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GENERAL STUDIES

1975 HANDBOOK



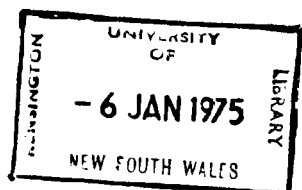
THE UNIVERSITY OF NEW SOUTH WALES

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If you are experiencing difficulties in adjusting to the requirements of the University, you will probably need advice. The best people to talk to for matters relating to progress in studies are your tutors and lecturers. If your problem lies outside this area there are many other people with specialised knowledge and skills who may be able to help you.

continued on inside back cover



CORRECTION

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BOARD OF STUDIES IN GENERAL EDUCATION

1975 HANDBOOK



THE UNIVERSITY OF NEW SOUTH WALES

P.O. Box 1, Kensington, N.S.W. 2033

Phone: 663 0351

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DEPARTMENT OF GENERAL STUDIES

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SENIOR TUTOR

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TUTOR

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Courses are also offered by the following in the subjects given after their names.

R. E. Apperly, MArch Syd., ARAIA (School of Architecture)	History of Architecture
Patricia A. Brown, MA <i>Qld.</i> , DipLib N.S.W. (Vice-Chancellor's Unit)	Music

Associate Professor R. D. Covell, BA *Qld.*
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 PhilosSci *Camb.* (School of History & Philo-
 sophy of Science)

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 (Institute of Languages)

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 (School of History & Philosophy of Science)

H. Ginges, BA *Syd.*

S. Lipscombe

Associate Professor S. J. Prokhovnik,
 BA MSc *Melb.* (School of Mathematics)

Music

Cosmology
 Philosophy of
 Science

Japanese Studies

Technology &
 Science Since 1750

The German
 Heritage

The Arts & Crafts
 Cosmology

FOREWORD

The courses described in this Handbook are those to be offered in 1975. They cover a reasonably wide range and it is hoped that students will find subjects to interest them, but the kinds of courses offered in any one year depend very much on the interests and specializations of staff members and the availability of other specialists both inside and outside the University.

Inevitably, a student's choice of subject is limited by his individual time-table. Last year nearly 7,000 students enrolled in general studies electives, and with such large numbers it is impossible to offer every course several times each day. Thus students will not always be able to enrol in their first choices and should therefore think seriously about second or even third choices. It is hoped that for most people the problem will not arise, but to the unlucky ones we offer our apologies.

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 the 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. 17)

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

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

- 26.1213 Race and Prejudice
- 26.151 Economics
- 26.211 The Arts and Crafts
- 26.301 Music in Drama
- 26.303 Music and Human Behaviour
- 26.304 Voice and Instrument in the Culture of the Renaissance

26.501	Language and Literature
26.502	Understanding English
26.510	Australian Social History
26.511	The World in the Twentieth Century
26.520	Rationality and Critical Thought
26.521	Philosophy
26.531	Sociology
26.532	Alienation
26.533	Man and Woman
26.540	Problems of Underdeveloped Countries
26.541	Introduction to Politics and Government
26.551	Modern Literature
26.553	Creative Writing
26.571	An Introduction to Modern Drama
26.621	Cosmology
26.623	Philosophy of Science
26.624	Technology and Society Since 1750
26.641	The German Heritage
26.681	Man and 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	The Economics of Australia's Natural Resources
26.212	The Arts and Crafts
26.302	Music
26.503	Shorter Literary Forms
26.504	The Literature of Fantasy
26.512	"National Character": Australian Legend and American Dream
26.513	Australia in the Twentieth Century
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
26.525	Philosophy of Music
26.534	The Sociology of Mass Communication
26.542	International Conflict and Control
26.544	History and Politics of Southeast Asia
26.552	Modern Literature
26.554	Creative Writing

26.572	The Forms of Drama
26.573	An Introduction to Cinema
26.622	Cosmology
26.625	Philosophy of Science
26.682	The Environmental Situation
26.683	Environmental Psychology
26.684	Man and Landscape in Australia
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

* 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.

SECOND YEAR		Total Class Hours
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

FOURTH YEAR		
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).

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

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 is a qualifying subject 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.

(v) Medicine

FIRST YEAR	
Two Electives	Total Class Hours 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.

(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
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(b) Building

STAGE 4

One Elective	42
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STAGE 5

One Elective	42
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YEAR 4

One Elective	42
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(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

	STAGE 4	
One Elective		42

	STAGE 5	
One Elective		42

(vii) Surveying

	STAGE 4	
One Elective		42

	STAGE 5	
One Elective		42

	STAGE 6	
Two Electives		84

SUBSTITUTION OF ARTS SUBJECT 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	53.101}	Sociology I
15.101	Economics I	53.102}	
15.151	Economics IT	54.501	Political Science I
15.331	Economic History I		French I
15.502	Industrial Relations I		Drama I
25.111	Geoscience I	59.001	Russian IZ
27.041	Geography IA	59.111	Russian I
50.511	English		History and Philosophy of Science I
51.501	History IA		German I
51.511	History IB		Spanish I
	Philosophy I		

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

* Subject to approval by the Department of General Studies.

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

PSYCHOLOGY

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

Students may not be enrolled in more than two of the half-electives during the year.

26.1211 Man: Animal, Machine or Person—Half Elective

(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 emphasize 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

McMahon, F. ed. *Psychology: Perspectives on the Hybrid Science*. Prentice-Hall, 1972.

26.1212 Control of Human Behaviour—Half Elective

(Dr. Bell)

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. & Chessier, E. *Behavior Therapy in Clinical Psychiatry*. Penguin, 1970.

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

PRINCIPAL REFERENCE BOOK

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

26.1213 Race and Prejudice—Two-Session Elective (Dr. Bell)

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 evaluated.

Detailed consideration is given to the literature from the U.S.A. concerning hypothesized negro-white differences in intelligence and to psychological studies of aboriginal Australians.

