will have a strong quantitative component, but analytical and qualitative essays are also allowed. The student must develop a clear and interesting research question, bring evidence to bear on this question, and provide detail on the research methodology, all results and implications in a well-articulated and analytical manner. The essay should not exceed 10,000 words.

I DEC8012
Monetary Policy and Central Banking in the Asia-Pacific
This course examines key analytical, empirical and policy issues in monetary policy and central banking. There is a strong emphasis on theory supported by a range of applications, in particular to the Asia Pacific region. Topics covered include empirical features of inflation and output, the monetary transmission mechanism, MIU and CIA models of inflation, the Cagan model of inflation, the credit channel, welfare costs of inflation and deflation, public finance aspects of monetary policy, structural uncertainty, time inconsistency, targeting regimes, instrument choice, open economy issues of monetary economics, New Keynesian models of inflation, and models with micro foundations. Time permitting, additional topics will include recent evidence on money illusion, indeterminacy, multiple equilibria, sunspots, and other advanced topics. Two of the lectures will be guest lectures given by eminent academic/central bankers with decades of policy experience.

I DEC8014
Banking, Finance and Monetary Policy in the Asia Pacific Region
The first goal of this course introduces the modern finance theory. Topics covered include the efficient market hypothesis, optimal asset allocation, capital asset pricing model, arbitrage pricing theory, and term structures of interest rates. The second goal of this course studies econometric implications of the finance theory for asset returns and reviews a variety of empirical applications. Students will be required to conduct several computer exercises for some of the empirical applications. A prior knowledge of microeconomics and econometrics is beneficial.

I DEC8015
Mathematical Methods in Applied Economics
This course introduces students to a range of mathematical techniques and concepts required for modelling and analysing economic problems. Course topics include matrix algebra, calculus, static unconstrained and constrained optimization, integration, difference and differential equations, phase--plane diagrams, dynamic optimisation and optimal control theory. The mathematical methods and techniques will be applied to specific problems from all areas of economics.

I DEC8016
Microeconomic Analysis and Policy
Microeconomic Analysis and Policy is a course in modern microeconomic theory at the Graduate Diploma level. The course covers consumption theory, production theory, theories of the competitive market, general equilibrium theory, and externalities and public goods. Principles covered in the course will be applied to important policy areas such as tax policy, the role of government, and the management of the environment.

I DEC8017
Econometric Techniques
This course is an introduction for economics graduate students to the techniques of econometrics. The emphasis is on the essential ideas and the applications of econometric methods rather than on technical and theoretical details. However the results are not just presented but instead are derived using a mixture of rigour and intuition so as to leave as few loose ends as possible. We recognise that available economic data are either cross sectional (observations on several economic units - usually countries, firms or households - at a single point in time) or time series (observations one economic unit over time), or panel (observations on several economic units followed through time), and each type of data may need its special set of tools. We start with the linear regression model, which is the simplest model for explaining one variable using several explanatory variables, and then move to an introduction to ‘micro-econometrics’, i.e. methods most useful for the analysis of cross sectional data, and an introduction to ‘macro-econometrics’, i.e. methods most useful for the analysis of aggregate data over time.

I DEC8018
Agricultural Economics and Resource Policy
This course examines the key themes in agricultural and resource economics including: agricultural production, food security, water, fisheries, forests, energy and minerals. The course responds to three key questions: (1) What are the underlying causes and drivers of the key security (food, water, energy, etc.) challenges at a global and national level? (2) What scope is there for public policy (short and long term) to address these challenges? (3) What can and should be done to support efficiency and equitable approaches to these challenges?

The key learning outcomes from the course are: to understand the key issues and policy challenges in agricultural and resource economics in Australia and globally; to develop quantitative skills to model, from an economic perspective, the problems of overuse of natural resources (renewable and non-renewable); and to foster the development of independent research and critical thinking. After completing the course, students should have an understanding of the fundamental theory and tools of analysis of agricultural and resource economics and the key challenges that beset policy makers.
**IDEC8020**  
**Applied Economic Dynamics**  
This is a Master degree and PhD level course in applied economic dynamics, designed to introduce students to a range of concepts and techniques required for modeling and analysing economic problems. Topics include time-series econometrics, transitional dynamics, optimal control theory and recursive dynamic programming with applications to natural resource economics, ecological dynamics, macroeconomic dynamics and economic growth. In addition to paper-and-pen analysis, students will use computers to solve common dynamic problems such as financial planning, infectious disease simulation and optimal fishing problems.

**IDEC8021**  
**The Chinese Economy**  
This course examines China’s successful experiences and lessons learned from the standpoints of economic transformation, economic development and open macroeconomics. First, the course discusses the transformation of the Chinese economy from a centrally-planned to a market one by highlighting the key differences between a planned and market economy, the economic policies adopted for building market-compatible institutions, the importance of carrying out ownership reform and the sequence of reforms. Second, the course analyses the development experience of the Chinese economy by covering issues such as the urbanisation, population dynamics, income distribution, labour market development, international trade and investment, regional development, financial sector reform, fiscal system reform, the increasing demand for energy and resource constraints. Third, the course examines the macroeconomic dimension of economic transformation by looking at the importance of maintaining macroeconomic stability in the process of economic reform and financial liberalisation, including the current account liberalisation, China’s conformity to the WTO, the outward foreign direct investment and the prospect of internationalising the Chinese currency. Finally, the course concludes by discussing the patterns and prospects of China’s economic growth. It offers some in-depth analyses of China’s growth trajectory and the underlying driving forces. The course also discusses the growth prospects and relevant challenges to the contemporary China.

**IDEC8022**  
**Economic Development**  
This course will examine the principal issues associated with economic development, with the objective of preparing students for advanced study and policy-oriented research. It will emphasise the economy-wide aspects of economic development, with special reference to the international dimensions of national policy-making. The course is designed for students at the Master degree level. A general knowledge of macroeconomics, at least at the advanced undergraduate level, is assumed.

