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GENERAL STUDIES

1973 HANDBOOK



THE UNIVERSITY OF NEW SOUTH WALES

BOARD OF STUDIES IN GENERAL EDUCATION
1973 HANDBOOK



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FOREWORD

In the early days of this University, the humanities experiment came in for a good deal of criticism, especially from academic staff whose experience had been largely of Australian and English universities, but in recent years there has been a marked change of attitude and the general studies programme, as it is now called, is accepted in the University as a normal part of undergraduate courses in all faculties other than Arts. The University's policy is now expressed in the following terms:

'The aim of the general studies programme is to broaden the education of a student by introducing him to some fields of knowledge which he might not otherwise enter, in order to develop him as a better informed individual who is able to play an intelligent part in the affairs of the community.'

The programme requirements for both full-time and part-time courses are set out in this handbook, and it should be noted that there are no compulsory subjects.

We hope you will enjoy general studies. The following pages, giving information about the various electives, should help you to make your choice. Inevitably, there may be time-table clashes which will limit your selection, but there are classes in most general studies subjects at several different times during the week.

All the electives are, in the broadest sense, humanities or humane sciences—that is studies concerned with Man, his nature, his thought, his works. Alexander Pope was exaggerating when he wrote that the proper study of mankind was man, but few would deny that an understanding and appreciation of the humanities are characteristic of an educated mind, that the study of the humanities is necessary for the breadth of experience and balance of outlook that distinguish the truly educated. In studying humanities, you are studying subjects central to our culture. You may study traditional disciplines such as philosophy, history and politics, or you may study ones that are comparatively new such as economics and psychology. You may discover architecture, music, literature and other arts. You may develop your awareness of language as a medium of communication, a form of expression, an instrument of thought. Whatever you choose, you will certainly explore new fields of knowledge, but—more important—you will experience new ways of thinking, of feeling and evaluating. Furthermore, your general studies will bring you into contact with staff and students of other disciplines, and this working together in

classes and tutorial groups provides an opportunity for sharing points of view, comparing attitudes, exploring assumptions and prejudices, in short, for developing *universality* of outlook.

And what does it all lead to? This depends on you as much as on the subjects you choose. For some students, their general studies develop into an intellectual hobby, a civilized recreation, a valuable complement to their life's work. For others, general studies provide an academic and cultural orientation so often needed and so easily lost in the increasing specialization of modern universities. For some too, general studies initiate lines of thought and research that cut across conventional barriers, creating inter-disciplinary contact and cross-fertilization of ideas. In these and other ways, general studies will play an increasingly important part in the individual and collective life of the University.

Since most students have a very full programme of study in their main fields, the amount of assignment work in general studies subjects is strictly limited to the level of other subjects with comparable class-hours. Nevertheless, many students will have problems in finding the right balance between their general and their special studies, problems that are not always easy to solve. If you have difficulty over your choice of subjects at the beginning of the year, or with your studies during the year, do not hesitate to seek guidance from the lecturers and tutors in the Department. The best way of making contact outside class-hours is to call at or telephone the Departmental Office, Arts/Mathematics Building, Extension 2091.

J. F. D. WOOD,
Professor of General Education.

NOTE

Since material for this handbook has to reach the printers some considerable time before the beginning of the 1973 academic year, arrangements for some courses have yet to be finalized.

GENERAL STUDIES PROGRAMME

Since 1971 the normal general studies requirement has been 168 hours for full-time courses of at least four years duration and 126 hours for three-year full-time courses. The corresponding figures for part-time courses are 168 hours for courses of over six years and 126 hours for courses of six years and under. This means that students in the longer courses will take four subjects and those in the shorter courses will take three.

Selection of electives in the general studies programme is governed strictly by Faculty requirements. Before selecting a particular elective, students should ascertain that their choice is in accordance with Faculty requirements. In fulfilment of these requirements certain subjects offered by the Faculty of Arts to its own students may be taken in place of general studies subjects. Details of this arrangement are given at the end of this section.

Normally, students will choose three electives, and, where applicable, an advanced elective from the following lists. The advanced elective must follow one of three ordinary electives passed by the student.

With the permission of the Head of the Department of General Studies students may, in special circumstances, be permitted to take:

- (a) Four ordinary electives instead of three ordinary and one advanced elective.
- (b) Two ordinary electives and one advanced instead of three ordinary electives.

(A) *Electives* (42 hours, except where otherwise stated)

- 11.011H History of Fine Arts
- 11.021H History of Architecture
- 26.121 Psychology, Courses (a), (b) and (c)
- 26.151 Economics
- 26.211 The Arts and Crafts
- 26.301 Music
- 26.501 Language and Literature
- 26.502 The English Language
- 26.511 The World in the Twentieth Century
- 26.521 Philosophy
- 26.531 Sociology
- 26.541 Introduction to Politics and Government

26.551	Modern Fiction and Poetry
26.553	Creative Writing
26.552	The Modern Theatre
26.571	An Introduction to Modern Drama
26.621	Cosmology
26.623	Philosophy of Science
26.624	Technology and Society
26.641	The German Heritage
26.681	Man and the Environment

(B) *Advanced Electives* (42 hours, except where otherwise stated)

26.122	Attitudes and Behaviour
26.123	Human Communication
26.124	Psychological Assumptions in Social Practice
26.152	Economics
26.153	Economics—The Economics of Australia's Natural Resources
26.302	Music
26.502	Contemporary Australian Writers
26.503	Shorter Literary Forms
26.512	"National Character" and Modern America
26.513	Australia in the Twentieth Century
26.514	Classical Greece and the Western Tradition
26.522	Philosophy
26.523	Symbolic Logic
26.524	Applied Logic
26.542	International Conflict and Control
26.554	Contemporary Australian Writers
26.572	The Forms of Drama
26.622	Cosmology
26.625	Philosophy of Science
26.682	The Environmental Situation

(c) *Ordinary Elective and Advanced Elective* (84 hours)

26.671	Japanese Language
26.672	Japanese Studies

The detailed requirements for students in the various degree courses are as follows:

A. DAY DEGREE COURSES

- (i) **Four-Year Courses** (in the Faculties of Engineering; Applied Science; and the Pure and Applied Chemistry and Optometry Courses in the Faculty of Science).

SECOND YEAR	
One Elective*	Total Class Hours 42
THIRD YEAR	
Two Electives*	84
FOURTH YEAR	
An Advanced Elective*	42

- (ii) **Architecture, Building and Town Planning**

SECOND YEAR	
One Elective	42
THIRD YEAR	
Architecture and Building	
One Elective	42
Town Planning	
Two Electives	84
FOURTH YEAR	
Building	
One Elective	42
Town Planning	
An Advanced Elective	42

* Civil Engineering students do no general studies in their second year but take two electives in their third year and two in their fourth. One at least of their fourth-year subjects must be an advanced elective.

Engineering students may substitute the Sociology IIIA (53.113) option 'Science, Technology and Society' for an advanced elective provided prerequisites are met.

(iii) Science***SECOND YEAR**

	Total Class Hours
One Elective	42

THIRD YEAR

Two Electives	84
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FOURTH YEAR

Students taking a fourth year (honours) degree in the Science course will do an Advanced Elective, as for the Four-Year Courses above.

Psychology

In the revised course there are no compulsory General Studies subjects. However, students may substitute two 42-hour electives for certain Arts subjects.

(iv) Commerce (Accountancy, Economics, Economic History, Statistics, Applied Psychology, Industrial Relations, Marketing).

A student in the Faculty of Commerce may complete his programme of general studies as follows or by the substitution of Arts subjects in accordance with the following rules:

1. A candidate shall include among his options two subjects (totalling not less than three hours per week for two sessions) which are any subjects, other than economics, offered by the Department of General Studies or any subject, other than economics, that are qualifying subjects for the degree of Bachelor of Arts at the University of New South Wales.
2. A subject taught by the Department of General Studies and the corresponding Arts subjects may not both be counted towards the requirements for the degree and no more than two subjects taught by the Department of General Studies may be counted towards the requirements of the degree.

* In particular cases the Head of the Department of General Studies has discretion to vary the sequence of humanities subjects.

(v) Medicine

SECOND YEAR	
One Elective	Total Class Hours 42
THIRD YEAR	
One Elective	42
FOURTH YEAR	
An additional Elective (other than 26.121 Psychology)	42
FIFTH YEAR	
An Advanced Elective*	42
* Students may take the option in 53.113 Sociology IIIA titled 'Sociology in Medicine' in lieu of a General Studies advanced elective.	

