

NEW
27

GENERAL STUDIES
1974 HANDBOOK



THE UNIVERSITY OF NEW SOUTH WALES

ACADEMIC YEAR 1974

Economics Courses

The list of prescribed and reference textbooks shown in the General Studies Handbook for Economics 26.151 and 26.159 has been changed. For the academic year 1974, the following list will apply.

TEXTBOOKS

- Gill, Richard, T. Economics, A Text with included Readings.
Goodyear Publishing Company.
- Hancock, K.,
Hughes, B., &
Wallace, R., (eds) Applied Economics: Readings for Australian Students. McGraw-Hill.

REFERENCE BOOKS

- Cameron, B. Australia's Economic Policies.
Cheshire.
- Noble, C.E. &
Nottlè, R.W. Case Studies in Australian Economic Policy.
Cheshire.
- Perkins, J.O.N. Australia in the World Economy.
Sun Books.
- Arndt, H.W. &
Boxer, A.H. (eds) The Australian Economy. Cheshire
- Samuelson, P.A.
Hancock, K. &
Wallace, R. Economics: An Introductory Analysis.
McGraw-Hill.
- Reynolds, Loyd, G. Economics. Richard. Irwin Inc.
- Heller, N. Robert. The Economic System. Collier-McMillan.
- Harvey, J. &
Johnson, M. An Introduction to Macro-Economics.
McMillan.
- Giesbrecht, Martin
Gerhard. The Evolution of Economic Society.
W.H. Freeman & Co.
- Literature Courses

Changes in texts for Literature courses, are as follows:

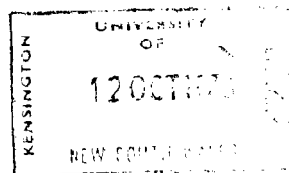
26.551 Modern Fiction and Poetry

- Kafka, F. The Trial. Penguin. (In place of Bellow, S.
The Victim.)
- Sartre, J-P. The Age of Reason. Penguin. (In place of
Pavese, C. The Moon and the Bonfire.)

26.554 Contemporary Australian Writers

- Keneally, T. The Chant of Jimmy Blacksmith. Penguin.
(In place of Keneally, T. Three Cheers
for the Paraclete.)
- Moorehouse, F. The Americans, Baby. Angus & Robertson.
(In place of Mathers, P. Trap).





BOARD OF STUDIES IN GENERAL EDUCATION
1974 HANDBOOK



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German Literature
& Civilization

History of Fine
Arts

Cosmology

Man and the
Environment

Philosophy of
Science

Philosophy of
Science

Cosmology

The Arts and
Crafts

History of
Technology

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 and Law. 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 1974 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. **With the introduction of half electives any two of these may be substituted for one elective.** 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) *Half Electives* (21 hours, see note p. 18)

- 26.1211 Man: Animal, Machine or Person?
- 26.1212 Control of Human Behaviour
- 26.1213 Race and Prejudice
- 26.1214 Love and Aggression
- 26.1215 Social Aspects of Human Developments

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

- 26.151 Economics
- 26.211 The Arts and Crafts
- 26.301 Music
- 26.501 Language and Literature
- 26.502 English Language
- 26.511 The World in the Twentieth Century

26.521	Philosophy
26.531	Sociology
26.532	Alienation
26.533	Man and Woman
26.541	Introduction to Politics and Government
26.551	Modern Fiction and Poetry
26.553	Creative Writing
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
26.801	History of Fine Arts
26.802	History of Architecture

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

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
26.503	English—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
26.515	Social and Political Change in the Pacific Islands
26.516	Modern Societies and Theories of Social Change
26.522	Philosophy
26.523	Symbolic Logic
26.524	Applied Logic
26.542	International Conflict and Control
26.544	History and Politics of Southeast Asia
26.554	Contemporary Australian Writers
26.572	The Forms of Drama
26.622	Cosmology
26.625	Philosophy of Science
26.627	Quantitative Theories in the Social Sciences
26.682	The Environmental Situation
26.803	History of Fine Arts

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

26.672	Japanese Studies
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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

Students of Chemical Engineering take 2 General Studies electives in 2nd Year, 1 in 3rd Year, and an advanced elective in 4th Year. Students of Food Technology take 1 elective in Years 2 and 3 and 1 ordinary plus 1 advanced elective in Year 4.

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

FIRST YEAR	
Town Planning	
One Elective	42
SECOND YEAR	
Architecture, Building, Landscape Architecture	
One Elective	42
Town Planning	
One Elective	42
THIRD YEAR	
Architecture and Building	
One Elective	42
Landscape Architecture	
Two Electives	84

* Civil Engineering students are required to include at least four General Studies electives (normally including one advanced elective) in the total of ten electives required for their degree. At least two of these General Studies electives must be completed by the end of Third Year.

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

FOURTH YEAR	
	Total Class Hours
Building	
One Elective	42
Landscape Architecture	
An Advanced Elective	42
FIFTH YEAR	
Town Planning	
An Advanced Elective	42
(iii) Science*	
SECOND YEAR	
One Elective	42
THIRD YEAR	
Two Electives	84
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** (Accounting and Financial Economics, Econometrics, Economic History, 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

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

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.

(v) Medicine

FIRST YEAR	
Two Electives	84
SECOND YEAR	
One Elective	42
THIRD YEAR	
An Advanced Elective*	42

* Students who have passed an appropriate Arts subject in place of two General Studies subjects in First Year will take an ordinary elective in Third Year.

(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.

* Not required of students who entered the course prior to 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
--------------------	----

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 timetables 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	56.121	French IT
15.101	Economics I	57.211	Drama I
15.151	Economics IT	59.001	Russian IZ
27.041	Geography IA	59.111	Russian I
50.111	English	62.111	History and Philosophy of Science IA
50.121	English IT	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
53.121	Sociology IT		
54.111	Political Science I		
56.111	French		

* 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 12.