**IDEC8023**  
**Case Studies in Applied Economics**  
In this course, students will produce a substantial and original piece of research work. This work will be structured with the goal of generating new knowledge while simultaneously aiding students in their ability to conduct and analyse research. The course will be built around recent empirical examples from applied econometrics. These examples will be used as case studies to increase students’ understanding of econometric technique and research practice. Building from these case studies, students will work in small research groups to first replicate and, more importantly, extend these case studies in novel ways.

**IDEC8024**  
**Economics Seminars**  
In this course students will develop and refine a proposal for their PhD thesis in the Applied Policy stream of the Economics PhD. Students will work on framing a sharp research question or questions, developing a tractable research framework to answer those questions, and identifying a practical time-line for thesis preparation.

**IDEC8026**  
**Quantitative Policy Impact Evaluation**  
This course is an introduction to rigorous and policy-relevant impact evaluation techniques for postgraduate students in economics and public policy. The course’s main emphasis is on evaluating the effect of a policy or a naturally occurring event on the economic and social wellbeing of individuals who are exposed to the event. The course has a strong focus on applications – although students will be expected to fully understand the conceptual underpinnings of each technique.
IDE8027
Infrastructure Regulation Policy Economics and Policy
The course will deal with the theory and practice of economic regulation of infrastructure. It will cover the main regulatory tools and issues and have a strong policy content. The theoretical component will cover the rationale for economic regulation, the choice of regulatory or other intervention, efficient cost recovery and pricing and other key economic concepts, tools and institutions for effective implementation. There will be a component covering reform and governance of public utilities highlighting the different considerations when regulating public versus private entities as well as the economics of privatisation or corporatisation of public enterprises and relevant aspects of competition policy. There will also be a component covering circumstances in developing countries. There will also be a component on institutional arrangements and regulatory performance. The main regulatory and reform issues will be covered with case studies for several sectors, including: power, water, airports and telecommunications. There will also be a component covering some controversial issues in economic regulation in particular: the valuation of the regulatory asset base, the appropriate cost of capital and community service obligations. There are important policy issues to be considered for each of these aspects. There will be practical material in the form of several case studies. The case studies will illustrate the application of economic principles in the theoretical components as well as the effectiveness of institutional arrangements.

IDE8028
The Microeconomics of Development
The goal of this course is to understand the microeconomics underlying key international development problems and the tools researchers use to study them and to design related policy interventions. It focuses on both theoretical interpretation and empirical estimation of microeconomic models of individual, household, farm, market and non-market institutions that relate to a range of issues attracting both researchers and policymakers.

The course has two main components. The first is a series of lectures on theoretical and empirical techniques used by researchers in development microeconomics. The second is a series of discussions on some concrete empirical studies of development policies taken from high quality research around the world. Both components will be interwoven for each and every development issue considered, giving students ample opportunity to learn the foundations and directly apply them to constructively analyse the real-world policy design.

IDE8029
Issues in Applied Microeconomics
This course explores factors that explain decision-making by individuals and firms in the context of many real-world situations, and provides students with an understanding of policy options available to government to reduce the negative effects of various aspects of this decision-making. This course moves beyond the assumptions of competitive markets, certainty, and complete information. Once these assumptions are broken down, decision-making by individuals and firms tend to become strategic in nature. A core tool for analysing strategic behaviour is game theory. This topic will be taught in the very first week of lectures and used throughout the rest of the semester across different applications and scenarios within the topics of imperfect competition, choice under uncertainty, and asymmetric information.

IDE8030
Issues in Applied Macroeconomics
This course aims to acquaint students with key issues in international macroeconomics in a way that develops intuition and a basic technical ability to apply theory in practice. Issues covered include the exchange rate, the current account, international capital mobility, exchange rate regimes, and monetary policy in open economies. Students will be first equipped with the key tools needed to formulate and solve problems analytically and then provided with an appreciation of how policymakers can use these analytical tools in practice. The course is designed for graduate diploma level.

IDE8053
Environmental Economics
This course provides a broad coverage of environmental economics for Master-level students. The course covers market failure, the economics of pollution control, market-based instruments, environmental cost-benefit analysis, environmental valuation, the environment and the economy, global environmental problems, and other topics. Students will apply economic approaches to analyse policy options to better manage the environment at both the local and global levels.

IDE8064
Masters Microeconomics
This course considers a range of topics in microeconomic theory and applied microeconomics. Topics include cost and production functions, the theory of the firm, profit maximisation, duality, consumer choice and demand, market structure, basic game theory and inter-temporal choice. The course emphasises a series of research tools and applications in applied microeconomics, including stochastic cost and production frontiers, natural resource and common property problems, productivity and efficiency measures, international trade, incentives and total factor productivity, inter-temporal choice and economic growth.
IDE8068
Macroeconomic Policy and Implementation
This course is designed to introduce the theoretical and practical basis of large scale economic modeling of the global economy for Masters level students with a strong understanding of Economics. Students will be instructed on the fundamentals of constructing a global simulation models based on the G-Cubed general equilibrium model. They will then analyse a number of macroeconomic policy problems using the G-Cubed model as the basis for formulating the policy question. They will learn how to use the model to generate a set of results, to interpret those results will write a report that uses those insights to contribute to an existing literature on a major macroeconomic policy problem.

IDE8081
The Economics of Incentives and Institutions
Understanding the microeconomic fundamentals of development problems lies at the heart of an effective development policy design. The goal of this course is to both understand the microeconomics of incentives and institutions underlying key development issues and the tools researchers and policymakers use to study these issues and to design related policy interventions. It focuses on both theoretical interpretation and empirical estimation of microeconomic models of individual, household, farm, market and non-market institutions that relate to a range of issues attracting both research and policy attention in the field. For each development issue, we will discuss some theoretical and empirical backgrounds of the institutional settings and incentives, and will discuss some concrete policy interventions taken from recent empirical studies around the world. The course is designed for students with at least advanced undergraduate-level training in microeconomics and econometrics and an interest in advanced study and policy-oriented research in microeconomics of development.