(vi) Social Work

SECOND YEAR	
One Elective	42
THIRD YEAR	
One Elective	42
FOURTH YEAR*	
One Elective	42

B. PART-TIME COURSES**(i) Bachelor of Science (Technology) and Bachelor of Science (Engineering). All courses.****YEARS 3, 4, 5 AND 6**

	Total Class Hours
First Elective	42
Second Elective	42
Third Elective	42

Only one subject is to be taken in each of three years. Different Schools place the subjects in different years.

* Applicable only to students who commenced the Social Work course in 1972.

(ii) Bachelor of Science. (Pure and Applied Chemistry, Science.)

Part-time students in Pure and Applied Chemistry complete the general studies requirements set out above for Bachelor of Science (Technology) students, the years in which these subjects are taken being the same.

Part-time students in the Science course take the same courses as full-time students (see above).

In addition, students in these courses wishing to do honours will take an Advanced Elective in their seventh year.

(iii) (a) Architecture

Students taking their degree in Architecture as part-time students do the same total programme as the day students.

STAGE 2A		Total Class Hours
One Elective		42

STAGE 3B		
One Elective		42

(b) Building

STAGE 4		
One Elective		42

STAGE 5		
One Elective		42

YEAR 4		
One Elective		42

(iv) Commerce

The same subjects as for full-time Degree Courses.

(v) Psychology

In the revised course there are no compulsory General Studies subjects. However, students may substitute two 42-hour electives for certain Arts subjects.

(vi) Social Work**STAGE 2**

One Elective	42
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STAGE 4

One Elective	42
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STAGE 5

One Elective	42
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(vii) Surveying**STAGE 4**

One Elective	42
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STAGE 5

One Elective	42
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STAGE 6

Two Electives	84
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SUBSTITUTION OF ARTS SUBJECTS FOR GENERAL STUDIES

In fulfilment of the humanities requirements, and provided time-tables and other circumstances permit, students in Faculties other than Arts may substitute certain Arts subjects for the prescribed humanities subjects. Since Arts courses are conducted on a full-time basis, this provision will normally apply to full-time students only.

The manner in which substitution of Arts subjects may be effected is set out below.

(i) Courses in all Faculties other than Commerce

Subject to the rules listed below, a student may, with the approval of the Head of the School offering the subject, substitute one of the Arts subjects listed for 84 hours of General Studies or two of these subjects for 168 hours of General Studies.

12.001	Psychology I	56.111	French
15.101	Economics I	57.211	Drama I
15.151	Economics IT	62.111	History and Philosophy of Science IA
50.111	English	62.121	History and Philosophy of Science IB
51.111	History IA	64.001	German IZ*
51.121	History IB	64.111	German I
52.111	Philosophy I†	65.001	Spanish IZ*
53.111	Sociology I	65.111	Spanish I
54.111	Political Science I		

* Students who have passed in German or Spanish at matriculation level are not permitted to enrol in Course IZ in that subject.

† Since 52.111 Philosophy I and 62.111 History and Philosophy of Science I are offered in two parts of one session each, the first half of the course may be substituted for a 42-hour subject.

Rule 1: A student may not count in his General Studies programme both a General Studies subject and the corresponding Arts subject.

Rule 2: A student may not substitute an Arts subject for one or more General Studies subjects, if the Arts subject or a similar subject is taken as a part of the normal programme in the degree course in which he is enrolled; but, when one of these subjects has already been passed, he may be granted permission to substitute a subject at a higher level in the same discipline.

(ii) Courses in the Faculty of Commerce

See page 11.

DESCRIPTIONS OF SUBJECTS

11.011 H History of Fine Arts

The major emphasis in the course is placed on the development of late nineteenth and early twentieth century art as the source of influence on contemporary forms of painting and sculpture, and the various aspects of these since 1945. The traditional styles from ancient art to the eighteenth century are treated more briefly, tracing stylistic links from the past to the present. At all stages the course is illustrated by the use of slides and, where possible, by the use of films.

TEXTBOOKS

- Chipp, H. B. *Theories of Modern Art: a Source Book by Artists and Critics*. University of California Press, 1970.
Lake, C., and Maillard, R. *The Dictionary of Modern Painting*. Methuen, London, 1962.
Lucie-Smith, E. *Movements in Art Since 1945*. Thames & Hudson, London, 1969.

REFERENCE BOOKS

- Apollinaire, G. *The Cubist Painters*. 2nd ed. Documents of Modern Art, Geo. Wittenborn, Inc., N.Y., 1962.
Brion, M., ed. *Art Since 1945*. Thames & Hudson, London, 1957.
Brion, M. *Modern Painting From Impression to Abstract Art*. Translation by S. Hood. Thames & Hudson, London, 1958.
Ernst, M. *Beyond Painting*. Documents of Modern Art, Geo. Wittenborn, Inc., N.Y., 1948.
Golding, J. *Cubism, A History and an Analysis 1907-1914*. Faber & Faber Ltd., London, 1968.
Hospers, J. *Introductory Readings in Aesthetics*. The Free Press, N.Y. (Collier-Macmillan Ltd., London), 1969.
Kandinsky, W. *Concerning the Spiritual in Art*. Documents of Modern Art. Geo. Wittenborn, Inc., N.Y., 1966.
Newton, E. *European Painting and Sculpture*. Pelican ed. Penguin, 1945 and later editions.
Ragnar, M. *Modern Painting*. Skira, 1960.
Read, H. *A Concise History of Modern Sculpture*. Thames & Hudson, London, 1964.
Read, H. *The Philosophy of Modern Art*. Faber, 1969.
Rosenblum, R. *Cubism and Twentieth Century Art*. Thames & Hudson, London, 1960.
Seuphor, M. ed., *A Dictionary of Abstract Painting*. Methuen, London, 1963.
Seuphor, M. *The Sculpture of This Century*. A Zivemmer, London, 1959.

11.021 H History of Architecture

In the earlier lectures this course considers the role of the architect and the nature of architecture as an art, a science and a practical profession. Later, it covers the origins of architectural form in ancient civilizations and the development of these forms in the Middle Ages and Renaissance. Next follow the effects of the Industrial Revolution and its aftermath and the growth of modern architecture. Finally, the development of an Australian idiom in architecture and building is studied.

Only the most important or most typical examples of each historical phase will be discussed, and then primarily from the point of view of what they reveal of the social, economic and physical conditions which produced them.

TEXTBOOKS

Boyd, R. *The Walls Around Us*. F. W. Cheshire, Melbourne, 1962.

Pevsner, N. *An Outline of European Architecture*. Pelican, London, 1963.

Richards, J. M. *An Introduction to Modern Architecture*. Pelican, London, 1963.

REFERENCE BOOKS

Cottrell, L. *The Penguin Book of Lost Worlds*. Vols I & II, Pelican, London.

Jordan, R. F. *European Architecture in Colour*. Thames & Hudson, London, 1962.

Wells, H. G. *A Short History of the World*. Penguin, London.

26.121 Psychology

The first elective introduces students to the major approach to studying psychological issues. In keeping with different interests of staff members, each lecture series covers somewhat different aspects of psychology. In each case, the general approach is to focus on significant issues and to illustrate the psychological knowledge and argument relevant to the dispute.

It is emphasised that each course is concerned with General Psychology—its methods, the nature of psychological evidence and theoretical argument.

Students will be required to select *one* of the following three lecture series:

(a) *Social Behaviour* (Dr. Hall)

This first elective is an introduction to psychology, with emphasis on social factors. The course commences with a study of basic social needs and the effects of early experiences including child-rearing practices. Social learning processes are considered along with group behaviour, attitudes and opinions, the origins of aggression, territorial behaviour, attitude change and the effects of the mass media. Where possible implications of psychological findings for international relations and man in relation to his environment will be drawn.

TEXTBOOK

Wallace, J. *Psychology: A Social Science*. Saunders, 1971.

(b) *Human Development* (Mr. Bell)

This first elective studies the origins and development of human behaviour. The motivational basis of behaviour is first examined, followed by theories of personality development, including those of Freud and Erikson.

Other areas studied include the nature of intellectual and moral development; the relative importance of early experience on subsequent behaviour, cross-cultural differences; and the controversy regarding hypothesised racial differences in intelligence. Finally, social factors such as group affiliations, conformity pressures and the role of mass media in shaping human attitudes will be examined.

TEXTBOOKS

Coppersmith, S. ed. *Frontiers of Psychological Research*. Freeman, 1966.
Wrightsmann, L. S. *Contemporary Issues in Social Psychology*. Brooks/Cole, 1968.

(c) *Man: Animal, Machine or Person?* (Dr. Masters)

The emphasis of this elective is on the differences between approaches used to explain and predict human behaviour and experience.