DESCRIPTIONS OF SUBJECTS

PSYCHOLOGY

One-session half-elective courses (21 hours) to replace 26.121 Psychology. Any two of these will equal one General Studies elective and are not available to students who have successfully completed 26.121 Psychology.

26.1211 Man: Animal, Machine or Person?—Half Elective

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.

TEXTBOOK

Coopersmith, S., ed. *Frontiers of Psychological Research*. Freeman, 1966.

26.1212 Control of Human Behaviour—Half Elective

This elective will examine the emerging technology of behaviour based on conditioning principles with particular mention of the work of B. F. Skinner.

Topics to be considered are: the behaviourist approach to predicting human behaviour; operant conditioning; reinforcement contingencies; applications of techniques of control: behaviour therapy, aversion therapy, token economies.

TEXTBOOKS

Meyer, V., and Chessier, E. *Behavior Therapy in Clinical Psychiatry*. Penguin, 1970.

Wenrich, W. W. *A Primer of Behavior Modification*. Brooks/Cole, 1970.

REFERENCE

Ulrich, R., Stachnik, T., and Mabry, J., eds. *Control of Human Behavior*. Scott, Foresman, 1966.

26.1213 Race and Prejudice—Half Elective

This elective considers the biological concept of race and its psychological implications.

Arguments purporting to demonstrate innate racial differences in intelligence are presented and critically examined. The origins and functions of ethnic group prejudice are examined and research into ethnocentric attitudes, stereotyped perception of other groups and the sociological consequences of ethnic prejudice are studied.

TEXTBOOKS

- Eysenck, H. J. *Race, Intelligence and Education*. Pitman, 1971.
 Goldschmid, M. *Black Americans and White Racism*. Holt, Rinehart and Winston, 1970.

REFERENCES

- Allport, G. W. *The Nature of Prejudice*. Addison-Wesley, Cambridge, 1954.
 Bodmer, W., and Cavilli-Sforza, L. *Intelligence and Race*. *Scientific American*, 1970.
 Deutsch, M., Katz, I., and Jensen, A. *Social Class, Race and Psychological Development*. Holt, Rinehart and Winston, 1967.
 Rosenthal, R., and Jacobson, L. F. "Teacher expectation for the disadvantaged". *Scientific American*, April, 1968.
 Wertheimer, M., ed. *Confrontation*. Scott, Foresman, 1970.

26.1214 Love and Aggression—Half Elective

This elective attempts to define the concepts "love" and "aggression" within the context of recent psychological theories and research findings.

In particular, the works of Harlow and Bowlby on affectional systems in infants, maternal behaviour and adult sexuality are considered in the light of Freudian theory regarding psychosexual development.

Aggression, violence and hostility are considered from both the biological and social psychological perspectives.

TEXTBOOKS

- Bowlby, J. *Attachment*. Penguin, 1971.
 Maple, T., and Matheson, D., eds. *Aggression, Hostility and Violence: Nature or Nurture?* Holt, Rinehart and Winston, 1973.

REFERENCES

- Ardrey, R. *The Territorial Imperative*. Fontana, 1967.
 Bowlby, J. *Child Care and the Growth of Love*. Penguin, 1965.
 Freud, S. *Three Essays on the Theory of Sex*. Hogarth, London, 1970.
 Harlow, H. *Learning to Love*. Albion, San Francisco, 1971.
 Money, J., and Ehrhardt, A. A. *Man and Woman: Boy and Girl*. Johns Hopkins U.P., 1972.
 Montague, A., ed. *Man and Aggression*. Oxford U.P., 1968.
 Storr, A. *Human Aggression*. Penguin, 1970.

26.1215 Social Aspects of Human Development—Half Elective

This elective will examine the current psychological theories of

development in childhood and adolescence from the point of view of cross-cultural studies of child-rearing practices and personality development.

The principal cultural factors in development of intellectual skills, personality and attitudes will be discussed in terms of how they interact with the more biological aspects of development.

TEXTBOOK

Maier, H. W. *Three Theories of Child Development*. Harper & Row, 1969.

REFERENCE

Lidz, T. *The Person*. Basic Books, N.Y., 1968.

26.123 Human Communication—Advanced Elective

Prerequisite: 26.121 Psychology or 26.531 Sociology

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.

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., and Esterson, E. *Sanity, Madness and the Family*. Penguin, 1970.

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—Advanced Elective

Prerequisite: 26.121 Psychology

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.

ECONOMICS

26.151 Economics

This is an introductory course designed to acquaint students with elementary techniques of economic analysis sufficient to understand the major influences affecting the overall economic performance and the particular industries in which they may find employment. The lectures of the first session deal with "macro-economics", i.e., the study of general economic forces affecting the economy as a whole. Questions such as the determinants of the level of national income, the volume of employment and causes and consequences of variations in the money supply are treated. The second session's work consists of the study of "micro-economics", i.e., the economics of the parts of the economy such as the firm and the industry, and will deal with matters such as the determination of prices in different types of market, the economic aspects of individual behaviour, and factors affecting wage rates. The economics of international trade and payments will also be covered. Where appropriate, references will be made to the Australian economy.

TEXTBOOKS

- Hancock, K., Hughes, B., and 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

- Cameron, B. *Australia's Economic Policies*. Cheshire, 1971.
- Chalmers, J. A., and Leonard, F. H. *Economic Principles*. Macmillan, 1971.
- Ford, A. G. *Income, Spending and the Price Level*. Collins, 1971.
- Harbury, C. D. *An Introduction to Economic Behaviour*. Collins, 1971.
- Harvey, J., and Johnson, M. *An Introduction to Macro-Economics*. Macmillan, 1971.
- Noble, C. E., and Nottle, R. W. *Case Studies in Australian Economic Policy*. Cheshire, 1971.
- Perkins, J. O. N. *Australia in the World Economy*. Sun Books.