IDE8083
Financial Markets and Economic Development
The course is aimed mainly at economists who are or may become economic policy advisors, makers, or implementers. It describes the main financial markets and instruments and their use for economic management and development, with emphasis on emerging economies. Four major topics will be covered: financial markets and instruments for monetary and fiscal policy, financial markets and instruments for the management of domestic and foreign debt, the role of the stock market in development, and financial derivatives. Prior knowledge of finance is useful but not required. Discussions of case studies represent a substantial part of the required class work.

IDE8088
Applied Economics: Cost Benefit Analysis (Masters)
The objective of Cost-Benefit Analysis is to provide decision-makers with information about the social value of government-sponsored programs, projects and policies, so that they can allocate resources in a way that improves the well-being of society as a whole. The course covers the key concepts and tools that are essential for the practical evaluation of government activity by applying cost-benefit techniques, including under conditions of uncertainty. Case studies are employed to give students the confidence and insights required, both to critique studies carried out by others, and to undertake or commission their own studies. Alternative decision-making approaches are also examined to provide a perspective on the advantages and disadvantages of using cost-benefit analysis.

NSPO8004
National Security Leadership and Risk Management
This course examines questions concerning leadership for national security professionals and introduces the concepts of risk assessment and risk management in a national security context.

NSPO8006
National Security Policymaking
This course examines the structures, processes, actors and norms of Australia’s national security policymaking system. The central subject matter of the course includes: the purposes of national security policymaking; Australia’s national security policymaking architecture; actors and interests in the national security community; practical aspects of national security policymaking including strategy planning and implementation; the role of the private sector, interest groups, the media and academia/think tanks in national security policymaking; leadership in the national security community; national security policymaking in comparable benchmark countries; and the future of national security policymaking in Australia.

NSPO8007
National Security: Concepts and Challenges
This core course aims to introduce students to the key concepts, debates and trade-offs that surround the concept of national security, as well as the major threats, vulnerabilities and policy responses. At the philosophical core of the subject is the belief that national security is, in the words of Arnold Wolfers, an ‘ambiguous symbol’ – a set of concepts that are attended by great intellectual and political contestation, and which evolve over time. The objective of this course is to assist students to arrive at an independent and intellectually rigorous definition of national security, and its attendant threats, vulnerabilities and policy responses.
NSPO8010
Civil-Military Relations

In this course students will examine the nexus between state-centric and human security, as well as the difficulties for military forces and humanitarian actors in navigating the ‘space’ in which they are co-located. Policies, principles and practices of the Australian Government, the United Nations, and other key international actors and non-government organisations are considered. Attention is also given to disaster risk reduction and peace-building strategies to help minimise the severity of natural disasters and the reversion of fragile states into conflict. The overall aim of the course is for students to gain a better understanding of the boundaries and complexities of civil-military relations in disaster and conflict situations.

NSPO8013
Disease, Security and Biological Weapons

This course assesses the political and security significance of infectious diseases and biological weapons. Whether one contemplates historical experiences with smallpox, plague and cholera, or the contemporary challenges posed by new diseases like HIV/AIDS and SARS, it is clear that pathogenic micro-organisms exercise a powerful influence over civilized humankind. The course concentrates on areas in which human health and security concerns intersect most closely, including: the threat posed by biological weapons; responses to fast-moving disease outbreaks of natural origin; security-oriented ethics for biological scientists; and the relationships between infectious disease patterns, public health capacity, state functioning and violent conflict. The overall aim of the course is to provide students with a stronger understanding of the strategic, operational, political and ethical concerns surrounding these issues, their security implications, and the conceptual and empirical connections between them. Course activities and assessment tasks are designed to encourage critical thinking and intellectual autonomy.

NSPO8014
Ethics and Technologies of War

This course examines ethical norms on the use of armed force for political purposes and it includes a particular focus on the relationship between those norms and military technologies. It explores how, and the extent to which, ethical and/or technological considerations influence strategic and tactical decisions. After an introduction to Just War theory, the course examines a range of topics, drawing on historical and contemporary ideas and information. These include: basic concepts of international law on armed conflict; pre-emptive and preventive war; humanitarian interventions; non-combatant immunity; mercenaries and private military companies; drones and robots; nuclear weapons; inhumane and ‘non-lethal’ weapons; military medical ethics; intelligence and counterterrorism; and post-war recovery. The overall aim of the course is to provide students with a stronger understanding of the strategic, operational, political and ethical concerns surrounding these issues, their security implications, and the conceptual and empirical connections between them. Course activities and assessment tasks are designed to encourage critical thinking and intellectual autonomy.

NSPO8015
Asian Regionalism and Security: Implications for Australia

This course examines political and security challenges in the Asia-Pacific and assesses the prospects for advancing ‘regionalism’ there. As regionalism entails the implementation of state-led policies for greater cooperation, institutionalisation and integration, the success of regionalist policies have significant implications for peace and stability. Therefore, the prospects for a convergence of interests and significant foreign policy coordination - as precursors to regionalism - will be examined through an analysis of the impact of regional histories, sources of conflict and distrust (e.g. China-Japan relations and the South China Sea), divergent strategic alignments and the continued/rising influence of major powers (e.g. the US and China), the rise of regional organisations and institutions covering political-security and economic issues, new security issues (e.g. transnational crime, disease and natural disasters), changing political values (e.g. democracy in Indonesia) and the continuation of pariah states. Further, where appropriate the individual seminars explore the implications of the issues discussed for Australia's security and/or engagement with Asia. By the conclusion of the course, students will be equipped with an understanding of the major domestic, regional and international political and security variables that contribute to, or detract from, regionalism, cooperation and peaceful relations. Further, the assessment tasks and course activities are designed to reinforce the above goals whilst also equipping students with a heightened capacity for independent and critical reflection.
**NSPO8016 Governance, State Weakness and Human Security in Asia**

This course examines the key challenges to good governance in Asia. Poor governance is generally interdependent with ‘state-weakness’ and the course demonstrates how this mix is evidenced by gaps in regime legitimacy, state capacity and/or human security. Moreover, the course examines how these factors contribute to increased poverty, environmental degradation, communal violence, transnational crime, corruption and the propensity of a government to resort to violence in the resolution of disputes. Furthermore, the emphasis of the course on human security is essential not only because of its nexus with state weakness and poor governance, but also because of how significant ‘insecurity’ has the potential to undermine the stability of the state and exacerbate the risk of armed conflict - at the domestic and/or transnational levels. Finally, the course examines potential avenues to improve governance in Asia including political and security sector reforms, military and civil service professionalisation programs, development aid and regionalism (e.g. ASEAN).