Many theorists and researchers treat man as just another species in the animal kingdom and tend to emphasise biological, genetic and instinctive factors. Others treat man as a complex computing device adapting to constantly changing environments. Still others stress the importance of individual subjective experience as the prime interest of psychology.

This course attempts to classify the important discoveries and theories of psychology and both integrate and evaluate these diverse views on the nature of man.

TEXTBOOKS

Coppersmith, S. ed. *Frontiers of Psychological Research*. Freeman, 1966.
Wrightsmann, L. S. *Contemporary Issues in Social Psychology*. Brooks/Cole, 1968.

REFERENCE BOOKS (for above courses a, b, c)

Bem, D. *Beliefs, Attitudes and Human Affairs*. Brooks/Cole, 1970.
Coppersmith, S., ed. *Frontiers of Psychological Research*. Freeman, 1966.
Deutsch, M., Katz, I. & Jensen, A. eds. *Social Class, Race and Psychological Development*. Holt, Rinehart, Winston, 1968.
Dyal, J. A. ed. *Readings in Psychology*. 2nd ed. McGraw-Hill, 1970.
Klineberg, O. *The Human Dimension in International Relations*. Holt Rinehart, Winston, 1964.
Kretch, D., Crutchfield, R. S. & Ballachay, E. *Individual in Society*. McGraw-Hill, 1962.
Lidz, T. *The Person*. Basic Books, 1968.
Psychology Today. *Change*. Del Mar, California, C.R.M., 1972.
Readings from Scientific American. *Contemporary Psychology*. Freeman, 1971.
Wallace, J. *Psychology: A Social Science*. Saunders, 1971.
Weisz, P., ed. *The Contemporary Scene*. McGraw-Hill, 1962.
Wrenn, R. L. ed. *Basic Contributions to Psychology*. Brooks/Cole, 1971.
Wrightsmann, L. S. *Contemporary Issues in Social Psychology*. Brooks/Cole, 1968.

Psychology—Advanced Electives

Students will be required to select *one* of the following three lecture series.

26.122 Attitudes and Behaviour (Dr. Hall)

The problems of characterising the structure of attitudes and the processes of attitude change. Topics to be considered include attitude and opinion measurement, public opinion polls, social influence, factors involved in changing attitudes, authoritarian attitudes, prejudice and theories of attitude organisation and change. Applications

of the techniques used to practical problems such as market research, job satisfaction and environmental planning will also be considered.

TEXTBOOK

Bem, D. *Beliefs, Attitudes and Human Affairs*. Brooks/Cole, 1970.

REFERENCE BOOKS

Brown, J. A. C. *Techniques of Persuasion*. Penguin, 1967.

Sampson, E. E. *Social Psychology and Contemporary Society*. Wiley, 1971.

Schramm, W. *The Process and Effects of Mass Communication*. University of Illinois Press, 1954.

26.123 Human Communication (Mr. Bell)

The general aspects of the psychology of human communication will be examined.

Firstly, the characteristics of humans as sources and receivers of messages and information-processing devices will be outlined. This will include the study of attention, memory and language, as well as the selectivity of human cognition.

Secondly, social aspects of communication will be examined. The impact of the mass media, the nature of propaganda, advertising and their influence on attitudes will be studied.

The third section concerns interpersonal communication, particularly attempts to understand psychological maladjustment as a communicational problem. Contemporary reactions against traditional psychiatric theory and practice are of central interest here.

TEXTBOOK

Sampson, E. E. *Social Psychology and Contemporary Society*. Wiley, 1971.

REFERENCE BOOKS

Britton, J. *Language and Learning*. Allen Lane, 1970.

Brown, J. A. C. *Techniques of Persuasion*. Penguin, 1967.

Carroll, J. B. *Language and Thought*. Prentice-Hall, 1964.

Laing, R. D. *The Divided Self*. Tavistock, 1960.

Laing, R. D. & Etersson, E. *Sanity, Madness and the Family*. Penguin, 1964.

Lyons, J. *Chomsky*. Fontana, 1970.

McLuhan, M. *Understanding Media*. Sphere, 1964.

Miller, J. *McLuhan*. Fontana, 1971.

Norman, D. A. *Memory and Attention*. Wiley, 1969.

Schramm, W. *The Process and Effects of Mass Communication*. University of Illinois Press, 1954.

Williams, R. *Communications*. Penguin, 1966.

26.124 Psychological Assumptions in Social Practice (Dr. Masters)

This advanced elective offers an opportunity for students to participate in some exploratory research and analysis. The objectives of the study are to make explicit the psychological assumptions which

underlie the activity of some important social agencies and then compare these with the theories and evidence provided by professional psychologists. For example, jurists and practitioners of law make assumptions about moral development, capacity for restraint and judgment in individuals which may or may not be adequately substantiated by the available evidence on the causes of human behaviour.

The course will be developed around accounts given by people who are actively engaged in those activities which necessarily make psychological assumptions such as Jurisprudence, Psychiatry, Advertising, Social Welfare, Politics, Economic Planning, Urban Planning, Journalism and Education. The only formal lecture material will be review of the scientific status of the psychological assumptions implicit or explicit in the account given by practitioners.

No texts are set for this course, specific reading will be indicated as issues are raised.

26.151 Economics—Ordinary Elective

An introductory course aimed at acquainting students with elementary techniques of economic analysis sufficient to understand the major influences affecting the economy as a whole, and the particular industries in which they may find employment. Under the rubric "macro-economics", i.e. the study of general economic forces affecting the economy as a whole, lectures will deal with subjects such as the determinants of the level of national income and employment, the consequences of variations in the money supply and the effects of changes in the volume of international trade. Economic forces affecting particular industries, such as the determinants of price and the payments received by labour, capital and land, a field of study often referred to as "micro-economics", will also be dealt with. Where appropriate, references will be made to the Australian economy.

TEXTBOOKS

- Hancock, K., Hughes, B. & Wallace, R., eds *Applied Economics: Readings for Australian Students*. McGraw-Hill.
Samuelson, P. A., Hancock, K. & Wallace, R. *Economics: An Introductory Analysis*. Australian ed. McGraw-Hill.

REFERENCE BOOKS

- Bradelock, G. R. & Archbold, D. A. *The Elements of Economic Analysis*. McGraw-Hill, Sydney, 1970.
Cameron, B. *Australia's Economic Policies*. Cheshire, 1971.
Ford, A. G. *Income, Spending and the Price Level*. Collins, 1971.
Harbury, C. D. *An Introduction to Economic Behaviour*. Collins, 1971.
Lipsey, R. G. *An Introduction to Positive Economics*. Weidenfeld & Nicholson, 1969.
Noble, C. E. & Nottle, R. W. *Case Studies in Australian Economic Policy*. Cheshire, 1971.
Perkins, J. O. N. *Australia in the World Economy*. Sun Books.
Robinson, R., Hughes, B. & Hayles, J. *Study Guide to accompany Economics: Australian Edition by Samuelson, Hancock and Wallace*. McGraw-Hill, 1970.

26.152 Economics—Advanced Elective

The advanced elective assumes a knowledge of elementary economic theory and analysis, and treats in depth selected areas of economic thought. An analysis of the main features of the development of Western capitalism since 1945. Issues to be discussed include: the increasing concentration and centralisation of capital; the growth of multinational corporations and its implications for national political-economic autonomy; the "permanent arms economy"; metropolis and colony; problems of the international finance system and the stability of the total system.

TEXTBOOKS

- Baron, P. A. & Sweezy, P. M. *Monopoly Capital*. Pelican.
 Galbraith, J. K. *The New Industrial State*. Pelican.
 Kidron, M. *Western Capitalism Since the War*. Pelican.
 Playford, J. & Kersner, D. eds. *Australian Capitalism*. Pelican.
 Rowthorn, R. *International Big Business 1957-1967*. C.U.P., 1971.

26.153 Economics—Advanced Elective—The Economics of Australia's Natural Resources

The development of Australia's natural resources is likely to be the most important area of economic growth in the foreseeable future. The purpose of this Advanced Elective is to apply the tools of analysis developed in the first elective in Economics to the problems involved in the production, processing and marketing of natural resources. The course will be of value to all students contemplating entry into any industry concerned with the economics of natural resources and to those seeking a general knowledge of an increasingly important area of Australia's economy.