TEXTBOOKS

Eysenck, H. J. *Race, Intelligence and Education*. Pitman, 1971.

Kearney, G. E., De Lacey, P. R. & Davidson, G. R. eds. *The Psychology of Aboriginal Australians*. Wiley, 1973.

PRINCIPAL REFERENCE BOOKS

Deutsch, M., Katz, I. & Jensen, A. *Social Class, Race and Psychological Development*. Holt, Rinehart & Winston, 1967.

Goldschmid, M. *Black Americans and White Racism*. Holt, Rinehart & Winston, 1970.

Stevens, F. ed. *Racism: The Australian Experience*. Vols. I & II. Australia and New Zealand Book Co., 1971.

26.1214 Love and Aggression—Half Elective (Dr. Bell)

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

Bandura, A. *Aggression: A Social Learning Analysis*. Prentice-Hall, 1973.

Bowlby, J. *Attachment*. Penguin, 1971.

Maple, T. & Matheson, D. eds. *Aggression, Hostility and Violence: Nature or Nurture?* Holt, Rinehart & Winston, 1973.

PRINCIPAL REFERENCE BOOK

Kaufman, H. *Aggression and Altruism*. Holt, Rinehart & Winston, 1970.

26.1215 Social Aspects of Human Development—Half Elective
(Dr. Masters)

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.

PRINCIPAL REFERENCE BOOK

Lidz, T. *The Person*. Basic Books, 1969.

26.123 Human Communication—Advanced Elective (Dr. Bell)

Prerequisites: 26.121 or 26.531.

Considers psychological aspects of interpersonal communication.

The last ten years have seen a strong reaction against traditional theory and practice in psychiatry and psychotherapy. Allied with this reaction has been the proposal that psychological "maladjustment" be seen in terms of communication—especially communication within families. This course therefore examines a number of issues concerning interpersonal communications—"role-playing", interpersonal "games" and suggestibility will be discussed. Family dynamics and their possible role in the development of "madness" will be studied, especially through the writings of R. D. Laing. Various approaches to understanding psychological distress and to therapy will be considered: Non-directive (Rogers), Phenomenological (Laing) and Behaviouristic.

TEXTBOOKS

- Boyers, R. & Orrill, R. eds. *Laing and Anti-Psychiatry*. Penguin, 1972.
 Laing, R. D. & Esterson, A. *Sanity, Madness and the Family*. Penguin, 1970.
 Lewis, W. C. *Why People Change: The Psychology of Influence*. Holt, Rinehart & Winston, 1972.
 Rogers, C. *Encounter Groups*. Penguin, 1969.

PRINCIPAL REFERENCE BOOKS

- Brown, P. ed. *Radical Psychology*. Tavistock, 1973.
 Swensen, C. H. *Interpersonal Relations*. Scott, Foresman, 1973.

**26.124 Psychological Assumptions in Social Practice—
Advanced Elective****(Dr. Masters)**

Prerequisites: 26.121, or any two of 26.1211, 26.1212, 26.1213, 26.1214, 26.1215.

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 accounts given by practitioners.

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

ECONOMICS**26.151 Economics****(Mr. Lomas)**

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 of the country 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.

Also run as a one-session course (three hours per week) in each session and is numbered 26.158 and 26.159.

TEXTBOOKS

Gill, R. T. *Economics: A Text with Included Readings*. Goodyear Publishing Company, 1973.

Samuelson, P. A., Hancock, K. & Wallace, R. *Economics: An Introductory Analysis*. Aust. ed. McGraw-Hill, 1974.

PRINCIPAL REFERENCE BOOKS

Arndt, H. W. & Boxer, A. H. eds. *The Australian Economy*. Cheshire.

Hancock, K., Hughes, B. & Wallace, R. eds. *Applied Economics: Readings for Australian Students*. McGraw-Hill.

26.152 Economics—Advanced Elective (Mr. Brown & Mr. Iredale)

Prerequisite: 26.151.

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.

PRINCIPAL REFERENCE BOOKS

Arndt, H. W. & Boxer, A. H. eds. *The Australian Economy: A Second Volume of Readings*. Cheshire, 1972.

Arndt, H. W. & Corden, W. M. eds. *The Australian Economy: A Volume of Readings*. Cheshire, 1963.

Cameron, B. *The Elements of Economic Policy*. Hodder & Stoughton (Aust.), 1972.

Perkins, J. O. N. *Billion Dollar Questions: Economic Issues in Australia*. Sun Books, 1972.

26.153 The Economics of Australia's Natural Resources— Advanced Elective (Mr. Lomas)

Prerequisite: 26.151.

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) before 31 January 1975.

PRINCIPAL REFERENCE BOOK

Bureau of Mineral Resources, Geology and Geophysics, Canberra. *Australian Mineral Industry Review*. Annual.

THE ARTS AND CRAFTS

26.211 The Arts and Crafts

(Mr. Lipscombe)

Traces the major developments of the decorative and applied arts from the closing stages of the middle ages 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.

PRINCIPAL REFERENCE BOOKS

- Cescinsky, H. *English Furniture from Gothic to Sheraton*. 4th ed. Dover, 1968.
 Cotterall, H. H. *Old Pewter*. Batsford, 1968.
 Elville, E. M. *The Collectors' Dictionary of Glass*. 3rd ed. Country Life, 1967.
 Fisher, S. W. *British Pottery and Porcelain*. Arco, 1962.
 Mankowitz, W. *Wedgwood*. 2nd ed. Spring.

26.212 The Arts and Crafts—Advanced Elective (Mr. Lipscombe)

Prerequisite: 'Distinction' in 26.211.

A specialized course for students who wish to proceed to the study of connoisseurship in a particular field. They receive individual tuition and participate in seminars and guided tours of public and private

collections. Each student undertakes a research project for the year and presents his results in a formal dissertation.