26.152 Economics—Advanced Elective

The objective of this course is to acquaint students with the macro-economic problems that presently confront the Australian economy and with the various types of economic policies that may be brought to bear upon the problems. Issues to be discussed include: Inflation, Commonwealth-State financial relations, the Australian balance of payments, monetary and fiscal policy, prices and incomes policies and exchange rate policy.

There is no one set textbook and students will be encouraged to read widely on each of the topics.

REFERENCE BOOKS

- Arndt, H. W., and Corden, W. M., eds. *The Australian Economy: A Volume of Readings*. Cheshire, Melbourne, 1963.
- Arndt, H. W., and Boxer, A. H., eds.: *The Australian Economy: A Second Volume of Readings*. Cheshire, Melbourne, 1972.
- Ball, R. J., and Doyle, P., eds. *Inflation: Selected Readings*. Penguin, 1969.
- Boxer, A. H., ed. *Aspects of the Australian Economy*, 2nd ed. M.U.P., Melbourne, 1969.
- Burton, J. *Wage Inflation*. The Macmillan Press Ltd., London, 1972.
- Cameron, B. *Federal Economic Policy*. Cheshire, Melbourne, 1972.
- Cameron, B. *Australia's Economic Policies*. Cheshire, Melbourne, 1972.
- Cameron, B. *The Elements of Economic Policy*. Hodder & Stoughton (Aust.), Sydney, 1972.
- Dixon, J., ed. *The Public Sector*. Penguin Books, Melbourne, 1971.
- Maxwell, J. A. *Commonwealth-State Financial Relations in Australia*. M.U.P., Melbourne, 1967.
- May, R. J. *Federalism and Fiscal Adjustment*. Clarendon, 1969.
- McFarlane, B. *Economic Policy in Australia—The Case for Reform*. Cheshire, Melbourne, 1968.
- Neville, J. W. *Fiscal Policy in Australia: Theory and Practice*. Cheshire, Melbourne, 1970.
- Neville, J. W., and Stammer, D. W., eds. *Inflation and Unemployment*. Penguin, 1972.

- Noble, C. E., and Nottle, R. W. *Case Studies in Australian Economic Policy*. Cheshire, Melbourne, 1972.
- Perkins, J. O. N. *Macro-Economic Policy in Australia*. M.U.P., Melbourne, 1971.
- Perkins, J. O. N. *Billion Dollar Questions: Economic Issues in Australia*. Sun Books, Melbourne, 1972.
- Runcie, N. R., ed. *Australian Monetary and Fiscal Policy*. Hodder & Stoughton, 1971.
- Treyvaud, E. R. *Impacts on the Australian Economy 1971-72*, Vol. 5. Patoline, Sydney, 1972. See also volumes 1-4, for earlier years.

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

Prerequisite: 26.151 Economics

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. Intending students must make written application to the Senior Lecturer (Mr P. K. Lomas).

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.
- Robie, E. H., ed. *The Economics of the Mineral Industries*. 2nd ed. American Institute of Mining, Metallurgical and Petroleum Engineers. N.Y., 1964.

THE ARTS AND CRAFTS

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.

MUSIC

26.301 Music

Technical knowledge of music is not a prerequisite for this course. One of its primary objectives is to provide students with some insight into the way music has functioned as a mirror of society and as part of social behaviour. The place of music in magic, religion and the ceremonial of kingship becomes a brief study embracing European, African and Asian cultures. This is followed by an account of music's place in drama ranging from the theatre of Shakespeare's time to present-day films and television, a look at the social and musical parallels of opera before the French Revolution, and then by an examination of changes of musical concepts associated with pop, etc.

A second part of the course pays more attention to the way music

is put together, though it still retains an emphasis on social backgrounds. Among the topics touched on in this part of the course are: types of tribal melody from which most of our varieties of tune have sprung, the fundamental principles of improvisation that have held good from the fifteenth century *basse danse* to present-day jazz, and new resources in music such as electronic music.

The third and final section gives a social background to the formal and traditional kinds of music cultivated in non-European countries of primarily European population, such as Australia and the United States. It includes a discussion of traditional Australian songs and of some attempts to find an Australian idiom in music as well as touching on aspects of the interaction now taking place between Eastern and Western music. Examples of music chosen to illustrate the course are of a very wide scope. Tutorials provide an opportunity for further listening as well as discussion.

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

- Grout, D. J. *A History of Western Music*. Norton, N.Y., 1960.
 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*. McGraw-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, N.Y., 1962.
 Dart, T. *The Interpretation of Music*. Hutchinson, London, 1960.
 Grout, D. J. *A Short History of Opera*. Columbia University, N.Y., 1965.

Kerman, J. *Opera as Drama*. Vintage, N.Y., 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, N.Y., 1959.

ENGLISH

26.501 English Language and Literature

An alternative title for this course might well be "The Medium and the Message". The literature component involves some twentieth-century writers who have found in a literary form (play, novel or short story) the means for expressing their commentaries on topics of relevant social significance. The texts chosen reveal their views on such matters as marriage, the rat-race, social status, the generation gap, the problems of ageing and adjustment, moral attitudes, opting-out, individual responsibility, the end's justification of the means, political assassination, make love not war, racial prejudice, the colour bar (is black beautiful?), and the search for identity.

The language component probes the methods used by writers when their purpose is simply to inform, or more subtly to persuade, or affectively to stimulate the imagination of readers while giving rein to their own.

TEXTBOOKS

DRAMA (Session 1)

Albee, E. *Who's Afraid of Virginia Woolf*. Penguin.

Bolt, R. *A Man for All Seasons*. Heinemann.

Brecht, B. *The Life of Galileo*. Methuen.

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.

NOVELS AND SHORT STORIES (Session 2)

Camus, A. *The Outsider*. Penguin.

Bellow, S. *The Victim*. Penguin.

Greene, G. *The Comedians*. Penguin.