REFERENCE BOOKS

- Blainey, G. *The Rush that Never Ended*. Melbourne U.P., Melbourne, 1969.
 Bureau of Mineral Resources, Geology and Geophysics, Canberra. *Australian Mineral Industry Review*. Annual.
 Bureau of Mineral Resources, Geology and Geophysics, Canberra. *Australian Mineral Industry, Quarterly Review and Statistics*. Various.
 Lomas, P. K. *The South African Gold Mining Industry: Its Recent Past, and Future Prospects*. Research Notes, No. 2, University of Salford, 1970.
 Robie, E. H., ed. *The Economics of the Mineral Industries*. 2nd ed. American Institute of Mining, Metallurgical and Petroleum Engineers, N.Y., 1964.

26.211 The Arts and Crafts

Traces the major developments of the decorative and applied arts from the closing stages of the middle ages up to the present day with particular reference to the arts of the cabinet-maker, the silversmith, the potter, the glass-blower and the enamelist. Students are encouraged to analyse and understand not only the individual products of these arts but also the influences which formed them: the evolution of taste through the Renaissance, Baroque, Rococo, Georgian and Victorian styles; the effects of the scientific and industrial revolutions which brought the decline of the traditional crafts and the rise of new techniques of production; the voyages of discovery which introduced new materials, tastes and markets to Europe; and the political and social revolutions which brought the decline of aristocratic patronage and the expansion of the mass market.

TEXTBOOKS

- Fastnedge, R. *English Furniture Styles, 1500-1830*. Pelican, 1962.
 Haynes, E. *Glass Through the Ages*. Pelican, 1964.
 Honey, W. B. *English Pottery and Porcelain*. Black, 1969.
 Taylor, G. *Silver*. Pelican.

REFERENCE BOOKS

- Banister, J. *English Silver*. Wardlock, 1965.
 Cescinsky, H. *English Furniture from Gothic to Sheraton*. 4th ed. Dover, 1968.
 Cripps, W. J. *Old English Plate*. Spring, 1967.
 Cotterall, H. H. *Old Pewter*. Batsford, 1968.
 Cushion, J. B. *Pottery and Porcelain*. Faber, 1964.
 Elville, E. M. *The Collectors' Dictionary of Glass*. 3rd ed. Country Life, 1967.
 Fisher, S. W. *British Pottery & Porcelain*. Arco, 1962.
 Fisher, S. W. *Worcester Porcelain*. Wardlock, 1968.
 Gloag, J. *Georgian Grace*. 2nd ed. Spring, 1967.
 Gloag, J. *Short Dictionary of Furniture*. 4th ed. Allen & Unwin, 1969.
 Gordon, H. *Antiques in their Periods*. Murray, 1968.
 Gordon, H. *Antiques—The Amateur's Questions*. Murray, 1962.
 Gordon, H. *Old English Furniture*. Murray, 1962.
 Litchfield, F. *Pottery & Porcelain*. Black, 1962.
 Mankowitz, W. *Wedgwood*. 2nd ed. Spring.
 Taylor, G. *Silver*. Cassell, 1964.
 Wills, G. *The Country Life Book of Glass*. Country Life, 1967.
 Wyler, S. *The Book of Old Silver*. 22nd ed. Crown, 1969.
 Connoisseurs' *Complete Period Guide*. Connoisseur, 1968.
The Complete Encyclopedia of Antiques. Connoisseur, 1968.
The Country Life Pocket Dictionary of Collectors' Terms. Country Life. 1964.

26.301 Music

A brief survey of music from the earliest times of documented history to the present day in the context of particular societies and periods. Many of the recorded examples used will be European music of a kind normally heard in the concert hall, but wherever possible European art music will be presented in juxtaposition with the practice of traditional or folk music of all continents (including the music of the Australian Aborigines) and with the high art music of Asian countries. Includes continuity of improvisational methods from early periods to the development of jazz, and samples of the latest developments in contemporary music (including electronic music). Musical training is not a prerequisite.

TEXTBOOKS

- Harman, A. and Mellers, W. *Man and His Music: The Story of Musical Experience in the West*. Barrie and Rockliff, London, 1962.
 Covell, R. *Australia's Music: Themes of a New Society*. Sun Books, Melbourne, 1967.

REFERENCE BOOKS

- Lang, P. H. *Music in Western Civilization*. Dent, London, 1942.
 Malm, W. P. *Music Cultures of the Pacific, the Near East and Asia*. Prentice-Hall, N.J., 1967.
 Mellers, W. *Music in a New Found Land*. Barrie & Rockliff, London, 1964.
 Nettl, B. *Folk and Traditional Music of the Western Continents*. Prentice-Hall, N.J., 1965.
 Sachs, C. *The Wellsprings of Music*. Mc-Graw-Hill, N.Y., 1965.

26.302 Music—Advanced Elective

Prerequisite 26.301 Music. The history and influence of musical notation, coupled with the idea of the composer as hero. Opera from Wagner to the present day; twentieth century music from Debussy to the present day.

TEXTBOOKS

- Covell, R. *Australia's Music: Themes of a New Society*. Sun Books, Melbourne, 1967.
 Harman, A. and Mellers, W. *Man and His Music: The Story of Musical Experience in the West*. Barrie and Rockliff, London, 1962.

REFERENCE BOOKS

- Allen, W. D. *Philosophies of Music History*. Dover, New York, 1962.
 Dart, T. *The Interpretation of Music*. Hutchinson, London, 1960.
 Grout, D. J. *A Short History of Opera*. Columbia University, New York, 1965.

- Kerman, J. *Opera as Drama*. Vintage, New York, 1956.
- Lang, P. H. *Music in Western Civilization*. Dent, London, 1942.
- Salzman, E. *Twentieth Century Music: An Introduction*. Prentice-Hall, N.J., 1967.
- Stravinsky, I. *The Poetics of Music*. Vintage, New York, 1959.

26.501 Language and Literature

This composite course has two parts. The language component deals with the major focus of expression—the language of information, persuasion, imagination. Some consideration will be given to the development of Modern English. The literature component comprises an analysis of selected fiction and drama of the twentieth century.

TEXTBOOKS

- Albee, E. *Who's Afraid of Virginia Woolf*. Penguin.
 Bellow, S. *Henderson the Rain King*. Penguin.
 Bolt, R. *A Man for All Seasons*. Heinemann.
 Brecht, B. *The Life of Galileo*. Methuen.
 Burgess, A. *Inside Mr. Enderby*. Penguin.
 Greene, G. *The Comedians*. Penguin.
 Hartley, L. P. *The Go-Between*. Penguin.
 Hasek, J. *The Good Soldier Schweik*. Penguin.
 Hemingway, E. *Men Without Women*. Penguin.
 Keneally, T. *Bring Larks and Heroes*. Sun.
 Lawler, R. *The Summer of the Seventeenth Doll*. Penguin.
 Miller, A. *Death of a Salesman*. Penguin.
 Seymour, A., Stewart, D. & Porter, H. *Three Australian Plays*. Penguin.
 Williams, T. *A Streetcar Named Desire*. Penguin.
 Selected Poetry.

26.502 English Language
Understanding English

The aim of this course is to give students an understanding of the history of the language, the structure of the language, modern usage, and style in modern prose (including an introduction to the principles of literary analysis).

TEXTBOOK

- Wrenn, C. L. *The English Language*. Methuen, 1949.

REFERENCE BOOKS

- Baugh, A. C. *A History of the English Language*. Routledge & Kegan Paul.
 Pei, M. *The Story of the English Language*. Allen & Unwin, 1968.
 Read, H. *English Prose Style*. Bell, 1963.

26.503 English—Advanced Elective for Medical students and students
following an irregular programme

This course is a study of the shorter forms of literature and involves student participation.

TEXTBOOKS

- Bellow, S. *Seize the Day*. Penguin.
 Campbell, D., ed. *Modern Australian Poetry*. Sun Poetry Series.

- Camus, A. *The Fall*. Penguin.
 Conrad, J. *The Shadow Line*. Dent.
 Esslin, M., ed. *Absurd Drama*. Penguin.
 Greene, G. *The Fallen Idol*. Penguin.
 Hemingway, E. *The Short Happy Life of Francis Macomber*. Penguin.
 Hunter, J., ed. *Modern Short Stories*. Faber.
 Lawrence, D. H. *St. Mawr*. Penguin.
 Salinger, J. D. *Raise High the Roof Beam, Carpenters*. Penguin.
 Spark, M. *The Go-Away Bird*.
 Steinbeck, J. *Of Mice and Men. Cannery Row*. Penguin.
 Strachey, L. *Eminent Victorians* (Florence Nightingale). Collins.

26.551 Modern Fiction and Poetry

A reading and discussion course for students who wish to develop further a serious interest in the literature of the twentieth century. The novels, short stories and poems studied are all works of some complexity and they have been drawn from the literatures of various countries. Together, they are representative of the writer's response to an age of unrelenting social and moral pressures.