There are no set textbooks and students are expected to become familiar with the standard works of reference in their fields of interest under Mr. Lipscombe's guidance. Individual bibliographical advice is given for the dissertations.

MUSIC

The three first elective courses listed below are designed to be taken as single-session or two-session courses, each course taking up the standard total of teaching hours. 26.304 Voice and Instrument in the Culture of the Renaissance is, however, only offered in Session 2 in 1975.

26.301 Music in Drama

(Associate Professor Covell & Miss Patricia Brown)

Deals with music's function in the drama of ancient Greece and medieval western Europe, in Elizabethan and Jacobean theatre, in film and television, as well as in the traditional drama of Indonesia and Japan. The musical-dramatic procedures of early opera and the basic tactics of modern music theatre. Where possible, the course will include visits to the studios of Film Australia and the ABC and opportunity to attend appropriate rehearsal sessions of NIDA, the Old Tote, University of New South Wales Opera and the Australian Opera. Students will also have the opportunity to learn some of the techniques associated with the recording of music, including electronic music, for specific dramatic purposes.

TEXTBOOK

To be assembled by students taking the course, with the help of staff and student choices and amendments made in relation to group projects undertaken for the course.

PRINCIPAL REFERENCE BOOKS

Grout, D. J. *A Short History of Opera*. 2nd ed. Columbia, N.Y. & London, 1965.

Hartnoll, P. ed. *Shakespeare in Music*. Hutchinson, 1966.

Malm, W. P. *Music Cultures of the Pacific, the Near East and Asia*. Prentice-Hall, 1967.

Robertson, A. & Stevens, D. eds. *The Pelican History of Music*. Vols. 1 & 2. Penguin, 1960 & 1963.

Robinson, M. F. *Opera Before Mozart*. Hutchinson, 1966.

26.303 Music and Human Behaviour

(Associate Professor Covell & Miss Patricia Brown)

The role of music in magic, ritual and religion, the social and political significance of opera in the period leading up to the French

Revolution, the social and economic basis of jazz and the recent history of pop and rock, the rise of the concert industry, the character of early music-making in two transplanted cultures (the United States and Australia), the problem of noise and the presence of piped and other background music, the political use of music in revolutionary societies, the place of music in the tribal society of the Australian aboriginal, and the newer genres of performance based on a concept of music as behaviour.

TEXTBOOK

Schafer, R. M. *The New Soundscape*. Berandol, Ontario, 1969.

PRINCIPAL REFERENCE BOOKS

Hitchcock, H. W. *Music in the United States: an Historical Introduction*. Prentice-Hall, 1969.

Nettl, B. *Folk and Traditional Music of the Western Continents*. Prentice-Hall, 1965.

Sachs, C. *The Wellsprings of Music*. McGraw-Hill, 1965.

Serle, G. *From Deserts the Prophets Come: the Creative Spirit in Australia 1788-1972*. Heinemann, 1973.

26.304 Voice and Instrument in the Culture of the Renaissance (Associate Professor Covell & Miss Patricia Brown)

This course will only be available in Session 2 of 1975.

The place of vocal and instrumental music in the life of the period generally (if arbitrarily) identified as the Renaissance (i.e. the 15th century and most of the 16th century in Italy and central and western Europe). The changing relationship of words and their musical setting characteristic of this period, the social as well as musical role of instruments such as the lute, viola da gamba, guitar etc., the preferences of the period in instrumental ensemble and sonority, the types and social implications of solo vocal and vocal ensemble music, the place of music in Renaissance ceremony and festivity, the social and aesthetic ideals expressed concerning music in this period, the interaction of music with visual art and architecture. The course is illustrated with recorded and live performances of appropriate music and with actual instruments, as well as with paintings and photographs of them. Renaissance visual art and architecture are used as complementary illustrative material.

TEXTBOOK

Newman, J. *Renaissance Music*. Prentice-Hall, 1975.

PRINCIPAL REFERENCE BOOKS

Baines, A. ed. *Musical Instruments through the Ages*. Penguin, 1967.

Dart, T. *The Interpretation of Music*. Hutchinson, 1960.

Grout, D. J. *A History of Western Music*. Dent, 1962.

Reese, G. *Music in the Renaissance*. Dent, 1954.

Roche, J. *The Madrigal*. Hutchinson, 1972.

Strunk, O. ed. *Source Readings in Music History*. Norton, 1950.

26.302 Music—Advanced Elective

(Associate Professor Covell & Miss Patricia Brown)

Prerequisites: 26.301, 26.303 or 26.304.

Rise and retreat of the composer as hero figure.

The emergence of the composer in western Europe from anonymity as a result of the development of notation and changes in the organization of society; some of the stages (the invention of the idea of up-to-dateness in music, the use of art for dynastic aggrandizement, the development of music printing, the economic factor of a paying public, the Romantic notion of the artist as prophet) by which he achieved a position of ascendancy in the world of music. The work of Richard Wagner is taken as an extreme example of the ability of the composer to create his world and public. The worship of the musical score as sacred object, characteristic of our culture in the first half of this century, is contrasted with the recent tendency of composers to abdicate from their own pre-eminence and to encourage the creative contributions of performers.

TEXTBOOK

Harman, A. & Mellers, W. *Man and his Music: the Story of Musical Experience in the West.* Barrie & Rockliff, 1962.

PRINCIPAL REFERENCE BOOKS

Allen, W. D. *Philosophies of Music History.* Dover, 1962.

Salzman, E. *Twentieth Century Music: An Introduction.* Prentice-Hall, 1967.

ENGLISH**26.501 Language and Literature**

(Mr. Ginges & Mrs. Norton)

An alternative title for this course might well be "The Medium and the Message". The literature component involves the study of 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:

- Bellow, S. *The Victim*. Penguin.
 Camus, A. *The Outsider*. Penguin.
 Greene, G. *The Comedians*. Penguin.
 Hemingway, E. *A Farewell to Arms*. Penguin.
 Keneally, T. *The Chant of Jimmie 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) (Mr. Ginges)

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).