**NSPO8017 Malicious Networks: Transnational Terrorism and Crime**

This course examines how globalisation and the communications revolution have empowered transnational networks of terrorists and criminals in their capacity to threaten national security. The first part of the course concentrates on network theory to form the conceptual basis for understanding the motivations, operations and impacts of transnational terrorist and criminal organisations. The second part examines the varieties of terrorist and crime organisations, focusing in particular on the advantages and vulnerabilities of each. The third part of the course examines the responses of various states and international bodies to the challenge of empowered malicious networks.

**NSPO8018 The Evolution of National Security Policy since 1945**

The end of the Second World War and the onset of the Cold War saw the development of a new way of viewing the concept of national security within official government policy-making structures. Disputes over the lessons of war and national security agendas influenced government debates and decision-making throughout the Cold War and post-Cold War periods. This course provides an overview of post-war global security history and discusses the evolution of the concept of national security since 1945, examining how and why certain security threats and interests were perceived and how national security policies transformed over time.

**NSPO8019 Sectarianism and Religiously Motivated Violence**

Violence motivated by religion, or using religion as a justification, is on the rise around the world. Conflicts such as those in Iraq and Syria and more recently in Egypt, which began as interstate conflict or popular internal uprisings have subsequently developed into sectarian conflicts. They appear, and are qualitatively and quantitatively different to earlier religio-nationalist conflicts such as the Irish Troubles. This course examines the causes and dynamics of religious and sectarian violence, as well as the factors that cause it to spread between societies.

**NSPO8020 Research Methods**

This course aims to develop an understanding of different research approaches and methodologies for students to prepare for their own research projects. The course will assist students in identifying their own research questions, select and identify research approaches and methods of inquiry, develop arguments and present their results.

**NSPO8022 Selected Topic in National Security Policy**

This course is designed to showcase a new area of teaching for the GSNSP program, which allows students to learn from visiting specialists at the National Security College, or provide an introduction to research in national security.

**POGO8004 Poverty Reduction**

Since the early 1990s, there has been an increasing global emphasis upon poverty and the search for means to reduce a condition which affects up to twenty per cent of the total global population. The drive to reduce poverty has become a major international as well as national policy objective. Rapid urbanisation and industrialisation in many formerly agricultural countries has given poverty reduction greater importance for unemployment and disorder pose political risks for authorities. Food shortages, high prices and riots have added to concerns that poverty is becoming more deeply entrenched in some of the poorest countries. POGO8004 is intended to give students an understanding of: a) the historical character of poverty, including its changing forms, and explanations regarding poverty’s persistence; b) debates about the measurement of poverty, including the most appropriate measures; c) the changing methods adopted for poverty alleviation and reduction.
POGO8012
Governance and Institutions
Are we all democrats now? At first glance, we might be tempted to say yes: trends over the last thirty years or so suggest a global resurgence in democracy from central and eastern Europe, to Latin America and parts of east Asia, to some African countries and now the Arab Spring. The aim of this course is to introduce the study of governance and institutions in order to help students see that this can only ever be a superficial answer. The course will provide a series of concepts and topics to furnish students with the capability to offer many and varied qualifications to the claim that democratic governance is now universal. Understanding institutional variation, both similarities and differences, in democratic systems of government across boundaries and over time is an essential part of the study of public policy and administration.

Our job in this course is to pick through the celebrations of democracy and democratisation, in order to consider differences in the scope and range of authority of democratic governance and institutions. We will do this by comparing cases, both old and new democracies, to appreciate the different textures of democracy around the world. In particular, we will use the theme of the relationship between democratic values and the value of human rights to organise our thinking about democratic limits and the quality of democratic performance. This theme will run consistently through the different topics and concepts in the unit: the state and civil society; capitalism; citizenship; welfare states; gender; multiculturalism; and rational policy-making.

POGO8015
Services and Investment Policy
This course provides an introduction to the basic theories of foreign direct investment (FDI) and the principles of international trade in services. It covers the reasons for FDI; cross-border mergers and acquisitions; the effects of FDI on the domestic economy of a host country; national government policies on FDI; the characteristics of trade in services; and the barriers to trade in services (particularly the barriers to FDI in services). The course also examines issues related to FDI in multilateral, regional and bilateral agreements and the rationale for and potential gains from negotiating a WTO agreement on investment.

POGO8016
The Economic Way of Thinking 1
This is an introductory course in microeconomics. Microeconomics examines how consumers and firms make decisions and how they interact with each other in markets. This course aims to give students a solid understanding of basic microeconomic principles and the ability to apply these tools and ideas. Topics covered include supply and demand, the costs of production, market structure, international trade, and the efficiency and failure of markets.

POGO8019
The Economic Way of Thinking 2
This is an introductory course in macroeconomics. The course will examine issues in macroeconomics and introduce the theories of macroeconomics. It will provide students with an understanding of the methods and indicators used to analyse macroeconomic performance and the policy instruments available to tackle economic problems. The latter part of the course will examine the macroeconomic challenges facing most countries, including economic growth, unemployment, inflation and external instability.

POGO8021
Public Sector Ethics
How can public leaders exercise ethical leadership, and how can we promote clean government, given the many excuses for ‘dirty hands’ made by government leaders? This course provides students with an introduction to debates over public sector ethics, focusing on the roles and responsibilities of public servants and their relationships to politicians and others sharing public power. The unit uses practical examples and case studies of ethical problems from across the public sector, blending Australian and international material so that students can learn from a variety of policy frameworks appropriate to the regulation of public conduct. Students will examine core theories of ethics with the aim of relating these to prevailing theories of public policy and practices of public administration. They will also examine various approaches to codifying and enforcing public sector ethics.