TEXTBOOKS

- Bellow, S. *The Victim*. Penguin.
 Camus, A. *Exile and the Kingdom*. Penguin.
 Faulkner, W. *As I Lay Dying*. Penguin.
 Fitzgerald, F. S. *The Great Gatsby*. Penguin.
 Golding, W. *The Inheritors*. Faber.
 Hesse, H. *Steppenwolf*. Penguin.
 Pavese, C. *The Moon and The Bonfire*. Penguin.
 Roberts, M., ed. revised Hall, D. *The Faber Book of Modern Verse*.
 Roth, P. *Portnoy's Complaint*. Penguin.
 Solzhenitsyn, A. *One Day in the Life of Ivan Denisovich*. Sphere.
 White, P. *The Aunt's Story*. Penguin.

26.552 The Modern Theatre

Leading dramatists of the twentieth century. One aim will be to gain awareness of the pressures, social and moral, to which the dramatists have responded. Another aim will be to heighten the student's appreciation of plays as theatrical events. Recorded performances, play readings and visits to current productions will form essential parts of the course.

TEXTBOOKS

- Albee, E. *The American Dream*. French.
 Beckett, S. *Waiting for Godot*. Faber.
 Brecht, B. *Mother Courage*. Methuen.
 Esslin, M. *Absurd Drama*. Penguin.
 Genet, J. *The Blacks*. Faber.
 Ionesco, E. *Rhinoceros*. Penguin.
 Ionesco, E. *The Chairs*. Penguin.

- McLeish, A. J. B. *Houghton*. Sentry Edition.
 O'Casey, S. *Shadow of a Gunman*. Papermac.
 O'Neill, E. *The Hairy Ape*. Penguin.
 O'Neill, E. *The Emperor Jones*. Penguin.
 Orton, J. *Loot*. Faber.
 Osborne, J. *Look Back in Anger*. Faber.
 Pinter, H. *The Caretaker*. Methuen.
 Sartre, J.-P. *Men Without Shadows*. Penguin.
 Sartre, J.-P. *The Flies*. Penguin.

REFERENCE BOOKS

- Bogard, T. & Oliver, J. *Modern Drama: A selection of Essays*.
 Brustein, R. *The Theatre of Revolt*. Little.
 Gassner, J. *Ideas in the Drama*.

26.553 Creative Writing

This is an essentially practical class for students who wish to improve their skill in writing of an imaginative sort. They are expected to submit creative work regularly for group discussion. Overall, the concern of the class will be with the structuring of experience, and part of the reading list is intended to provide models for guidance in this field. The size of the class is limited and intending entrants must make personal application to the Lecturer in Charge.

TEXTBOOKS

- Craig, A., ed. *Twelve Australian Poets. 1950-1970*.
 Greene, G. *Collected Essays*. Penguin.
 Hemingway, E. *To Have and Have Not*. Penguin.
 Johnston, G. *My Brother Jack*. Fontana.
 Joyce, J. *Dubliners*. Penguin.
 Keneally, T. *The Fear*. Sun.
 McCullers, C. *Reflections in a Golden Eye*. Penguin.
 Porter, H. *The Watcher on the Cast Iron Balcony*. Faber.

26.554 Contemporary Australian Writers—Advanced Elective

Australian writers of the present day. One aim of discussion will be to decide whether it is now valid to speak of "Australian Literature" as something sophisticated, representative, unique and quite distinct from the parent tradition of English Literature.

TEXTBOOKS

- Boyd, M. *Lucinda Brayford*. Lansdowne Press.
 Campbell, D., ed. *Modern Australian Poetry*. Sun Poetry Series.
 Herbert, X. *Capricornia*. Pacific.
 Johnston, G. *My Brother Jack*. Fontana.
 Keneally, T. *Three Cheers for the Paraclete*. Penguin.
 Mathers, P. *Trap*. Sphere.
 Porter, H. *The Watcher on the Cast-iron Balcony*. Faber.
 Stow, R. *Tourmaline*. Penguin.
 White, P. *The Tree of Man*. Penguin.

REFERENCE BOOKS

Christesen, C. B., ed. *On Native Grounds*. A. & R.
Dutton, G., ed. *Literature of Australia*. Penguin.

26.511 The World in the Twentieth Century

Beginning with a review of the relatively settled, European-centred world of the late nineteenth century, the course covers the causes and effects of the two World Wars, the growth of nationalism and consequent decline of colonialism (particularly in Africa and Asia), the Russian and Chinese revolutions, the Cold War, experiments in international and regional co-operation such as the League of Nations, UNO and the Colombo Plan.

TEXTBOOKS

- Barracrough, G. *An Introduction to Contemporary History*. Pelican, 1967 or later edition.
 Hudson, G. F. *Fifty Years of Communism*. Penguin, 1971.
 Minogue, K. R. *Nationalism*. Pelican, 1970.

REFERENCE BOOKS

- Henderson, J. L. ed. *Since 1945: Aspects of Contemporary History*. London, Methuen.
 Legum, C. ed. *Africa Handbook*. Penguin.
 Nye, R. B. & Morpurgo, J. E. *A History of the United States*. Vol. II. Penguin.
 Snyder, L. L. ed. *Fifty Major Documents of the Twentieth Century*. Van Nostrand.
 Taylor, A. J. P. *From Sarajevo to Potsdam*. Thames and Hudson.
 Werth, A. *Russia: Hopes and Fears*. Penguin.
 Wint, G. ed. *Asia Handbook*. Penguin, 1969.

**26.512 "National Character" and Modern America—
Advanced Elective**

The prerequisite for this course is 26.511 *The World in the Twentieth Century*.

The object of the course is to explore the concept of national character as myth or reality with particular reference to the emergence of a distinctive American identity in the United States from 1850 to the present day.

Lectures will provide a continuous background for individual research projects and group discussions. Students will be able to choose one particular area to study in depth. Instead of sitting for a final examination, they will present an assignment distributed evenly over the year as well as a seminar paper.

TEXTBOOKS

- Gustavson, Carl G. *A Preface to History*. McGraw-Hill, N.Y., 1955.
 Hall, James E. ed. *Forging the American Character*. American Problem Studies. Holt, Rinehart & Winston, N.Y., 1971.
 Nye, R. B. & Morpurgo, J. E. *A History of the United States*, Vol. II: *The Growth of the United States of America*. Pelican, 1970.

REFERENCE BOOKS

- Blake, N. M. *A History of American Life and Thought*. McGraw-Hill, 1963.
- Brogan, D. W. *The American Character*. Knopf.
- Donald, David. *A Documentary History of American Life*, Vols. 4-8. McGraw-Hill.
- Gelber, H. G. *The Australian-American Alliance*. Pelican.
- Hartshorne, T. L. *The Distorted Image. Changing Conceptions of the National Character since Turner*. Western Reserve University.
- Logan, R. W. *The Negro in the United States*. Van Nostrand.
- McGiffert, M. *The Character of Americans*. Dorsey Press.
- Mowry, G. E. *The Urban Nation. 1920-1960*. Macmillan.
- Pierson, G. W. "The M-Factor in American History", *American Quarterly*, XIV, No. 2, Part 2 (Summer 1962).
- Saville, M. *A Short History of American Civilisation*. Holt, Rinehart & Winston.
- Seaburg, P. & Wildovsky, A. *United States Foreign Policy: Perspectives and Proposals for the 1970s*. McGraw-Hill.
- Smith, G. *The Aims of American Foreign Policy*. McGraw-Hill.
- Snyder, L. L. ed. *The Dynamics of Nationalism*. Van Nostrand.
- Turner, F. J. *The Frontier in American History*. Holt.
- Turner, F. J. *The Significance of Sections in American History*. Holt.
- Webb, W. P. *The Great Plains*. Ginn.

26.513 Australia in the Twentieth Century—Advanced Elective

This course is new and experimental. It aims to explore Australian history since Federation, emphasising six themes: Nationalism, Conscription, Social Welfare, Racism, Popular Culture and the Depression Experience. Assessment will take the form of a research project into the social effects of the Great Depression, and students will be encouraged to contribute recorded interviews to an Australian studies research library. The lecture-discussion programme includes occasional lectures delivered by specialists from other disciplines within the Department of General Studies and from other Schools.

TEXTBOOKS

- Alexander, F. *Australia Since Federation*. Nelson Paperback, 1967.
- Louis, L. J. & Turner, I. *The Depression of the 1930s*. Cassell, 1968.