This is *not* a remedial English course. It is intended for students with a special interest in broad aspects of their native tongue; non-native speakers of English without intuitive knowledge and social understanding would find the course too difficult.

TEXTBOOK

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

PRINCIPAL REFERENCE BOOK

Baugh, A. C. *A History of the English Language*. Routledge, 1959.

26.503 Shorter Literary Forms—Advanced Elective (Mrs. Norton)

Prerequisite: 26.501, 26.551 or 26.571.

A study of the shorter forms of literature: novelettes, short plays, short stories, short biographies and lyric poetry. Aims to encourage students to develop their own critical criteria by examining works of established literary merit. Students are expected to present one or more short dissertations offering a critical assessment of a set text and to contribute to class discussions which are an important part of the course.

This course is also offered as a one-session course in Session 2.

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 or Penguin.

26.504 The Literature of Fantasy—Advanced Elective (Mrs. Norton)

Prerequisite: 26.501, 26.551 or 26.571.

Offered as an advanced elective but applications by students who have a sound background in English and wish to take the course as a first elective will be considered.

This is a two-session course. In Session 1 students study the element of fantasy in selected works of literary standing ranging from Shakespeare's *The Tempest* to J. R. R. Tolkien's *The Lord of the Rings*.

In Session 2 students have a choice between the literature of fantasy as exemplified in either:

1. allegorical works which invite the establishment of parallels and have a didactic purpose;
or
2. science fiction, which is characterized as 'that class of prose narrative . . . hypothesized on the basis of some innovation in science or technology'.

TEXTBOOKS

*FANTASY**Prose Narrative*

- Carroll, L. *Alice in Wonderland*. Penguin.
 James, H. *The Turn of the Screw*. Penguin.
 Kafka, F. *Metamorphosis*. Penguin.
 Tolkien, J. R. R. *The Lord of the Rings*. Allen & Unwin.

Plays

- Barrie, J. M. *Peter Pan*. Bell or Hodder & Stoughton.
 Shakespeare, W. *The Tempest*. Penguin.
 *Yeats, W. B. *The Land of Heart's Desire*.

**Selected Short Stories and Essays*

* Available from the Department of General Studies.

ALLEGORY

Aesop. *Selected Fables*. Any edition.

*Albee, E. *The Sandbox*.

Beckett, S. *Happy Days*. Faber.

Golding, W. *Pincher Martin*. Penguin.

Ibsen, H. *The Wild Duck*. Penguin.

Murdoch, I. *The Bell*. Penguin.

New Testament (Authorised Version)—*Selected Parables*.

Orwell, G. *Animal Farm*. Penguin.

Swift, J. *Gulliver's Travels—A Voyage to the Houyhnhnms*. Signet Classic.

Thurber, J. *The Thurber Carnival*. Penguin.

SCIENCE FICTION

Aldiss, B. *Earthworks*. New English Library.

Aldiss, B. ed. *The Penguin Science Fiction Omnibus*. Penguin.

Asimov, I. *Foundation*. Panther.

Bradbury, R. *Fahrenheit 451*. Corgi.

Stover, L. E. & Harrison, H. eds. *Apeman, Spaceman*. Penguin.

Swift, J. *Gulliver's Travels—A Voyage to Laputa, etc.* Signet Classic.

Vonnegut, K. *Cat's Cradle*. Penguin.

Wells, H. G. *The Time Machine*. Penguin.

PRINCIPAL REFERENCE BOOKS

Amis, K. *New Maps of Hell*. Gollancz, 1961.

Fletcher, A. *Allegory, The Theory of a Symbolic Mode*. Cornell U.P., 1964.

Macneice, L. *Varieties of Parable*. C.U.P., 1968.

MODERN LITERATURE STUDIES

Students wishing to enrol in 26.551, 26.552, 26.553 or 26.554 should apply for the special instruction sheet prepared by Mr. D. R. Burns.

26.551 Modern Literature

(Mr. Burns)

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.

Roberts, M. ed. Rev. Hall, D. *The Faber Book of Modern Verse*.

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

Solzhenitsyn, A. *One Day in the Life of Ivan Denisovich*. Sphere.

White, P. *The Aunt's Story*. Penguin.

* Available from the Department of General Studies.

26.553 Creative Writing**(Mr. Burns)**

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 and to undertake a course of reading intended to help develop a sense of craft.

TEXTBOOKS

- Cochrane, J. ed. *The Penguin Book of American Short Stories*. Penguin.
Johnston, G. *My Brother Jack*. Fontana.
Keneally, T. *The Fear*. Sun.
McCullers, C. *Reflections in a Golden Eye*. Penguin.
Porter, H. *The Watcher on the Cast Iron Balcony*. Faber.

26.552 Modern Literature—Advanced Elective**(Mr. Burns)**

Prerequisite: 'Credit' or better in 26.551 or 26.571.

For students who wish to undertake research in literature written, approximately, in the years since the First World War. Examination is by thesis and through active participation in a related seminar programme. There is no restriction on choice of subject. This course should hold particular interest, however, for those students who wish (a) to relate their reading of modern literature to other fields of study or personal interest such as philosophy, contemporary political and social issues, aspects of the counter culture; or (b) to write at length on the literatures of the newer nations or of minority groups such as the American blacks.

26.554 Creative Writing—Advanced Elective**(Mr. Burns)**

Prerequisite: 'Distinction' in 26.553.

This course is designed to provide appropriate conditions for the student who wishes to complete an imaginative work of considerable length and something like publishable quality. A programme of seminars will centre upon both work-in-progress and extracts, relevant to this, from the work of established modern writers.

HISTORY**26.510 Australian Social History****(Mr. Kennedy)**

Aspects of Australian social history from 1788 to the present, covering some of the major, interrelated themes of Australian social development.