POGO8024
Social Policy, Society and Change
This course focuses on the social policy experience in the majority of countries, to introduce participants to the ideas and institutions that shape social policy and the drivers for change. The course is divided into four broad streams. The first explores the purpose of social policy, recognising that social policy operates within broad community and social structures. The theories and philosophies that underlie social policy will be examined within this stream. The second stream asks what determines the nature of a country’s social welfare system. For example, what is the influence of different institutional arrangements (such as federalism versus unitary states), and of different cultural, historical or religious traditions? The third stream identifies the key actors involved in developing social policy priorities and delivering services, exploring the relationship between them. The fourth examines the drivers of change in social policy. It investigates the circumstances under which social policy changes (such as demographic shifts, economic or social crises, or regime change) and the role NGOs and communities play in driving change.
COURSE DESCRIPTIONS

POGO8025
Social Policy Analysis
This course aims to provide both a macro view of welfare state debates in Australia and internationally - including Asia and the Pacific, as well as Europe and North America - and also develop skills in undertaking quantitative analysis of selected major policy issues such as the causes of the growth of public spending, measures to control expenditure growth, and how to analyse the effectiveness of welfare state spending, particularly in relation to impacts on income distribution (inequality and income poverty), as well as unintended consequences. Emphasis is on a comparative approach.

POGO8029
Health Policy in a Globalising World
In an era of extensive and continuing globalisation policymakers in developed and developing countries face health challenges that increasingly transcend national boundaries. For example, a new influenza strain can become a global pandemic within days via travel networks; international trade regulations can expand the consumption of tobacco or constrain access to life-saving medicines; the migration of health workers to rich countries can substantially weaken the health systems of poorer countries. Governments cannot address such problems in isolation. Instead, they must act collectively with a diversity of state and non-state actors to address these shared challenges within a system of governance. How effectively this system works to mitigate disease or promote health at international, national and local levels is the central subject of global health governance and this course.

POGO8032
Comparative Public Sector Management
The course aims to introduce students to the main concepts and theories of public management in a comparative and historical context, concentrating on the development of modern public administration in the developed democracies, particularly (but not exclusively) those of the English-speaking world. Topics covered include models of administration, bureaucracy and public management, privatising the state, governance and networks, institutions of accountability, public sector reform, public sector performance, community engagement and e-government.

POGO8035
Research Project
This course comprises a supervised research project supported and complemented by class and supervisory discussions. It is designed for students who have taken Research Methods (POGO8096 or POGO8196) and wish to undertake original research in a selected area of policy and governance. Participants will identify their own research topic in discussion with the course convenor, and thereafter frame appropriate research questions and hypotheses or propositions, adopt appropriate research methodology, develop an analytical framework, conduct necessary detailed research, and write an academic research paper – with supervision being provided by a member of staff. The completed paper is expected to make a contribution to relevant policy and governance debates, while also adding to the academic literature on policy and governance.

POGO8044
Global Social Policy
Social policy has long been shaped by the global flow of ideas, as ideologies and models have been exchanged between countries; exported by colonial powers to their colonies; or imposed by external donors in the name of reconstruction or development. Yet, social policy is often understood as the policies, processes and services provided by governments, without sufficient consideration of the global context. This course examines social policy in the global context of the twenty first century. We will analyse the impact of ideas, models and approaches developed within the international arena on social policy within nations. We will also explore the ways in which approaches to social policy are transferred and shared between countries. We examine key international trends in social policy and the values on which they are based – as well as key critiques of and opposition to those trends. This course will include some comparative analysis of the influence and response to globalised ideas, models and approaches across different countries. Global Social Policy moves away from the traditional silos of ‘developed’ and ‘developing’ countries, whereby social policy is considered the domain of the former and development the domain of the latter. Rather, we will examine key approaches to social policy, evidence on ‘what works’, and major debates and controversies across the constructs of the ‘Global North’ and the ‘Global South’.
POGO8045
**International Policy Making in the Shadow of the Future**

The Asia-Pacific region is changing rapidly as a result of economic development, political transitions, environmental challenges, and shifting international alignments. In many ways, it is the most dynamic region in the world. In this context, it is not enough for policymakers and policy advocates to understand where the region stands today. It is also vital for us to think deeply and systematically about where the region is headed tomorrow - whether the question is economic growth, political stability, or environmental quality - even as we recognise that our ability to predict the future is limited. This course will equip students to grapple with the challenge of making policy in a rapidly changing region by introducing them to a few key tools. It will introduce students to the study of international relations, focusing on a select number of trends that are recognized as particularly important drivers of international change. In addition, it will introduce students to the concept and practice of scenario development, a technique used widely in both the private and the public sector as a means of understanding and preparing for the future. Students will draw on both of these tools to develop scenarios of the Asia-Pacific's future, building on course material and on their own expertise and research. By the end of the course, students will be well-equipped to analyse international developments in their areas of interest and to advocate new policies based on their analysis.

POGO8055
**Case Studies in Public Sector Management**

In this course, students engage in a detailed examination of a series of case studies to focus on managerial dilemmas faced by public managers. In doing this, they can draw on their practical experience and prior studies to identify key issues and suggest alternative means of addressing the challenges involved. This provides them with an opportunity to link theory with practice in developing skills in analysis, problem-solving and providing advice. It also provides them with an opportunity to reflect critically on their own experiences in the workplace, including considering how they go about identifying and addressing dilemmas in different contexts.

Cases are selected to reflect critical challenges in managing in the public sector. This includes focusing on defining and clarifying organisational missions and goals, understanding the relationship between public managers and their authorising environments, and developing individual and organisational capacities. Such issues present very differently in different contexts, providing students with an excellent opportunity to share experiences and learn from other members of the class.

The course comprises interactive syndicate work related to each case and also to the final projects that students produce as part of their assessment.