REFERENCE BOOKS

- Clark, M. *A Short History of Australia*. Mentor.
- Horne, D. *The Lucky Country*. Penguin.
- Kewley, T. H. *Australia's Welfare State*. Macmillan.
- Main, J. M. *Conscription*. Cassell.
- McGregor, C. *Profile of Australia*. Penguin.
- McQueen, H. *A New Britannia*. Penguin.
- Playford, J. & Kirsner, D. eds. *Australian Capitalism*. Penguin.
- Stevens, F. ed. *Racism*. ANZ Book.

26.514 Classical Greece and the Western Tradition—Advanced Elective

This course introduces students to the history, literature, thought and art of classical Greece and considers the Greek contribution to European culture. The emphasis will be largely historical and literary.

Following a more general treatment in the first part of the course, students will have the opportunity of studying a particular area of the subject in more detail in the second.

Prerequisites for this course will be a good pass or better in 26.501 English; 26.511 History; 26.521 Philosophy; or 26.541 Political Science.

TEXTBOOKS

Andrewes, A. *Greek Society*. Pelican, 1971.

Kitto, H. D. G. *The Greeks*. Pelican—any edition.

Aeschylus. *The Persians*. (In *Prometheus and Other Plays*.) Penguin Classics.

Arrian. *The Campaigns of Alexander*. Penguin Classics.

Homer. *The Odyssey*. Penguin Classics.

*Plato. *The Last Days of Socrates*. Penguin Classics.

*Xenophon. *Memoirs of Socrates*. Penguin Classics.

* These are alternatives.

REFERENCE BOOKS

Burn, A. R. *Alexander the Great and the Hellenistic Empire*. E.U.P.

Lowes Dickinson, G. *The Greek View of Life*. Methuen Vintage Books.

Farrington, B. *Greek Science*. Pelican.

Finley, M. I. *The World of Odysseus*. Pelican.

Aristotle. *The Politics*. Penguin.

Herodotus. *The Histories*. Penguin.

Homer. *The Iliad*. Penguin.

Plato. *The Republic*. Penguin.

Thucydides. *The Peloponnesian War*. Penguin.

26.521 Philosophy

An introduction to formal logic and to problems and methods of philosophy. Elementary logic is taught in tutorial classes where students are encouraged not only to understand formal features of Aristotelian and modern logic, but also to apply what they have learnt to thought and language of the everyday world. Elementary philosophy is taught by means of lectures and tutorials, and deals firstly, with the nature and methods of philosophy as contrasted with other forms of inquiry, and secondly, with some of the major problems of philosophical interest. The course is offered in a number of versions having a common core of introductory material, but specialising in different topics, such as: *Rationality, Philosophy of Religion, Applied Logic, Vice and Virtue*.

TEXTBOOKS

- Hamblin, C. L. *Elementary Formal Logic*. Hicks, Smith & Sons, Sydney, 1967.
Hospers, J. *An Introduction to Philosophical Analysis*. 2nd ed. Prentice-Hall, N.J., 1967.

REFERENCE BOOKS

- Edwards, P., ed. *The Encyclopedia of Philosophy*. Macmillan & Free Press, N.Y., 1967.
Hospers, J., ed. *Readings in Introductory Philosophical Analysis*. Prentice-Hall, N.J., 1968.

26.522 Philosophy—Advanced Elective

Students credited with the first elective course in philosophy may take a second course in either philosophy or logic (26.522). *The advanced elective in philosophy* is designed for students who wish to develop their philosophic interests through further reading and discussion. The course consists of lectures, seminars, class discussions, and supervised library work. With the aid of University library staff, students are introduced to techniques and resources of philosophic scholarship, and are required to prepare a short dissertation on their chosen branch of philosophy.

TEXTBOOK

- Passmore, J. A. *A Hundred Years of Philosophy*. 2nd ed. Duckworth, London, 1966.

26.523 Symbolic Logic

This advanced elective is provided for those students who wish to pursue further an interest in pure as opposed to applied logic. The course is designed to develop both a competence in the formalization of argument and an understanding of the theory of formal systems. Students are required to do regular exercises or, where appropriate, to prepare a short dissertation.

TEXTBOOK

Copi, I. *Symbolic Logic*. 3rd ed. Macmillan, N.Y., 1968.

26.524 Applied Logic

This advanced elective is designed to develop both a competence in the appraisal of reasoning and an understanding of theories of argumentation. It includes a discussion of the processes of reasoning in their natural contexts—argument, discussion, dialogue and debate—and an historical review of theories of reasoning and systems of debate.

REFERENCE BOOKS

Crawshay-Williams, R. *Methods and Criteria of Reasoning; an inquiry into the structure of controversy*. Routledge & Kegan Paul, London, 1957.

Hamblin, C. L. *Fallacies*. Methuen, London, 1970.

Passmore, J. A. *Philosophical Reasoning*. 2nd ed. Duckworth, London, 1970.

Passmore, J. A. *Talking Things Over*. 3rd ed. M.U.P., 1963.

Pospeshel, H. *Arguments: deductive logic exercises*. Prentice-Hall, N.J., 1971.

Stebbing, L. S. *Thinking to Some Purpose*. Penguin, 1948.

Toulmin, S. E. *The Uses of Argument*. C.U.P., 1964.

26.531 Sociology

The sociology elective will provide a groundwork for the consideration of social diversities and cultural differences in society. It considers such questions as, why do some people give a more vocal expression of pain than others? What makes a person become a delinquent or criminal? What effect do differences in income have on the way people behave? What is the cause of and meaning behind student unrest? These are a few of the many issues that will be considered in this course.

REFERENCE BOOKS

- Agnew, N. M., and Pyke, S. W. *The Science Game*. Prentice-Hall, 1969.
Cotgrove, S. *The Science of Society*. Cheshire, 1970.
Encel, S. *Equality and Authority*. Cheshire, 1970.
Hammond, P. E. *Sociologist at Work*. Basic Books, 1964.
Madge, J. *The Tools of Social Science*. Longmans, 1953.
Madge, J. *The Origins of Scientific Sociology*. Tavistock, 1963.
Mills, C. W. *Sociological Imagination*. O.U.P., 1959.
Parkin, H. *The Social Animal*. Routledge & Kegan Paul, 1969.
Rose, P. I. *The Study of Society*. Random House, 1967.
Smelser, N., ed. *Sociology, An Introduction*. Wiley, 1967.

26.541 Introduction to Politics and Government

The first elective consists of both an introduction to political science and a brief analysis of aspects of certain "liberal democratic" political systems.

The course begins with a survey of the actors found in any political system, namely the legislative, executive and judicial branches of government. As these are merely the formal institutions it is necessary to look at features which determine the form these institutions will take, namely the cultural and value systems of a society and the means of communication within the system, especially how matters are brought to the attention of the authorities and how the decisions of the authorities in turn have an effect on the whole system.

When most of these have been discussed the stage will be set for a detailed study of how the various governmental institutions, political parties and pressure groups work, and how they go about attaining power, what authority they have, how their workings can be reconciled with the word "democracy", how constitutions play their part, and how major conflicts arise and are dealt with.

Studies of the political systems of Australia, Great Britain and U.S.A. will help illustrate the above.

TEXTBOOKS

- Ball, A. R. *Modern Politics and Government*. Macmillan, 1971.
Crisp, C. F. *Australian National Government*. Longman, 1970.

REFERENCE BOOKS

- Atkins, R. & Graycar, A. *Governing Australia*. Wiley.
Dahl, R. A. *Modern Political Analysis*. Prentice-Hall.
Demaris, O. *America the Violent*. Penguin.
Encel, S. *Equality and Authority*. Cheshire, 1970.
Griffith, E. *The American System of Government*. Methuen.
Harvard, W. & Mayhew, D. *Institution and Practices of American Government*. Allyn & Bacon.
Jackson, G. *Soledad Brother*. Pelican.
Mayer, H., ed. *Australian Politics a Second Reader*. Cheshire.
Mayer, H., ed. *Australian Politics a Third Reader*. Cheshire.
Miller, J. D. B. *The Nature of Politics*. Penguin.
Overacker, L. *Australian Parties in a Changing Society*. Cheshire.
Pizzorno, A., ed. *Political Sociology*. Penguin, 1971.
Reich, C. *The Greening of America*. Pelican.
Rowe, E. *Modern Politics*. Routledge & Kegan Paul.

26.542 International Conflict and Control

Emphasis on:

- (1) A psychological analysis of international behaviour. Includes studies of international aggression, group behaviour, international and national images, prejudice, propaganda and conflict.
- (2) The political basis of conflict and control. Studies of the nature of international conflict and specific conflicts. The major focus though will be on aspects of international control as a means of resolving conflict, for example, balance of power, international institutions, arms control, treaties, foreign policy, United Nations, etc.