Hemingway, E. *A Farewell to Arms*. Penguin.

Keneally, T. *The Chant of Jimmy Blacksmith*. Penguin.

Lee, H. *To Kill a Mockingbird*. Penguin.

Malamud, B. *Pictures of Fidelman*. Penguin.

Short Story Masterpieces. Dell.

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—Shorter Literary Forms—Advanced Elective

This course is a study of the shorter forms of literature: novelettes, short plays, short stories, short biographies and lyric poetry. The course involves a high level of student participation.

TEXTBOOKS

Bellow, S. *Seize the Day*. Penguin.

Campbell, D., ed. *Modern Australian Poetry*. Sun Poetry Series.

Camus, A. *The Fall*. Penguin.

Cocteau, J. *Les Enfants Terribles*. 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.

Orwell, G. *Animal Farm*. Penguin.

Salinger, J. D. *Raise High the Roof Beam, Carpenters*. Penguin.

Steinbeck, J. *Of Mice and Men*. Cannery Row. Penguin.

Strachey, L. *Eminent Victorians* (Dr. Arnold; 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

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.

Kafka, F. *The Trial*. Penguin.

Sartre, J.-P. *The Age of Reason*.

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.

26.553 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 Senior Lecturer (Mr D. R. Burns).

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.
 Moorehouse, F. *The Americans, Baby.* A. & R.
 Porter, H. *The Watcher on the Cast-iron Balcony.* Faber.
 Stow, R. *The Merry-Go-Round in the Sea.* 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.

HISTORY**26.511 The World in the Twentieth Century**

Several parallel courses are offered under this heading in which slightly different aspects are emphasised. All courses, however, begin with a review of the relatively settled, European-centred world of the late nineteenth century and move on to the main features of the twentieth century such as the effects of global war, revolution, the

decline of imperialism, the Cold War, problems of race, cultural and social developments and experiments in regional and international co-operation. Basic themes, including nationalism and communism in theory and practice, are dealt with as tutorial subjects.

TEXTBOOKS

- Barracclough, 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., and Morpurgo, J. E. *A History of the United States*. Vol. II. Penguin.
 Segal, R. *The Race War*. Penguin, 1967 or later ed.
 Snyder, L. L. ed. *Fifty Major Documents of the Twentieth Century*. Van Nostrand.
 Taylor, A. J. P. *From Sarajevo to Potsdam*. Thames & 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., and 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 and Winston.
- Seaburg, P., and 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, Conscriptation, 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., and 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., and 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. A knowledge of classical Greek is not necessary.

TEXTBOOKS

Craster, J. N., ed. *Athenian Democracy*. Holt, Rinehart and Winston, N.Y. (European Problem Studies), 1967.

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 Iliad or The Odyssey*. Penguin Classics.

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

REFERENCE BOOKS

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

Boardman, J. *Greek Art*. Thames & Hudson, 1970.

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.

Plato. *The Republic*. Penguin.

Thucydides. *The Peloponnesian War*. Penguin.

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

26.515 Social and Political Change in the Pacific Islands— Advanced Elective

Prerequisite: 26.511 The World in the Twentieth Century

Beginning with an outline of the controversy surrounding the origins of the Pacific Islanders, and the structure of traditional society, the course will examine significant social and political themes of the nineteenth and twentieth centuries including: the impact of Western religious and economic interests, great power imperialism, self-determination and the remnants of colonialism, the social and economic effects of tourism, and the survival of traditional values. The course will proceed by lectures and seminars, and assessment will be based on essays and seminar papers.

TEXTBOOKS

Oliver, D. *The Pacific Islands*. Doubleday, Anchor Books.

Suggs, R. *The Island Civilizations of Polynesia*. Mentor.

REFERENCE BOOKS

Beaglehole, J. C. *The Exploration of the Pacific*. A. & C. Black, 1966.

*Davidson, J. W. *Samoa Mo Samoa*. Oxford.

- Derrick, R. A. *A History of Fiji*. Suva Government Printing, 1950.
- *Hastings, P., et al. *Papua-New Guinea: Prospero's Other Island*. A. & R. Koskinen, A. *Missionary Influence as a Political Factor in the Pacific Islands*. Finnish Academy of Science.
- Kuykendall, R. *Hawaii: A History from Polynesian Kingdom to American State*. Prentice-Hall, 1961.
- Langdon, R. *Tahiti: Island of Love*. Pacific Publications.
- Masterman, S. *The Origins of International Rivalry in Samoa*. Allen & Unwin, 1934.
- *Morrell, W. P. *Britain in the Pacific Islands*. Oxford, 1960.
- Rutherford, N. *Shirley Baker and the King of Tonga*. Oxford, 1960.
- *Scarr, D. *Fragments of Empire*. A.N.U., 1967.
- *Shineberg, D. *They Came for Sandalwood*. M.U.P., 1967.
- West, F. *Political Advancement in the South Pacific*. Oxford, 1961.
- Young, J. M. R. *Australia's Pacific Frontier*. Cassell, 1967.
- * *Strongly recommended.*

26.516 Modern Societies and Theories of Social Change— Advanced Elective

Prerequisite: 26.511 The World in the Twentieth Century

This course will analyse some concepts of society, the nature and direction of change and causal factors of change put forward by social theorists. It will also explore the historical patterns of some modern societies which seem to mirror these changes in action. The course will be presented through seminar round-table discussion. Assessment will be based on essays and seminar papers. Topics to be considered will be chosen by the students from the following selection:

(1) *Laissez-faire Capitalism*. This will include the writings of Charles Darwin, Social Darwinism and its inter-relationship with big business in the U.S.A.

(2) *Communist Revolution*. Karl Marx, Lenin and their impact on Russia and China.

(3) *Totalitarianism*. Pareto's theories in relation to Fascist Italy and Nazi Germany.

(4) *Civilisation in Flux*. Toynbee's emphasis on the meeting ground of different civilisations.