The course is based on one weekly lecture and one fortnightly seminar throughout the year, and is divided into three parts, each of

about nine weeks' duration. Parts I and II are on colonial social history and Part III is on the twentieth century. The overall theme of the course is the quest for social justice and national identity in Australian society.

- Part I *Social Oppression in Colonial Australia, 1788-1900*: Aborigines, Convicts, Diggers, Selectors, Bushrangers, Irish Catholics, Strikers, 'Asiatics', and 'The Poor'. The criteria for establishing 'social oppression' and the applicability of the criteria to each category is a major subject for discussion.
- Part II *The Quest for Social Justice and National Identity, 1850-1900*: Limits to liberalism; wages, hours, pensions and pastimes; charity and social reform; culture and ethos; the debate over the social origins of radicalism and nationalism; the labour movement and Federation.
- Part III *Social Justice and National Identity in the Twentieth Century*:
- (a) *Social Welfare*: The development of social services, from old-age pensions to the semi-welfare state, and their impact on poverty.
 - (b) *Women in Australia*.
 - (c) *The Australian Dream*: To what extent has the quest for social justice and national identity been successful? Is Australia the Lucky Country?

TEXTBOOKS

Clark, C. M. H. *A Short History of Australia*. Mentor, 1963.

Horne, D. *The Australian People*. A. & R., 1972.

McQueen, H. *A New Britannia*. Penguin, 1970.

PRINCIPAL REFERENCE BOOKS

Cannon, M. *Who's Master, Who's Man?* Nelson, 1971.

Greenwood, G. ed. *Australia, a Social and Political History*. A. & R., 1955.

Kewley, T. H. *Social Security in Australia*. Sydney U.P., 1973.

Turner, I. *The Australian Dream*. Sun Books, 1968.

Ward, R. *The Australian Legend*. O.U.P., 1966.

Ward, R. & Robertson, J. *Such Was Life: Select Documents in Australian Social History*. Ure Smith, 1969.

26.511 The World in the Twentieth Century

(Miss Ritchie & Mr. Douglas)

Several parallel courses are offered under this heading in which slightly different aspects are emphasized. 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

- Barraclough, G. *An Introduction to Contemporary History*. Pelican, 1967 or later edition.
 Carr, E. H. *What is History?* Pelican, 1967.
 Hudson, G. F. *Fifty Years of Communism*. Penguin, 1971.
 Kamenka, E. ed. *Nationalism: The Nature and Evolution of an Idea*. A.N.U. Press, 1973.

PRINCIPAL REFERENCE BOOKS

- Henderson, J. L. ed. *Since 1945*. Methuen, 1966 or later.
 Taylor, A. J. P. *From Sarajevo to Potsdam*. Thames & Hudson, 1966.

26.512 "National Character"—Australian Legend & American Dream —Advanced Elective (Miss Ritchie)

Prerequisite: 26.511.

A study of national character as myth or reality with particular reference to Australia and the U.S.A. from 1800 to the present day. Selected themes, common to both countries, form the basis for seminar projects and group discussions. The final assessment is in the form of a dissertation.

TEXTBOOKS

- Clark, M. *A Short History of Australia*. Mentor, 1963.
 Hall, J. E. ed. *Forging the American Character*. American Problem Studies. Holt, Rinehart & Winston, N.Y., 1971.
 Horne, D. *The Lucky Country*. Penguin, 1964.
 Nye, R. B. & Morpurgo, J. E. *A History of the United States. Vol. II: The Growth of the United States of America*. Pelican, 1970.

PRINCIPAL REFERENCE BOOKS

- Allen, H. C. *Bush & Backwoods*. A. & R., 1959.
 McGregor, C. *Profile of Australia*. Hodder & Stoughton, 1967.
 Ward, R. B. *The Australian Legend*. O.U.P., 2nd ed., 1966.

26.513 Australia in the Twentieth Century—Advanced Elective (Mr. Kennedy)

Surveys Australian history since Federation, emphasizing six themes: Nationalism, Radicalism, Conservatism, Racism, Social Welfare, and the Depression Experience. Assessment is by course-work, which

mainly takes the form of a seminar paper and a research project into some aspect of the Great Depression. Students are encouraged to contribute recorded interviews to the Australian Studies Library of Spoken History. The Library has opened archives on the Depression Experience, Wartime Australia, Social Work, University History, Women in Australia, and Folk Music. The course includes an interdisciplinary segment, and occasional visiting lecturers.

PRELIMINARY READING

McQueen, H. *A New Britannia*. Penguin, 1970.

Recommended

Louis, L. J. & Turner, I. *The Depression of the 1930's*. Cassell, 1968.

General

McGregor, C. *Profile of Australia*. Penguin, 1971.

Playford, J. & Kirsner, D. eds. *Australian Capitalism*. Penguin, 1972.

PRINCIPAL REFERENCE BOOKS

Alexander, F. *Australia Since Federation*. Nelson, 1967.

Horne, D. *The Lucky Country*. Penguin, 1964.

26.515 Social and Political Change in the Pacific Islands—

Advanced Elective

(Mr. Douglas)

Prerequisite: 26.511 or 26.541.

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.

TEXTBOOK

Oliver, D. *The Pacific Islands*. Doubleday Anchor, 1961.

PRINCIPAL REFERENCE BOOKS

Davidson, J. W. *Samoa Mo Samoa*. O.U.P., 1967.

Hastings, P. et al. *Papua-New Guinea: Prospero's Other Island*. A. & R., 1971.

Morrell, W. P. *Britain in the Pacific Islands*. O.U.P., 1960.

Scarr, D. *Fragments of Empire*. A.N.U., 1967.

Shineberg, D. *They Came for Sandalwood*. M.U.P., 1967.

**26.516 Modern Societies and Theories of Social Change—
Advanced Elective**

(Miss Ritchie)

Prerequisite: 26.511.