Attempts to integrate the psychological and political aspects of international relations, and follows departmental policy of providing an interdisciplinary approach to course material. Available to students who have successfully completed either 26.541 Political Science or 26.121 Psychology.

REFERENCE BOOKS

- Buchanan, W., and Cantril, H. *How Nations See Each Other*. University of Illinois Press, Urbana, 1953.
- Cantril, H. *The Human Dimension Experiences in Policy Research*. Rutgers, 1967.
- Carr, E. H. *Nationalism and After*. Macmillan, London.
- de Rivera, J. H. *A Psychological Discussion of Foreign Policy*. C. E. Merrill, Columbus, 1968.
- Friedmann, W. *An Introduction to World Politics*. Macmillan, 1964.
- *Holsti, K. J. *International Politics*. Prentice-Hall, 1967.
- Katz, D., et al. *Public Opinion and Propaganda*. Holt, N.Y., 1954.
- *Kelman, H. C. *International Behaviour: A Social Psychological Analysis*. Holt, N.Y., 1965.
- Miller, L. B. *Dynamics of World Politics: Studies in the Resolution of Conflict*. Prentice-Hall, 1968.
- *Morgenthau, H. *Politics among Nations*. 4th ed. Knopf, 1968.
- *R.I.I.A. (Royal Institute of International Affairs) Report. *Nationalism*. Cass, London, 1963.
- Van Dyke, V. *International Politics*. 2nd ed. Appleton Century Croft.
- Waters, M. *The United Nations*. Macmillan, 1967.
- * Strongly recommended.

26.571 An Introduction to Modern Drama

This course considers styles of drama and the playwright's methods of theatrical, social, and personal statement. Emphasis is placed on drama of the twentieth century; but, to clarify the development of forms of dramatic expression, a study is made of vital periods of the past, as well as of theatre and stage design. As a part of their assignments, students enjoy the experience of live theatre by critical examination of plays performed at the Parade Theatre.

TEXTBOOKS

- Barnet, S., ed. *The Genius of the Early English Theatre*. Mentor, 1962.
 Brecht, B. *Parables for the Theatre*. Penguin, 1966.
 Chekhov, A. *Plays*. Penguin, 1964.
 Duerrenmatt, F. *The Visit*. Cape, London, 1962.
 Esslin, M., ed. *Absurd Drama*. Penguin, 1965.
 Ibsen, H. *Ghosts and Other Plays*. Penguin, 1967.
 Ionesco, E. *Plays*. Penguin, 1966.
 Miller, A. *Death of a Salesman*. Penguin, 1961.
 Miller, A. *The Crucible*. Bantam, 1959.
 Seymour, A., Steward, D., & Porter, H. *Three Australian Plays*. Penguin.
 Sophocles. *Theban Plays*. Penguin, 1966.
 Strindberg, A. *Six Plays* (trans. E. Sprigge). Doubleday Anchor, 1955.

REFERENCE BOOKS

- Brockett, I. G. *The Theatre, An Introduction*. 2nd ed. Holt, Rinehart & Winston, N.Y., 1969.
 Goodman, R. *Drama On Stage*. Holt, Rinehart & Winston, N.Y., 1961.

26.572 The Forms of Drama

A study of the major dramatic forms: farce, comedy, melodrama, tragedy and tragi-comedy. Theoretical writings relating to these forms studied, but the central core of the course is an examination of specific playtexts chosen to illustrate the particular forms.

Students expected to involve themselves in some practical work in tutorials, e.g. acting or directing scenes from chosen plays. However, students will not be trained in acting or directing.

TEXT AND REFERENCE BOOKS

Lists will be available from Head of Department of General Studies.

26.621 Cosmology

There are many deep and interesting problems for the cosmologist to think about. Is our universe infinite in extent or is it finite and, if the latter, what is its size? Is the portion we can observe a fair sample of the whole and how much of it can we, in principle, observe? Has the universe always been as it is, or has it evolved from some different initial state, or is it at some stage which will be repeated indefinitely in an endless series of oscillations? There are rival theories which seek to answer these questions only to raise others: whence came matter and energy and what will be the end of them? Did matter come into existence out of nothing or was it formed from a pre-existing chaos? If so, whence came that?

TEXTBOOKS

Dickson, F. P. *The Bowl of Night*. Centrex, 1967.

Bondi, H. *Relativity and Common Sense*. Heinemann, London, 1965.

REFERENCE BOOKS

Munitz, M. K. *Theories of the Universe*. Free Press, New York, 1962.

North, J. D. *The Measure of the Universe*. O.U.P., 1965.

Bondi, H. *Cosmology*, C.U.P., 1961.

26.622 Cosmology—Advanced Elective

Develops further the approach and ideas introduced in the first elective. Recent developments in astrophysical observations will be presented, and their impact on cosmological theories discussed. The mathematical exposition of cosmological theories will be emphasised more fully, and the relation of mathematical models to the physical world and our observations of it will be considered. A cosmological model based on the assumption of a uniformly expanding universe will be outlined together with its implications for relativity and gravitation.

Students should possess a facility in first and (preferably) second year mathematics, but the emphasis will be on the significance of mathematical concepts rather than on mathematical manipulation.

TEXTBOOKS

Bondi, H. *Cosmology*. C.U.P., 1961.

Dickson, F. P. *The Bowl of Night*. Centrex, 1967.

Prokhovnik, S. J. *The Logic of Special Relativity*. C.U.P. and M.U.P., 1967.

REFERENCE BOOKS

Munitz, M. K. *Theories of the Universe*. Free Press, N.Y., 1962.

North, J. D. *The Measure of the Universe*. O.U.P., 1965.

Sciama, D. W. *The Unity of the Universe*. Faber & Faber, 1959.

Whitrow, G. J. *The Natural Philosophy of Time*. Nelson, 1961.

26.623 Philosophy of Science

An introduction to some of the principles of the philosophy of science; the nature of scientific argument, method and goals; an analysis of the tools and ideas of science; facts and theories, the structure of explanations, the status of principles, laws and concepts; the dynamics of theory replacement; some current views on "normal" science, paradigms and scientific revolutions.

TEXTBOOKS

- Kuhn, T. S. *The Structure of Scientific Revolutions*. 2nd ed. Chicago U.P.
 Medawar, P. B. *Induction and Intuition in Scientific Thought*. Methuen.
 Theobald, D. W. *Philosophy of Science*. Methuen.
 Whitehead, A. N. *Science and the Modern World*. Mentor.

REFERENCE BOOKS

- Bradbury, F. R. *Words and Numbers*. Edinburgh U.P.
 Brody, B., and Capaldi, N., eds. *Science: Men, Methods, Goals*. Benjamin.
 Forbes, R. J., and Dijksterhuis, E. J. *A History of Science and Technology*.
 Vols I and II. Pelican.
 Hanson, N. R. *Perception and Discovery*. Freeman, Cooper.
 Hempel, C. G. *Philosophy of Natural Science*. Prentice-Hall.
 Jaki, S. L. *The Relevance of Physics*. Chicago U.P.
 Obler, P. C., and Estrin, H. A., eds. *The New Scientist*. Anchor.
 Pyke, M. *The Boundaries of Science*. Pelican.
 Quine, W. V., and Ullian, J. S. *The Web of Belief*. Random House.
 Scheffler, I. *The Anatomy of Inquiry*. Knopf.
 Toulmin, S. *The Philosophy of Science*. Arrow.

26.624 Technology and Society: 1750-1950

The development of technology in the last two hundred years was probably the most important factor in determining the economic and social circumstances of contemporary Western society. The social role of technology and the technologist in our community is often not sufficiently appreciated. An understanding of how the development of technology and the industrial application of scientific discoveries have changed almost every aspect of life in the last two hundred years is essential for an appreciation of the social impact of the work of engineers and technologists. A study of some of the main technological developments and their complex consequences both technical and social will lead to important insights into the nature and workings of our technological society.

TEXTBOOKS

- Herry & Williams. *A Short History of Technology*.
 Rose, H. & Rose, S. *Science and Society*. Penguin.

REFERENCE BOOKS

- Armstrong, W. H. G. *A Social History of Engineering*. Faber.
 Ashby, E. *Technology and the Academics*. Macmillan.

Lilley, S. *Essays on the Social History of Science*. Centaurus.

Singer, C., Hall, A. R. & Holmyard, E. J., eds. *A History of Technology*.
O.U.P.

Wilkinson, J., et al. *Technology and Human Values*. Center for the Study
of Democratic Institutions.