(5) *Planned Living in the Post-war World*. Mannheim's insistence on planning related to both communist and democratic states, particularly the relationship between the state and the individual.

(6) *Crisis of Change*. Sorokin's analysis of the modern world in crisis. Does crisis in fact exist?

(7) *Towards the Twenty-first Century*. An appraisal of future problems and answers as seen by contemporary writers like Marcuse, Reich and Toffler.

TEXTBOOKS

Barracrough, G. *An Introduction to Contemporary History*. Pelican, 1967.
 King-Hele, D. *The End of the Twentieth Century?* Macmillan, 1970.

REFERENCE BOOKS

Carr, E. H. *What is History?* Pelican, 1964.
 Heilbroner, R. L. *The Future as History*. Harper & Row, 1960.
 Moore, W. E. *Social Change*. Prentice-Hall, 1963.
 de Vries, E. *Man in Rapid Social Change*. Garden City, 1961.

PHILOSOPHY

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—Advanced Elective

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—Advanced Elective

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.

Pospesel, 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.

SOCIOLOGY

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.

26.532 Alienation

This course will consist of a study of the condition of alienation in Western society viewed from a variety of perspectives, namely psychological, sociological and political. The treatment of alienation will proceed along three main lines: alienation from self, others and society. The detailed topics are:

(1) *Alienation from self*. Self-perception and self-awareness: the contributions of Freud, Rogers and Laing, and Marcuse. Is the "mentally ill" patient alienated from self? The relationship between schizophrenic and psychedelic experiences. Changing self-awareness: hypnosis, mind-expanding drugs, psychotherapy.

(2) *Alienation from others*. Modes of interpersonal interaction: the contributions of Laing. Analysis of family interactions, with special mention of families of schizophrenics. Intensification of interpersonal relationships: encounter groups.

(3) *Alienation from society*. Methods of adapting to social norms: alienation, conformity, rebellion. The alternative society, protest movements; Black Power and Women's Liberation movements. Society reactions to protest: the Kent State University and Attica riots. Some attempts to define Utopian societies, e.g., B. F. Skinner's Walden Two. Methods used by societies to induce conformity: prisons, psychiatric hospitals.

REFERENCE BOOKS

- Berke, J., ed. *Counterculture: The Creation of an Alternative Society*. Owen, 1970.
 Boyers, R., and Orrill, R. *Laing and Anti-Psychiatry*. Penguin, 1972.
 Cooper, D. *The Dialectics of Liberation*. Penguin, 1971.
 Esterson, A. *The Leaves of Spring*. Penguin, 1971.
 Laing, R. D. *The Politics of Experience and The Bird of Paradise*. Penguin, 1967.

- Laing, R. D. *The Politics of the Family and Other Essays*. Tavistock, 1970.
- Laing, R. D., and Esterson, A. *Sanity, Madness and the Family*. Penguin, 1970.
- Marcuse, H. *One Dimensional Man*. Routledge & Kegan Paul, 1964.
- Siroka, R. W., Siroka, E. K., and Schloss, G. A. *Sensitivity Training and Group Encounter*. Grosset & Dunlap, 1971.

26.533 Man and Woman

An interdisciplinary course on the socio-political relationships between the sexes, viewed from historical, sociological, psychological and political perspectives.

Topics to be considered are:

(1) *The historical perspective*. An overview of the legal and social status of women in recent history. The history of marriage and the family. Women's reform movements, e.g., suffragette movement, feminist movement in the United States.

(2) *The psychobiological perspective*. Developmental aspects of sex differences, sex-linked traits; masculinity-femininity as a dimension. Psychoanalytic theories of sexual differentiation. Critics of the Freudian view: Greer, Koedt, Masters and Johnson, Millett. Determinants of sex differences in abilities. Homosexuality.

(3) *Sex roles: sociological and educational aspects*. Sex role identification and socialisation; children's expectations concerning sex roles; sex role stereotyping in education and literature; differences in education for the sexes; teacher expectations; women in educational institutions.

(4) *A survey of Women's Liberation ideologies*.

TEXTBOOKS

- Glazer-Malbin, N., and Waehrer, H. J. *Woman in a Man-Made World*. Rand McNally & Co., 1972.
- Millett, K. *Sexual Politics*. Doubleday, 1970.

REFERENCE BOOKS

- Figes, E. *Patriarchal Attitudes*. Panther, 1970.
- Firestone, S. *The Dialectics of Sex*. Cape, 1971.
- Friedan, B. *The Feminine Mystique*. Penguin, 1963.
- Greer, G. *The Female Eunuch*. Paladin, 1970.
- Oakley, A. *Sex, Gender and Society*. Sun, 1972.

POLITICAL SCIENCE

26.541 Introduction to Politics and Government

The course is primarily concerned with Australian government, although some general topics are touched upon; these include the

concepts of "democracy", "power", "influence" and "legitimacy". The political systems of Britain and the United States are also referred to for comparative purposes.

Institutional aspects of Australian government, such as Parliament, the role of the Prime Minister, and Federal-State relations are examined. The course also deals with political parties, pressure groups, trade unions, the press, voting behaviour, and "private politics"—for example, politics within the Australian medical profession.

TEXTBOOK

Mayer, H., and Nelson, H., eds. *Australian Politics: A Third Reader*. Cheshire, 1973.

REFERENCE BOOKS

Atkins, R., and Graycar, A. *Governing Australia*. Wiley, 1972.

Australian Institute of Political Science, *Who Runs Australia?* A. & R., 1972.

Ball, A. R. *Modern Politics and Government*. Macmillan, 1971.

Crisp, C. F. *Australian National Government*. Longman, 1970.

Dahl, R. A. *Modern Political Analysis*. Prentice-Hall, 1970.

Hughes, C., ed. *Readings in Australian Government*. Univ. of Qld. Press, 1968.

Jupp, J. *Australian Party Politics*. 2nd ed. Melb. Univ. Press, 1968.