This course analyses some concepts of society, the nature and direction of change and causal factors of change put forward by social theorists. It also explores the historical patterns of some modern societies which seem to mirror these changes in action. The course is presented through seminar round-table discussion. Assessment will be based on essays and seminar papers. Topics to be considered are 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) *Civilization in Flux*. Toynbee's emphasis on the meeting ground of different civilizations.

(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 Tofler.

TEXTBOOKS

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

PRINCIPAL REFERENCE BOOKS

Carr, E. H. *What is History?* Pelican, 1964.
Heilbroner, R. L. *The Future as History*. Harper & Row, 1960.

PHILOSOPHY

26.520 Rationality and Critical Thought

(Mr. Staines)

This introductory course is a study of the nature of reason; in particular, its scope, place, practice and worth. It is designed to develop both an understanding of reason and a competence in its

evaluation. Reflecting the pervasiveness of reason, this study introduces and utilizes results from such disciplines as logic, statistics, methodology, decision theory, the theory of language, psychology and the general theory of knowledge. The two major focuses of the course are rational conduct and rational belief—what it is rational to do and what it is rational to believe. Topics include:

1. *Rational conduct*: the relation between reason and emotion; the rationality of goals, ends, wants, plans of life etc.; limitations of the rationality of decisions.

2. *Rational belief*: the relation between argument and belief; the nature of critical enquiry; fallacies; rhetoric, propaganda and brain-washing; the relation between rational belief and faith; the relation between language and thought; scepticism.

TEXTBOOKS

Leonard, H. S. *Principles of Reasoning*. Dover, 1967.
 Ruby, L. *The Art of Making Sense*. A. & R., 1969.

PRINCIPAL REFERENCE BOOKS

Hamblin, C. L. *Fallacies*. Methuen, 1970.
 Quine, W. V. O. & Ullian, J. S. *The Web of Belief*. Random House, 1970.
 Rawls, J. *A Theory of Justice*. O.U.P., 1971.

26.521 Philosophy

(Dr. Pont, Mr. Connelly & Mr. Staines)

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 the 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.

TEXTBOOKS

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

PRINCIPAL REFERENCE BOOKS

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

26.522 Philosophy—Advanced Elective**(Dr. Pont)**

Prerequisite: 26.520 or 26.521 or 26.623.

This course 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, 1966.

PRINCIPAL REFERENCE BOOK

Edwards, P. ed. *The Encyclopedia of Philosophy*. Macmillan & Free Press, 1967.

26.523 Symbolic Logic—Advanced Elective**(Mr. Connelly)**

Prerequisite: 26.520 or 26.521 or 26.623.

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*. 4th ed. Macmillan, 1973.

26.524 Applied Logic—Advanced Elective**(Mr. Staines)**

Prerequisite: 26.520 or 26.521 or 26.623.

A further study 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.

PRINCIPAL REFERENCE BOOKS

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

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

26.525 Philosophy of Music—Advanced Elective (Dr. Pont)

Prerequisite: 26.301 or 26.520 or 26.521 or 26.623.

An historical introduction to what Western philosophers, from Pythagoras to Popper, have said on music—its origin, nature, function, purpose and meaning.

PRELIMINARY READING

Chailley, J. *40,000 Years of Music*. Macdonald, 1964.

TEXTBOOK

Wiora, W. *The Four Ages of Music*. Dent, 1966.

PRINCIPAL REFERENCE BOOKS

Anderson, W. D. *Ethos and Education in Greek Music*. Harvard U.P., 1966.

De Bruyne, E. *The Esthetics of the Middle Ages*. Ungar, 1969.

SOCIOLOGY**26.531 Sociology (Dr. Tulloch)**

Introduction to two major sociological perspectives by means of an analysis of contemporary social issues. Among questions asked are: How does the family function and why has it been called "the source of all our discontents"? What is the relationship between education and class? What is the significance of industrial sabotage, student rebellion, drug-taking, etc., and what is the role of the police and psychiatrists in defining such "deviance"? Why are doctors evaluated and rewarded more highly than skilled workers? Is there a power elite? What is the function of aid to "underdeveloped" countries? What are the values implicit in popular films, such as Westerns? Do films like "A Clockwork Orange" promote violence in society?

A programme of fourteen feature films is shown as an essential part of this course, on Mondays, starting between 5.15 p.m. and 6 p.m. depending on length. Watching and analysing films on contemporary social problems and within a sociological perspective is a major component, and students who are not interested in films or who cannot attend at the stated time should not choose the course. Teaching is based on seminars at which students will be asked to give talks chosen from a wide variety of topics.

This course is also offered as a one-session course in both Sessions 1 and 2 and is numbered 26.538 and 26.539 respectively.

TEXTBOOKS

Cohen, S. ed. *Images of Deviance*. Penguin, 1971.

Jenkins, R. *Exploitation*. Paladin, 1971.

Laing, R. D. *The Politics of Experience*. Penguin, 1967.

Roper, T. *The Myth of Equality*. N.U.A.U.S., 1970.

Worsley, P. ed. *Introducing Sociology*. Penguin, 1971.

PRINCIPAL REFERENCE BOOKS

- Cotgrove, S. *The Science of Society*. Cheshire, 1970.
 Jarvie, I. C. *Towards a Sociology of the Cinema*. Routledge & Kegan Paul, 1970.
 Taylor, I. & L. *Politics and Deviance*. Penguin, 1973.

26.532 Alienation

(Professor Hall)

The term "alienation" has acquired numerous meanings as a result of its widespread use in analyses of contemporary society. Devoted to a consideration of the different usages of the term beginning with the Marxist theory and its modifications, extensions and distortions by Fromm, Marcuse, Durkheim, Leeman and others. The implications of these various views are considered.

The Marxist theory of alienation is used as a framework for the remainder of the course which entails a consideration of the manifestations of alienation in contemporary society. Includes alienation from self and others; questions such as "is the so-called 'mentally ill' person alienated from himself?" and "is the family an alienating force in society?" and "do encounter groups overcome alienation from self and others?"; the relationship of phenomena of conformity, apathy, prejudice and aggression to alienation from others.