POGO8056
**People and Performance in Public Organisations**

This intensive course will consist of one brief introductory evening session followed by five full days. The course will provide students with an opportunity to reflect upon and improve their management of people in public organisations. This course is based upon the discipline of Organisational Behaviour (OB): the application of psychological principles to helping individuals, teams and organisations perform more effectively in the public sector. This is not a course in Human Resource Management: we will be adopting a more "bottom up" approach focusing on people in context rather than organisational systems and processes. The primary focus of the course will be on using OB principles and research for enhancing motivation and capability of individuals and teams. Along the way we will consider topics including: motivating people, using intrinsic and extrinsic rewards, building capability, creativity, decision making, stress, effective communication, conflict management and working in teams. The assessment will include one conceptual essay and one personal learning project applied to your own situation. This course has some conceptual overlap with the course POGO8111 Public Sector Leadership and interested students might consider doing both courses. The primary difference is that this course focuses on motivation and capability, whereas POGO8111 focuses on leadership, power and influence.

POGO8057
**Managing Government Finances**

This course aims to give students a basis for considering the environment in which public sector managers operate as this bears on the management of public financial resources. The course steers between the methodologies of financial decision-making and analysis on the one hand and description and analysis of the Australian government system on the other. To take this course, students must have at least a basic understanding of the institutional and broad behavioural aspects of the Australian system of politics and government. While the course focuses mainly on middle to senior public sector managers in the Australian government system, its emphasis on principles and concepts of government, government processes and public management should broaden its appeal to students and public officials from outside Australia. The course is a mandatory component of the Australia and New Zealand School of Government's Executive Master of Public Administration degree, for those students who enrol through ANU. The course investigates the role of government agency managers in managing public financial resources and the political and administrative setting in which government finances are managed.
POGO8062  
Public Sector Management  
The course takes a comparative and thematic approach to issues in public sector management, and encourages students to consider their relevance to their own countries and workplaces. It analyses core models of public administration, including bureaucracy and networks, as well as issues of public sector reform in developing countries. It looks at the relationship between politics and public management and the related concepts of accountability and corruption.

POGO8072  
Development Theories and Themes  
An important feature of the last 200 years has been continual argument about whether and to what extent development is spontaneous or can be intended or planned. Such arguments have come to the fore once again in connection with globalisation. In particular, debate centres on the relationship between globalisation and development, or what some would call the relationship between globalisation and impoverishment and underdevelopment. Using the idea of globalisation as a starting point, this course introduces students to the most influential aspects of the long-lasting development debate.

POGO8076  
Corruption and Anti-corruption  
The course is about the theory and practice of corruption, and the design of agencies and campaigns to combat it. It is designed and taught with the New South Wales Independent Commission Against Corruption (ICAC), the first such agency created in Australia. It draws on research done in Crawford School on corruption in the pacific with the NGO Transparency International. It also draws on research done by ICAC on the effectiveness of its prevention activities, and on anti-corruption expertise within in the Federal Government.

POGO8080  
Organisational Finance and Budgeting  
The course provides a user perspective on the role of financial reporting and analysis of organisations in a public sector context and budgeting with such organisations. Through a series of seminars, case studies and exercises, you will acquire confidence in using the concepts and vocabulary of accounting and finance and an ability to analyse organisational performance and resource allocation. You will become familiar with the format and use of financial statements and the role of accounting in making decisions.

POGO8081  
Economics for Government  
This course seeks to enable participants to understand the world views and toolboxes that economists bring to the study of the economy and its role in human activity; to know how to employ the work of economists when specialist knowledge and techniques of this kind are called for in public administration and policy; and to appreciate both the strengths and weaknesses of this influential discipline. Participants will develop an understanding of the merits and limitations of economics in the collective domain and the ability to use positive (‘objective’) and normative (‘subjective’) models to guide efficient and effective government decision-making.

POGO8082  
Political Institutions and Policy Processes  
Public policy is a puzzling phenomenon. Why do governments declare some social conditions to be problems that warrant the commitment of scarce public resources? Why do different governments address similar problems in very different ways? And why are there often such big gaps between the stated policy and the policy that is actually delivered to citizens? Policy analysis is a multi-disciplinary social science endeavour devoted to answering these and many other intriguing puzzles that the daily experience of public policy throws up. This course provides an introduction to policy analysis. It investigates the institutions and processes by which public policy is made, accounted for and evaluated. Political institutions include formal elements of the constitution (such as the executive and legislative branches of government and the electoral system), together with less formal institutions (such as political parties). We will present and utilise some of the main concepts and models that scholars employ to describe, explain and evaluate public policy-making. Students will apply these to policy practice by discussing and analysing real-world examples.

POGO8083  
Policy Advocacy  
Policy Advocacy is a graduate course in policy communication, requiring no specialist knowledge or experience of public policy or administration. The course forms part of the ANU Master of Public Policy degree but may be taken by students enrolled in most other master degrees. The course examines strategies and tactics used by policy advocates inside and outside government when marshalling argument and evidence to promote their preferred outcomes. The aim is not to train students in the arts of policy advocacy but to strengthen students’ understanding of the nature of advocacy and of place of policy advocacy in the policy process. The course materials draw on many disciplines: history, literature, rhetoric, philosophy, as well as the contemporary social sciences, including social psychology. Examples include many Australian cases but the aim is more general: to stimulate learning about the many ways that policy advocacy shapes policy choice, especially in political systems with open forms of deliberative democracy.
POGO8084  
Principles of Social Policy
This course provides an introduction to the main principles of social policy in a comparative context as a foundation for further studies in the social policy area. It discusses the parameters of social policy and how social policy intersects with aspects of other government policies, such as labour policy, taxation policy and health policy. It analyses various models of social welfare provision and social protection as well as fundamental policy issues such as the merits of targeting versus universality, horizontal versus vertical equity, and rights-based versus discretionary entitlements. The course then considers social protection in the context of key groups of potential beneficiaries, including the unemployed, children and families, retirees and indigenous peoples. Emphasis is on a comparative approach, comparing Australian social policy with that in other OECD countries and other countries in the Asia-Pacific region.

POGO8085  
Implementing Social Policy
This course provides an introduction to the various issues and problems associated with the efficient and effective implementation of social policy. It discusses the role of central and front-line agencies in implementing social policy programs and the institutional separation of purchasers and providers. It examines the increasing role played by private sector organisations, both commercial and non-profit, and the advantages and disadvantages of federal systems in delivering social policy. The course looks at appeal procedures and accountability regimes as well as the relative merits of legal and administrative mechanisms of appeal. Practical examples of particular programs are examined with the help of experienced practitioners. Students have the opportunity to design their own delivery mechanism for a social program.