Mackenzie, W. *The Study of Political Science Today*. Macmillan, 1971.

Mayer, H. *Labor to Power*. A. & R., 1973.

Miller, J. D. B. *The Nature of Politics*. Penguin, 1965.

Overacker, L. *Australian Parties in a Changing Society*. Cheshire, 1968.

Rowe, E. *Modern Politics*. Routledge & Kegan Paul, 1969.

26.542 International Conflict and Control—Advanced Elective

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.

26.544 History and Politics of Southeast Asia—Advanced Elective

Prerequisites: 26.511 The World in the Twentieth Century

26.541 Introduction to Politics and Government

The course will deal with the five states which comprise the Association of Southeast Asian Nations (ASEAN) which was formed in 1967. These states are Thailand, Malaysia, Singapore, Indonesia and the Philippines. The emphasis will be given to the impact of British, Dutch, Spanish, American and Japanese imperialism in the region, and on the varieties of nationalist response. Thailand will be examined as a case study of a state which escaped colonialism. The course will also analyse the political systems of the five states against the background of their social and economic systems. Attention will be given to the foreign policies of the ASEAN states, and to attempts to promote regional co-operation.

TEXTBOOK

Tilman, R. O., ed. *Man, State and Society in Southeast Asia*. Praeger, N.Y., 1969.

REFERENCE BOOKS

- Bastin, H. S., and Benda, H. J. *A History of Modern Southeast Asia: Colonialism, Nationalism and Decolonisation*. Prentice-Hall, 1968.
- Coedes, G. *The Making of Southeast Asia*. University of California Press, 1966.
- Heine-Geldern, R. *Conceptions of State and Kingship in Southeast Asia*. Ithaca, Cornell University Southeast Asia Program, 1956.
- Steinberg, D. J., ed. *In Search of Southeast Asia*. Praeger, N.Y., 1971.

DRAMA

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.
 Halliwell, D. *Little Malcolm and His Struggle Against the Eunuchs*. Faber, 1971.
 Ibsen, H. *Ghosts and Other Plays*. Penguin, 1967.
 Ionesco, E. *Plays*. Penguin, 1966.
 O'Neill, E. *Emperor Jones*. Penguin, 1968.
 Seymour, A., Steward, D., & Porter, H. *Three Australian Plays*. Penguin.
 Shakespeare, W. *Hamlet*. Signet, 1967.
 Sophocles. *Theban Plays*. Penguin, 1966.
 Williams, T. *A Streetcar Named Desire*. Penguin, 1968.

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—Advanced Elective

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.

TEXTBOOKS

- Anon. *The Three Cuckolds*. Doubleday Anchor, 1968.
 Aristophanes. *Lysistrata*. Faber, 1962.
 Beckett, S. *End Game*. Faber, 1969.
 Chekhov, A. *Harmfulness of Tobacco*. (Text supplied.)
 Feydeau, G. *Hotel Paradiso*. Heinemann, 1969.
 Hazelwood, C. H. *Lady Audley's Secret*. (Text supplied.)
 Miller, A. *The Crucible*. Penguin, 1959.
 Sartre, J. P. *No Exit*. Penguin, 1969.
 Shakespeare, W. *Measure for Measure*. Signet, 1970.

- Shaw, G. B. *Major Barbara*. Penguin, 1966.
 Sophocles. *The Theban Plays*. Penguin, 1966.
 Wilde, O. *The Importance of Being Earnest*. Penguin.

REFERENCE BOOK

- Bentley, E. *The Life of the Drama*. Methuen, 1970.

COSMOLOGY

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, N.Y., 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.
 Sciamia, D. W. *The Unity of the Universe*. Faber & Faber, 1959.
 Whitrow, G. J. *The Natural Philosophy of Time*. Nelson, 1961.

HISTORY AND PHILOSOPHY OF SCIENCE

26.623 Philosophy of Science

The present course will be concerned with general problems such as the nature of some of the common forms of argument (e.g., analogical, deductive, hypothetical, inductive, intuitive) employed in science, and with questions of what is meant by "scientific knowledge", how it is arrived at, on what grounds it is held, and how it changes. With the aid of some historical case studies, consideration will also be given to the way science explains empirical "facts" with the aid of models and analogies and "laws" of nature; to the kind of understanding its explanations can give us and the confidence with which we may believe its predictions; and to the tools and ideas of science—the structure and nature of its theories, the status of its principles and concepts, and the dynamics of its development and change.

TEXTBOOKS

- Kuhn, T. S. *The Structure of Scientific Revolutions*. 2nd ed. Chicago U.P.
 Losee, J. *A Historical Introduction to the Philosophy of Science*.
 Medawar, P. B. *Induction and Intuition in Scientific Thought*. Methuen.
 Theobald, D. W. *Philosophy of Science*. Methuen.

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.
 Whitehead, A. N. *Science and the Modern World*. Mentor.

26.624 Technology and Society Since 1750

The development of technology in the last two hundred years has probably been the most important factor determining the economic and social circumstances of contemporary Western society. Yet the social role of technology and the technologist in our community is often not sufficiently appreciated. An adequate understanding of modern society and its problems requires some knowledge of the inter-relations between technology and society and the profound consequences that technological innovation can have. The course deals with these issues in historical perspective and discusses the chief developments in technology from the Industrial Revolution of the eighteenth century to the present day in their social and economic context.

INTRODUCTORY READING

Buchanan, R. A. *Technology and Social Progress*. Pergamon.

TEXTBOOKS

No suitable textbook is available. Reading lists and other material will be issued during the course.