26.625 Philosophy of Science—Advanced Elective

Students who have been credited with either Philosophy of Science (26.623) or Philosophy (26.521) may take an advanced course in the philosophy of science. The course will concentrate on current issues in the philosophy of science, particularly problems concerning the interrelationships of scientific theories.

TEXTBOOK

Nagel, E. *The Structure of Science*. Routledge & Kegan Paul.

26.641 The German Heritage

Any account of the outstanding features of this century reveals an extraordinary indebtedness to Germany and Germans. In the political sphere, it was Germany that nurtured both Communism and Nazism. In the arts Germany can claim the ancestors of modern music (Beethoven) and modern literature (Goethe). In the sciences the same can be said of Einstein in physics, Freud in psychology, perhaps also Gauss in mathematics. The whole ambit of modern thinking had its limits set by Kant—again, a German. This course displays and explains some of the outstanding German contributions to our present civilisation.

TEXTBOOKS

- Brecht, B. *Parables for the Theatre*. Penguin, 1971.
 Goethe, J. W. von. *The Sorrows of Young Werther*. Signet, N.Y., 1962.
 Grass, G. *Cat and Mouse*. Penguin, 1971.
 Kafka, F. *Metamorphosis and Other Stories*. Penguin, 1971.
 Mann, T. *Death in Venice and Other Stories*. Penguin, 1971.
 Marx, K. & Engels, F. *Selected Writings*. Fontana, N.Y., 1969.
Modern European Poetry. Bantam, 1966.
 Nietzsche, F. *Twilight of the Idols and The Antichrist*. Penguin, 1969.
 Tovey, D. F. *Beethoven*. London, O.U.P., 1965.
 Weiss, P. *Marat/Sade*. Calder, 1970.
 Wollheim, R. *Freud*. London, Fontana, 1971.

26.671 Japanese

Aims at a working knowledge of the spoken and written forms of Japanese. Oral work (mainly carried out in a language laboratory); the written language—both the Kanji characters and the two versions of the phonetic script; social, political and cultural aspects of Japanese life.

TEXTBOOKS

Jorden, E. H. *Beginning Japanese, Part I, Lessons 1-20.*

Sakade, F., ed. *A Guide to Reading and Writing Japanese, 1,850 Basic Characters.* rev. ed. Charles E. Tuttle Company.

DICTIONARIES

Kenkyusha. *A New Japanese/English Dictionary.*

A New English/Japanese Dictionary.

Vaccari, O. *A Concise English/Japanese and Japanese/English Dictionary.*

Takashi, M. *English/Japanese and Japanese/English (Romanized) Dictionary.*

Nelson. *Japanese/English Character Dictionary.*

26.672 Japanese Studies

This traces the historical background of the emergence of Japan and the socio-economic and socio-political aspects of modern Japan. Present development and growth are analysed in terms of modernization with particular reference to analytical studies of the government policies and their impact on Japan's economy.

TEXT AND REFERENCE BOOKS

Lists will be available from Head of Department of General Studies.

26.681 Man and Environment

The course is devoted to a study of the Sydney region. It will be divided into two broad categories with the required introductory reading listed below.

Introduction—Session I

The geological structure and the topography of the Sydney region. The ecology of the region and the impact of European man. A brief economic history of the city and region. The dynamics of change—utilisation and conservation of natural resources. Urbanisation and the determinants of urban form.

Contemporary Environmental Problems—Session II

An examination of regional and local issues in the management of resources. For example:

Use of Sydney Harbour foreshores and related public-owned land. Problems of pollution in the Hawkesbury River, Botany Bay, Georges River, Sydney Harbour, etc. The Conservation Movement, e.g. the Colong Caves Controversy. Atmospheric pollution and the motor vehicle: noise pollution. Ecological consequences of sheep farming, etc., and other kinds of agriculture using insecticides and pesticides. The implication for the region of the projected port and allied industrial complex on the northern foreshore of Botany Bay. The problems of airports in urban areas. Control and the problems facing policies of decentralisation, e.g., Campbelltown New Town. Historic preservation and urban renewal.

INTRODUCTORY READING

- Bates, M. *The Forest and the Sea*. New American Library, 1961.
 Carson, R. L. *The Silent Spring*. Hamish Hamilton, 1963.
 Eiseley, L. C. *The Immense Journey*. Time, 1962.
 Farb, P., et al. *Ecology*. Life Nature Library, 1965.
 Graham, F. *Since Silent Spring*. Hamish Hamilton, 1970.
 McHarg, I. *Design with Nature*. Natural History Press, 1969.
 Jacobs, J. *The Economy of Cities*. Jonathon Cape, 1970.
 Russell, F. *Watchers at the Pond*. Knopf, 1961.
 Thomas, W. L., et al. *Man's Role in Changing the Face of the Earth*. Chicago U.P., 1956.
 Wagner, P. L. *The Human Use of the Earth*. Free Press of Glencoe, 1946.

TEXTBOOKS

- Birch, A. S. & Macmillan, D. S. *The Sydney Scene*. M.U.P.
 Blainey, G. *The Tyranny of Distance*. Sun Books, 1966.
 Hall, P. *The World Cities*. World University Library, 1966.
 Laseron, C. F. *The Face of Australia*. A. & R., 1953.
 Maritime Services Board of N.S.W. *A Ten-year Port Redevelopment Plan*, Sydney, 1966; also *Planning for the '70s . . . Botany Bay Development* (no date); also, *Birth of a Port . . . Botany Bay Development*. Sydney.

- Nourse, H. O. *Regional Economics—A Study on the Economic Structure, Stability and Growth of Regions*. McGraw-Hill, 1968.
- Osborn, F. J. & Whittick, A. *The New Towns: The Answer to Megalopolis*. Leonard Hill Books, London, 1969.
- Rutherford, J. *Scenic Protection for Sydney Harbour*. Sydney, 1960.
- State Planning Authority of N.S.W. *Sydney Region, Outline Plan, 1970-2000*. A Report, 1968.
- Stretton, H. *Ideas for Australian Cities*. Published by the author. Adelaide, 1970.
- Taylor, G. *Sydneyside Scenery*. A. & R., 1958.

26.682 The Environmental Situation—Advanced Elective

This course is organised on an inter-disciplinary basis, and is conceived as a wide-ranging exploration of Man's relationship to his natural and artificial environment. The aim of the course is not only to review existing information and theory in a number of relevant fields, but also to stimulate discussion and research on questions that cut across the traditional divisions of academic and professional specialisation. The reference books introduce students to four important subjects of environmental study: ecology, pollution, and the use of natural resources; the economics of "the affluent society"; the effect of environment on human psychology; and the changing role of architecture and planning in modern urban and industrial society.

After a series of lectures by members of staff from different disciplines, students will be encouraged to study the environment from their own points of view, and to make an active contribution to the course in seminars and class discussions. Each student will prepare, under supervision, a formal dissertation presenting the results of his research during the year.

Admission to this course is restricted to students who have obtained at least a "credit" pass in *any* first elective. Intending applicants are asked to make enquiries through the departmental office.

REFERENCE BOOKS

- Ardrey, R. *The Territorial Imperative: A Personal Inquiry into the Animal Origins of Property and Nations*. Atheneum, N.Y., 1966.
- Benarde, M. A. *Our Precarious Habitat*. Norton, N.Y., 1970.
- Chermayeff, S., and Alexander, C. *Community and Privacy: Towards a New Architecture of Humanism*. Penguin, Harmondsworth, 1966.
- Dober, R. P. *Environmental Design*. Van Nostrand Reinhold Co., N.Y., 1969.
- Ehrlich, P. R. and A. H. *Population, Resources, Environment*. W. H. Freeman, San Francisco, 1970.
- Galbraith, J. K. *The Affluent Society*. 2nd ed. Hamilton, London, 1969.
- Galbraith, J. K. *The New Industrial State*. Penguin, Harmondsworth, 1969.
- Goodman, Percival and Paul. *Communities: Means of Livelihood and Ways of Life*. 2nd ed. Vintage, N.Y., 1960.

- Mishan, E. J. *The Costs of Economic Growth*. Staples, London, 1967.
- Montagu, M. F. A. *Man and Aggression*. O.U.P., London, 1969.
- Proshansky, H. W., et al., eds. *Environmental Psychology: Man and His Physical Setting*. Holt, Rinehart & Winston, N.Y., 1970.
- Pyke, M. *Man and Food*. World University Library, 1970.
- Tunnard, C., and Pushkarev, B. *Man-made America: Chaos or Control?* Yale U.P., New Haven, 1963.
- Wagner, R. H. *Environment and Man*. Norton, N.Y., 1971.
- Weisz, P., ed. *The Contemporary Scene*. McGraw-Hill, N.Y., 1970.