POGO8088  
New Models for Governance: Strategy, Innovation, Decentralisation
Governance systems are critical. In any country, this is the single most important piece of national infrastructure. Here collective purposes are distilled and collective responses are negotiated. In this arena interest groups and public consent for policy change is won. Yet contemporary literatures suggest these systems are under-stress. On one side, public dissatisfaction and disengagement undercuts bold – maybe any - political leadership. On the other, rhetoric around innovation, continuous improvement, place and local discretions seem to have little impact on practice. Taking Australia’s public policy system as the prime site, this course examines these broad dilemmas. It explores three specific issues. The first involves the links between political and policy processes. In what specific ways are these activities interdependent? The second issue concerns the present condition of these intertwined processes. What are the principal systemic impediments to successful policy work? The third issue concerns future developments. What new frameworks are available to overcome these impediments? Under what conditions might they be adopted?

POGO8090  
Making and Evaluating Policy
Effective policy development depends on a good understanding of how policy is made, because process influences outcomes. Who is involved in the decision-making process, those people’s goals and objectives, and the institutional structures within which they operate have influenced policy outcomes in the past and will continue to do so in the future. Policy practitioners need to know what generally does and does not work (and the reasons behind success or failure), and have an understanding of the impact of a particular policy on various groups in society. The course aims to give students a good theoretical and practical understanding of how policy is made and the conceptual tools necessary to evaluate the impact of particular policies and policy recommendations.
POGO8093
Science, Innovation and Public Policy
Science and innovation shape societies and drive economies in powerful ways. In the 21st century, the balance of global science is shifting to Asia and new technologies are creating both opportunities and risks. The role of government in relation to science and innovation has never been more important – to ensure maximum return from its significant investments, to support ‘evidence-based’ policymaking and to lead to the achievement of a range of policy objectives including competitiveness, security, sustainability and wellbeing. Yet at the same time, public and political debates about science and innovation have become increasingly contentious. This course provides an integrated approach to these different dimensions of the relationships between science, technology, innovation, policy and politics. It highlights the important connections between traditionally separate fields, including both ‘policy for science’ and ‘science for policy’. The course allows students to engage with a range of policymakers and actual cases, while also examining leading international research and relevant theory from a range of disciplinary perspectives. The aim of the course is to empower students to address the challenges of science, innovation and policy in the 21st century with a new set of ideas and tools.

POGO8095
Development Policy and Practice
The modern idea of development assumes that the process by which it occurs is spontaneous as well as intended. This course examines late 20th and early 21st century efforts to make development happen, including reconstruction after major and minor military conflicts, decolonisation and national independence movements, industrialisation and state building, structural adjustment programs, globalisation, democratisation and poverty reduction. The course examines the successes and failures of a wide range of attempts to develop countries and peoples, emphasising commonalities as well as important differences.

POGO8096
Research Methods
“If you could learn only one thing in graduate school, it should be how to do scholarly research” (Gary King, Harvard University). By teaching the fundamental logic and process of empirical and interpretive research, and by giving some essential methodological tools in both quantitative and qualitative research, this course helps students assess existing studies, identify their own research questions, develop arguments, and formulate strategies to conduct research.

POGO8099
Community and Social Policy
When the Rudd Labor government was elected in November 2007, social inclusion became a government priority. Lying behind government policy rhetoric about social inclusion is the idea that individuals who are marginalised or excluded from the mainstream need to be more connected to the community. The idea that social networks (social capital) can help in the fight against poverty and social exclusion is also being promoted by major development institutions such as the World Bank. But is social capital the answer? This course gives students the opportunity to develop a critical understanding of one of the most important concepts driving developments in social policy, both in Australia and internationally. The course examines different theoretical perspectives and critiques of those perspectives and explores the ways in which the concept of social capital is being applied through examples and case studies taken from a number of countries in the Asia–Pacific region.

POGO8101
Policy Process and Analysis
What constitutes policy? When and why are policies made? What kinds of policies are made and how? This course lays out the framework of the policy process to facilitate understanding, evaluation, creation and reformulation of policies. It engages advocates, analysts, officers, and stakeholders, to establish clear arguments and stances. It also challenges each to go beyond their respective comfort zones to explore, develop, and document new skillsets for interacting with the others.
POGO8111
Public Sector Leadership

In this course we will explore the nature and conduct of leadership in public sector organisations. We will explore a range of different conceptual models of leadership such as trait, contingency, transformational and leader substitute theories, together with associated evidence regarding their effectiveness in different situations. We will also examine the difference between authority and leadership before exploring in depth one model of shared leadership known as adaptive leadership. Adaptive leadership defines leadership as the act of mobilising people to tackle tough challenges and thrive. This approach thus emphasises leadership as: a) a behaviour not a position, b) an adaptive rather than technical challenge and c) inherently value laden, and d) inherently emotionally challenging. While technical challenges have known solutions, adaptive challenges require changes in values, beliefs and attitudes and usually require collaborative problem definition and resolution. The course will consider such topics as diagnosing the situation, developing sources of power, influencing, building an adaptive culture and personal self-regulatory skills involved in identifying one’s purpose and engaging with others to bring about effective change. Students will have an opportunity to explore their own practice in the light of these topics through a mix of readings and experiential activities designed to foster self-reflection and practice. Students will be encouraged to apply ideas from the course to their unique personal, organisational and national contexts.

POGO8115
International Negotiations

The opening up of world trade and the benefits that flow from it mean that governments and other major bilateral and multilateral stakeholders are involved in negotiations at an international level. This course aims to give participants an understanding of the nature, function, stages and techniques of international negotiation in the context of international trade. It aims to enhance participants’ skills in international negotiation.

POGO8117
Program Management

This course addresses perspectives on, and approaches to, program management in development. It examines the strengths, weaknesses and application of the perspectives; the ways in which stakeholders, civic engagement and gender commitments influence the inputs, outputs and outcomes of programs; and the structuring, management and evaluation of program inputs, outputs and outcomes in accordance with appropriate strategies and performance indicators.