Consideration of attempts to overcome alienation and their relative success. Alienation in socialist societies in this context, as well as protest movements, counter-cultures, communes and utopian societies.

TEXTBOOKS

- Israel, J. *Alienation from Marx to Modern Sociology*. Allyn & Bacon, 1971.
 Schacht, R. *Alienation*. Allen & Unwin, 1971.

PRINCIPAL REFERENCE BOOKS

- Laing, R. D. *The Politics of Experience* and *The Bird of Paradise*. Penguin, 1967.
 Ollman, B. *Alienation: Marx's Conception of Man in Capitalist Society*. C.U.P., 1971.

26.533 Man and Woman

(Dr. Pont)

This is a multi-disciplinary course on the nature and interrelationships of men and women. Topics include: the history of sexual customs in the West, from classical times to the present; the psychology and biology of sex differences; the comparative anthropology of sex and the family; sex roles; recent developments in the science of sexual behaviour; the status of women and the reform movements; the concepts of eroticism, pornography, and obscenity in art history and criticism, and moral judgement.

TEXTBOOKS

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

PRINCIPAL REFERENCE BOOKS

- Belliveau, F. & Richter, L. *Understanding Human Sexual Inadequacy*. Hodder & Stoughton, 1971.
 Brecher, R. & E. *An Analysis of Human Sexual Response*. Panther, 1968.
 Ford, C. S. & Beach, F. A. *Patterns of Sexual Behaviour*. Eyre & Spottiswode, 1965.

26.534 The Sociology of Mass Communication—Advanced Elective (Dr. Tulloch)

Prerequisite: 26.531.

In depth the place of the mass media in contemporary societies, utilizing a variety of sociological perspectives.

Students wishing to take this elective should contact Dr. Tulloch personally well before the beginning of the 1975 academic year.

Questions asked include: What is the relationship between the mass media and modernization? How far can it be said that the "mass" nature of the media enables political or any other kind of indoctrination of the "mass" public? Who watches TV, why, and what effect does the diet of sex and violence have on people? Do people use the media, or are they used by the media? Does mass communication function to keep a pluralist society integrated? Do people watch TV drama to confirm their values concerning sex, politics, work? Who owns the media and with what implications? Can one expect "objectivity" from the media in reporting student protest demonstrations, strikes? How does "The News" reflect priorities of what is shown and what is not shown on television? Why do Africans, Asians and everyone else have much the same programme material to watch, from "I Love Lucy" to "Bonanza"? What role is played by the media in the Third World? What is the state of the media in Australia?

Teaching is on a seminar basis, and students are asked to choose from a wide range of topics. Examination is by assignment.

TEXTBOOKS

- Halloran, J. *The Effects of Television*. Panther, 1970.
 McQuail, D. ed. *Sociology of Mass Communications*. Penguin, 1972.

PRINCIPAL REFERENCE BOOKS

- Barthes, R. *Mythologies*. Paladin, 1973.
 Berger, P. & Luckman, T. *The Social Construction of Reality*. Penguin, 1971.
 McQuail, D. *Towards a Sociology of Mass Communication*. Collier-Macmillan, 1969.

POLITICAL SCIENCE**26.540 Problems of Underdeveloped Countries (Mr. Waddell)**

The concepts of "development", "underdevelopment" and "modernization". The social, economic and political problems of "underdeveloped" countries. Indonesia and Papua New Guinea—the two countries to which Australia gives the bulk of her foreign aid—are used as case studies. Questions include: Is foreign aid counter-productive? Should aid be given to military regimes? Should developing countries encourage foreign investment? Is self-reliance possible? Ought we to judge the internal politics of non-Western countries by Western criteria?

There is no one textbook. Reading lists are issued for each of the main topics.

PRINCIPAL REFERENCE BOOKS

Castel, H. ed. *World Development: An Introductory Reader*. Collier-Macmillan, 1971.

Clunies Ross, A. & Langmore, J. eds. *Alternative Strategies for Papua New Guinea*. O.U.P., 1973.

Mortimer, R ed. *Showcase State*. A. & R., 1973.

26.541 Introduction to Politics and Government (Mr. Lucy)

Basically about politics in Australia. Commences with the important factors to look for in any kind of political situation, such as conflict, power, influence, legitimacy, political culture and ideology, particularly the relationship between the Australian system of government and the dominant beliefs and values of Australians and the main actors in Australian politics, including the major parties (ALP, Liberal Party) and the minor parties (Country Party, DLP, Australia Party, Communist Party); trade unions, pressure groups and the mass media.

The lectures on the parties concentrate on the power of leaders, such as Gorton and Whitlam, and the ways in which other men in those parties have sought to curb that power. The influence of the mass media and clashes between aggressive proprietors, determined (and not so determined) editors, and increasingly self-assertive journalists. The political implications of current and future developments in the electronic media.

The main actors in Australian politics have to take account of a number of important political institutions, including Australian federalism, the constitution, the electoral system, the bureaucracy, the Senate, the House of Representatives, Cabinet and Caucus, and their interaction is illustrated by reference to the way particular policies have come to be adopted. Politics within private associations (such as the AMA and the NRMA) and to local government. Politics in technological societies.

PRINCIPAL REFERENCE BOOKS

- Atkins, R. & Graycar, A. *Governing Australia*. Wiley, 1972.
 Ball, A. R. *Modern Politics and Government*. Macmillan, 1971.
 Crisp, L. F. *Australian National Government*. 3rd ed. Longman, 1973.
 Emy, H. *The Politics of Australian Democracy*. Macmillan, 1974.
 Forward, R. ed. *Public Policy in Australia*. Cheshire, 1974.
 Lakoff, S. A. ed. *Private Government: Introductory Readings*. Scott, Foresman, 1973.
 Lucy, R. ed. *The Pieces of Politics*. Macmillan, Australia, 1975.
 Mayer, H. & Nelson, H. eds. *Australian Politics: A Third Reader*. Cheshire, 1973.