REFERENCE BOOKS

- Armstrong, W. H. G. *A Social History of Engineering*. Faber.
 Ashton, T. S. *The Industrial Revolution*. Oxford U.P.
 Cardwell, D. S. L. *Steam Power in the Eighteenth Century*. Sheed and Ward.
 Diderot, D. *Pictorial Encyclopaedia of Trades and Industry* (ed. Gillispie), 2 vols. Dover.
 Kranzberg, M., and Pursell, C. W. *Technology in Western Civilization*. 2 vols. Oxford U.P.
 Landes, D. S. *The Unbound Prometheus*. Cambridge U.P.
 Soucek, L. *The Story of Communications*. Mills and Boon, London.
 Stearnes, P. N. *European Society in Upheaval*. Macmillan.
 Straub, H. *A History of Civil Engineering*. Leonard Hill.

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.

26.627 Quantitative Theories in the Social Sciences— Advanced Elective

This elective traces the recent development of mathematical models in the social sciences and considers the implications of this development for the definition of the field of applied mathematics and the training of social scientists.

Selected topics in the fields of psychology, economics, political science and linguistics will be treated in some depth to illustrate the use of mathematical models in the social sciences and to raise special problems related to model fitting. Topics to be discussed include automata theory, risk and decision-making, game theory with applications to international conflict and stochastic models for learning.

TEXTBOOK

Lee, W. *Decision Theory and Human Behavior*. Wiley, N.Y., 1971.

REFERENCE BOOKS

Coombs, C. H., Dawes, R., and Tversky, A. *Mathematical Psychology*. Prentice-Hall, 1970.

Lindgren, B. W. *Elements of Decision Theory*. Macmillan, 1971.

Rapoport, A. *Two-Person Game Theory*. University of Michigan Press, Ann Arbor, 1966.

Slagle, J. R. *Artificial Intelligence: The Heuristic Programming Approach*. McGraw-Hill, 1971.

THE GERMAN HERITAGE

26.641 The German Heritage

This course examines the major trends in German cultural history since the early nineteenth century. Particular attention will be paid to the following:

- the transition from Classicism to Romanticism in literature and music;
- Idealist philosophy and its offshoots;
- decadence and German Expressionism.

No knowledge of the German language is presumed, but students should have some understanding of European history since the French Revolution.

TEXTBOOKS

Brecht, B. *Parables for the Theatre*. Penguin, 1971.

Freud, S. *Civilization and Its Discontents*. Hogarth, 1969.

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.

Meinecke, F. *The German Catastrophe*. Beacon, Boston, 1968.

- Nietzsche, F. *Twilight of the Idols and The Antichrist*. Penguin, 1969.
 Sokel, W. *An Anthology of German Expressionist Drama*. Doubleday, N.Y., 1963.
 Weiss, P. *Marat/Sade*. Calder, 1970.
 Willett, J. *Expressionism*. World University Press, London.

JAPANESE STUDIES

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.

REFERENCE BOOKS

- Moore, C. A. *The Japanese Mind*. U. of Hawaii Press, 1967.
 Nakajima, B. *The Japanese Etiquette*. Toppan Printing Co., Tokyo, 1965.
 Nakane, C. *Japanese Society*. Weidenfeld & Nicolson, London, 1970.
 Storry, R. *History of Modern Japan*. Pelican, 1960.
 Suzuki, D. *Zen and Japanese Buddhism*. Toppan Printing Co., Tokyo, 1965.

THE ENVIRONMENT

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 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.

READING LIST

- Bates, M. *The Forest and the Sea*. New American Library, 1961.
 Carson, R. L. *The Silent Spring*. Hamish Hamilton, 1963.
 Ehrlich, P. R. and A. H. *Population, Resources, Environment*. W. H. Freeman, San Francisco, 1970.
 Ehrlich, P. R. and A. H., and Holdren, J. P. *Human Ecology*. W. H. Freeman, San Francisco, 1970.
 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.
 Jacobs, J. *The Economy of Cities*. Jonathon Cape, 1970.
 McHarg, I. *Design with Nature*. Natural History Press, 1969.
 Parker, R. S., and Troy, P. N. *Politics of Urban Growth*. A.N.U. Press, Canberra, 1972.
 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

- Blainey, G. *The Tyranny of Distance*. Sun Books, 1966.
 Hall, P. *The World Cities*. World University Library, 1966.
 Stretton, H. *Ideas for Australian Cities*. Published by the author. Adelaide, 1970.

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.
- Ward, B. *Only One Earth*. Norton, N.Y., 1972.
- Weisz, P., ed. *The Contemporary Scene*. McGraw-Hill, N.Y., 1970.

HISTORY OF ARCHITECTURE AND FINE ARTS

26.801 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.

TEXTBOOK

- Chipp, H. B. *Theories of Modern Art: a Source Book by Artists and Critics*. University of California Press, 1970.

REFERENCE BOOKS

- Apollinaire, G. *The Cubist Painters*. 2nd ed. Documents of Modern Art. Geo. Wittenborn, Inc., N.Y., 1962.
- Arnason, H. H. *A History of Modern Art: Painting, Sculpture, Architecture*. Thames & Hudson, London, 1969.
- Burnham, J. *Beyond Modern Sculpture*. Penguin, London, 1968.
- Ernst, M. *Beyond Painting*. Documents of Modern Art, Geo. Wittenborn, Inc., N.Y., 1948.
- Giedion-Welcker, C. *Contemporary Sculpture*. Geo. Wittenborn, N.Y., 1961.
- Golding, J. *Cubism, A History and an Analysis 1907-1914*. Faber & Faber Ltd., London, 1968.
- Haftmann, W. *Painting in the Twentieth Century* (vols. 1 and 2) (rev. ed.). Lund Humphries, London, 1965.
- Kandinsky, W. *Concerning the Spiritual in Art*. Documents of Modern Art. Geo. Wittenborn, Inc., N.Y., 1966.
- Lucie-Smith, E. *Movements in Art Since 1954*. Thames & Hudson, London, 1969.
- Martin, M. W. *Futurist Art and Theory*. Oxford, 1968.
- Pool, Phoebe. *Impressionism*. Thames & Hudson, London, 1967.
- Popper, F. *Kinetic Art*. Studio Vista, London, 1969.
- Read, H. *A Concise History of Modern Sculpture*. Thames & Hudson, London, 1964.
- Rewald, J. *The History of Impressionism*. 2nd ed., N.Y., 1946.
- Rewald, J. *Post-Impressionism from Van Gogh to Gauguin*. 2nd ed., N.Y., 1962.
- Rosenblum, R. *Cubism and Twentieth Century Art*. Thames & Hudson, London, 1960.
- Waddington, C. H. *Behind Appearance*. Edinburgh U.P., 1969.