A comparative stance is adopted, looking at experience in program management with reference to various contexts, needs, interests and approaches in development.

Key components of the course are group work and an individual report which enable participants to appreciate the significance of issues and concerns in developing a selected project.

For more course information visit www.programsandcourses.anu.edu.au/
ANU FACILITIES AND SERVICES

Alumni
Crawford School and ANU have an active alumni network through which students can stay in touch with colleagues and staff after their studies are completed.
Visit www.crawford.anu.edu.au/alumni

Childcare
There are four childcare centres on campus. High demand for places means you need to book early, preferably before receiving the offer of admission. There are also two parenting rooms on campus.
Visit www.about.anu.edu.au/campus/children

Computer laboratories
ANU has many computer laboratories on campus. These include PC labs, Apple labs and Unix labs. Crawford School has over 110 PCs in four computer labs. In addition, wireless access is available throughout the School for students with their own laptops.

Counselling centre
The University Counselling Centre provides free, confidential, professional services to students dealing with personal difficulties that may adversely affect their academic studies.
Visit www.counselling.anu.edu.au

Disability services centre
The Disability Services Centre helps students with a disability to achieve their academic goals by providing advice, support and adjustments that minimise the impact of disability in the university environment.
Visit www.disability.anu.edu.au

Health service
The University Health Service offers primary health care for students and staff. Australian students are currently bulk-billed through Medicare. International students are covered by their Overseas Student Health Cover.
Visit www.health.anu.edu.au

Library services
ANU has over two million volumes in nine libraries located across the campus, complemented by a vast array of electronic services.
Visit www.anulib.anu.edu.au

Muslim students centre and chaplains
The University’s Muslim Students Centre is open to Muslim students 24 hours a day for prayers, meetings or quiet reflection. In addition, Crawford School has a prayer room and washing facilities. ANU endorses a chaplaincy service provided by a team of chaplains from the Baha’i, Buddhist, Christian, Hindu, Jewish and Muslim faith traditions. The service is staffed by women and men, lay and clergy, from many linguistic, cultural and educational backgrounds, mostly on a volunteer basis. ANU also has two full-time chaplains, one representing the Roman Catholic faith and the other representing the other major Christian denominations.
Visit www.anu.edu.au/chaplaincy

Student associations
Students can join a wide variety of sporting and social associations. Crawford School has its own students’ association, while ANU supports the Postgraduate and Research Students’ Association (PARSA), which focuses on the welfare of graduate students at ANU. All graduate students are members of PARSA.
Visit www.parsa.anu.edu.au
University security
We take your personal security seriously. The ANU UniSafe program aims to provide peace of mind to students and staff who use the campus at any time of the day or night. UniSafe escorts can walk you to your car or to another building on campus, or you can catch the Safety Bus, which operates at night and can drop you anywhere on campus. If you want to report anything suspicious, use the emergency telephones located around the campus, which will put you in direct contact with our security staff.
Visit www.facilities.anu.edu.au/unisafe

Careers Centre
The University's careers centre offers a wide range of advices including career ideas, career implications of subject choices, to details of specific jobs, employers, or postgraduate courses.
Visit www.careers.anu.edu.au

Other facilities
Also located on campus are the following facilities:
- Cafes, restaurants and bars
- Sport and Recreation Association
- Galleries and arts centre
- University Co-operative Bookshop
- Banks and ATMs
- STA Travel Service
- Pharmacy
- Dental clinic
- Hairdresser
- Optometrist
- Ticketek ticketing agency
- Unicycles bike shop
- Small supermarket
- Union Shop (post office, newsagent, graduation attire, merchandise, mini-mart)

Visit www.about.anu.edu.au/campus/services
### Usefull Contacts

#### Economics Program
Shuqun Zhao  
E: shuqun.zhao@anu.edu.au  
Program Coordinator  
T: 6125 0093

#### Policy and Governance Program
Tuan Ghee Yew  
E: tg.yew@anu.edu.au  
Program Coordinator  
T: 6125 5536

#### Environment and Development Program
Alison Francis  
E: alison.francis@anu.edu.au  
Program Coordinator  
T: 6125 5628

#### National Security Policy Program
Farnaz Salehzadeh  
E: farnaz.salehzadeh@anu.edu.au  
Program Coordinator  
T: 6125 6131

#### Applied Anthropology and Participatory Development Program
Sverre Molland  
E: sverre.molland@anu.edu.au  
Program Coordinator  
T: 6125 1382

#### Recruitment, Scholarships and Alumni Unit
Billie Headon  
E: billie.headon@anu.edu.au  
Manager  
T: 6125 3914

Lynn Toohey  
E: lynn.toohey@anu.edu.au  
Deputy Manager, Student Recruitment and Development  
T: 6125 0556

Ngan Le  
E: ngan.le@anu.edu.au  
Student Recruitment and Scholarships Coordinator  
T: 6125 4798

Ida Wu  
E: ida.wu@anu.edu.au  
Student Recruitment and Alumni Officer  
T: 6125 0127

Aishah Zainuddin  
E: nooraishah.zainuddin@anu.edu.au  
Student Administrator  
T: 6125 2539

#### PhD Research Programs
Thu Roberts  
E: cap.student@anu.edu.au  
PhD Administrator  
T: 6125 3207

### Useful ANU websites
- ANU Home Page: www.anu.edu.au
- ANU Crawford School: www.crawford.anu.edu.au
- ANU College (English Language Training): www.anucollege.com.au
- Degree Programs: www.programsandcourses.anu.edu.au/program/find
- ANU Information for Future Students: www.students.anu.edu.au/think/
- ANU Accommodation: www.accom.anu.edu.au/UAS
- ANU Student Life: www.students.anu.edu.au/studentlife
- Scholarships for International Students: www.crawford.anu.edu.au/scholarships

### Social media links
- https://www.facebook.com/CrawfordSchool
- https://twitter.com/ANUCrawford
- http://www.youtube.com/user/ANUchannel
- https://www.facebook.com/TheAustralianNationalUniversity
- https://twitter.com/ANUStudents