26.802 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.

26.803 History of Fine Arts—Advanced Elective

This is a new and exploratory course designed to deepen and extend knowledge gained in the first elective. In place of a formal lecture programme, students will attend a weekly 1½-hour seminar in two of the one-session options listed below. The number of options presented in any year will depend on availability of staff and the numbers of students enrolled.

The range of options for 1974 (of which at least two, but not necessarily all, will be conducted) are:

(A) Expressionism in Modern Art:

An examination of some aesthetic theories on expressionism, a brief consideration of expressionism in European art prior to the twentieth century, and an emphasis on purportedly expressionistic movements and individual artists in the twentieth century. (This course will definitely be given in 1974. The other courses nominated for the first session are dependent upon staffing arrangements.)

- Ashton, D. *The Life and Times of the New York School*. Adams and Dart, London, 1972.
- Chipp, H. B. *Theories of Modern Art: A Source Book by Artists and Critics*. Uni. of Calif., 1969.
- Gombrich, E. H. *Art and Illusion; a study in the Psychology of Pictorial Representation* (3rd ed.). Phaidon, London, 1968.
- Greenberg, C. *Art and Culture*. Beacon Press, Boston, 1961.
- Muller, J. E. *Fauvism*. Thames and Hudson, London, 1967.
- Myer, B. S. *The German Expressionists*. Praeger Press, N.Y., 1957.
- Rosenberg, H. *The Tradition of the New*. Thames and Hudson, London, 1962.
- Sandler, I. *Abstract Expressionism*. Pall Mall, London, 1970.
- Tormey, A. *The Concept of Expression: A Study of Philosophical Psychology and Aesthetics*. Princeton U.P., Princeton, N.J., 1971.
- Wolheim, R. *Art and Its Objects*. Penguin.
- Worringer, W. *Abstraction and Empathy*. Routledge and Kegan Paul, London, 1948.

(B) The Similarities and Differences of Australian Impressionism and the Parent Style:

The aim of this course is primarily the examination of art objects which, after all, constitutes an important facet of the visual art learning process. A theoretical re-examination of aesthetic, philosophical and scientific framework in which Impressionism was nurtured, an enquiry into the origins of Australian Impressionism

and its subsequent development, and a critical appraisal of some works held in the Art Gallery of New South Wales and other publicly available works, will be undertaken.

Croll, R. H., ed. *Smyke to Bulldog, Letters from Sir Arthur Streeton to Tom Roberts*. Ure Smith, Sydney, 1946.

Finmore, B. *Australian Impressionists*. Longmans, Melbourne, 1968.

Hughes, R. *The Art of Australia*. Penguin, 1970.

Lindsay, Sir L. A. Conrad Martens. *The Man and His Art* (rev. ed.). A. & R., Sydney, 1968.

McCulloch, A. *The Golden Age of Australian Painting. Impressionism and The Heidelberg School*. Lansdowne, Melbourne, 1969.

Nochlin, L. *Impressionism and Post-Impressionism, 1874-1904, Sources and Documents*. Prentice-Hall, N.J., 1966.

Pool, P. *Impressionism*. Thames and Hudson, London, 1967.

Rewald, J. *The History of Impressionism* (2nd ed.). Museum of Modern Art, N.Y., 1946.

Smith, B., ed. *A Catalogue of Australian Oil Paintings in the National Art Gallery of New South Wales 1875-1952*. National Art Gallery of New South Wales, Sydney.

Smith, B. *Australian Painting 1788-1970*. O.U.P., Melbourne, 1971.

(C) *World War One Art:*

This will be an attempt to consider the links between the various art movements in Europe—particularly between Italy, Russia and Germany—during the First World War and to consider their legacy on European art from the twenties to the present day.

Berger, J. *Art and Revolution*. Weidenfeld & Nicolson (and Pelican), London, 1969.

Gray, C. *The Great Experiment: Russian Art 1862-1922*. Thames and Hudson, London, 1962.

Lippard, L. *Dadas on Art*. Prentice-Hall, Englewood Cliffs, 1971.

Martin, M. W. *Futurist Art and Theory, 1909-1915*. Clarendon, Oxford, 1968.

Motherwell, R. *The Dada Painters and Poets*. Wittenborn, N.Y., 1951.

Rickey, G. *Constructivism. Origins and Evolution*. Braziller, N.Y., and Studio Vista, London, 1967.

(D) *Science and Art:*

An examination of the influence of science and technology on art in the twentieth century, including plastics, kinetics, computer art, celluloid and art, cybernetics and art, etc.

Bentham, J. *Science and Technology in Art To-day*. Thames and Hudson, London, 1972.

Burnham, J. *Beyond Modern Sculpture*. Braziller, N.Y., 1968.

Hill, A., ed. *Directions in Art, Theory and Aesthetics*. Faber & Faber, London, 1968.

Kepes, G. *The New Landscape in Art and Science*. Theobald, Chicago, 1956.

Popper, F. *Origins and Development of Kinetic Art*. Studio Vista, London, 1968.

Reichardt, J. *The Computer in Art*. Studio Vista, London, and Van Nostrand Reinhold Co., N.Y., 1971.

Scharf, A. *Art and Photography*. Lane Press, London, 1968.

Waddington, C. H. *Behind Appearance*. Edinburgh U.P., 1969.