26.548 (Session 1) Introduction to Politics & Government (Dr. Lim)
26.549 (Session 2)

A variant of 26.541. Offered as a one-session course in 1975. Mainly concerned with Australian government, although reference to other political systems is made, beginning with an examination of the "institutions" of the Australian political system, for example Parliament, the Executive, the bureaucracy and the High Court. The different political parties and pressure groups with particular reference to the electoral system. Electoral behaviour and the role of the mass media. Issues in Australian politics such as the immigration question and foreign policy. The tutorial programme raises some of the perennial questions of politics, such as what is "power", "democracy" and "equality"?

TEXTBOOK

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

PRINCIPAL REFERENCE BOOKS

- Crisp, L. F. *Australian National Government*. 3rd ed. Longman, 1973.
 Hughes, C. A. ed. *Readings in Australian Government*. Q.U.P., 1968.
 Solomon, D. *Australia's Government and Parliament*. Nelson, 1973.

26.542 International Conflict and Control—Advanced Elective
(Mr. Lucy)

Prerequisite: 26.121 or 26.541.

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.

TEXTBOOK

Pettman, R. H. *Human Behaviour and World Politics*. Holt, Rinehart & Winston, 1975.

PRINCIPAL REFERENCE BOOKS

Holsti, K. J. *International Politics*. Macmillan, 1964.

Kelman, H. C. *International Behaviour: A Social Psychological Analysis*. Holt, 1965.

Morgenthau, H. *Politics among Nations*. 4th ed. Knopf, 1968.

R.I.I.A. (Royal Institute of International Affairs) Report. *Nationalism*. Cass, 1963.

26.544 History and Politics of Southeast Asia—Advanced Elective (Dr. Lim)

Prerequisite: 26.511 and 26.541.

Deals with the recent history and politics of Indonesia, Malaysia, Singapore and the Philippines. The different colonial "styles" in Southeast Asia, including the Japanese occupations during the Second World War. The political system of each country with particular reference to economic and political relations with former colonial powers. "Neo-colonialism" as a continuing problem. The role of minority groups, especially the Chinese. Attempts to make the region more independent of the Great Powers, including reference to the Association of Southeast Asian Nations and to Malaysia's efforts to achieve "neutralization" for the region.

TEXTBOOK

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

PRINCIPAL REFERENCE BOOKS

Alatas, S. H. *Modernization and Social Change: Studies in Social Change in S.E. Asia*. A. & R., 1972.

Bastin, H. S. & Benda, H. J. *A History of Modern Southeast Asia*. Prentice-Hall, 1968.

Coedes, G. *The Making of Southeast Asia*. California U.P., 1966.

Kahin, G. McT. ed. *Government and Politics of Southeast Asia*. 2nd ed. Ithaca, 1964.

Waddell, J. R. E. *An Introduction to Southeast Asian Politics*. Wiley, 1972.

DRAMA

26.571 An Introduction to Modern Drama

(Dr. Borny)

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.

This course is also offered as a one-session course in Session 1, numbered 26.578.

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., Stewart, 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.

PRINCIPAL REFERENCE BOOK

- Brockett, I. G. *The Theatre, An Introduction*. 2nd ed. Holt, Rinehart & Winston, N.Y., 1969.

26.572 The Forms of Drama—Advanced Elective

(Dr. Borny)

Prerequisite: 26.571.

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*.
 Feydeau, G. *Hotel Paradiso*. Heinemann, 1969.
 Hazellwood, C. H. *Lady Audley's Secret*.
 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.

PRINCIPAL REFERENCE BOOK

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

26.573 An Introduction to Cinema—Advanced Elective

(Dr. Bell, Dr. Borney, Mr. Douglas)

Prerequisite: A credit or better in any first elective is a necessary prerequisite for this course but final selection is made on the basis of interview. Applicants are therefore advised to contact one of the above lecturers well before the beginning of the academic year.

The Cinema is perhaps the most popular form of mass entertainment of this century. It is also a complex and sophisticated art form in which many creative directors and writers have explored styles and themes in a manner peculiar to their chosen medium. Despite its separate national origins, movie-making is a truly international creative industry in which directors such as Godard, Bunuel and Antonioni explore dimensions of the same language to communicate with a world-wide audience.

The historical and technical foundations of cinema with relevant examples from historically important movies. A series of major films is studied in detail. Emphasis is given to seminar discussions centred around various critical approaches to the chosen works, which include films by directors from Griffith and Eisenstein to Godard and Bergman.

TEXTBOOKS

- Armes, R. *Film and Reality: An Historical Survey*. Penguin, 1973.
 Knight, A. *The Liveliest Art: A Panoramic History of the Movies*. Mentor, 1957.
 Stephenson, R. & Debrix, J. R. *The Cinema as Art*. Penguin, 1965.

PRINCIPAL REFERENCE BOOKS

- Arnheim, R. *Film as Art*. Faber, 1957.
 Solomon, S. J. *The Film Idea*. Harcourt, Brace, Jovanovich, 1972.

COSMOLOGY

26.621 Cosmology

(Mr. Dickson)

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?

PRINCIPAL REFERENCE BOOKS

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

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

26.622 Cosmology—Advanced Elective

(Associate Professor Prokhovnik)

Prerequisite: 26.621.

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 emphasized 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.

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

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

PRINCIPAL REFERENCE BOOKS

Charon, J. *Cosmology—Theories of the Universe*. Weidenfeld & Nicolson, 1970.

North, J. D. *The Measure of the Universe*. Free Press, 1962.

HISTORY AND PHILOSOPHY OF SCIENCE

26.623 Philosophy of Science

(Mr. Staines)

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. 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., 1969.

Medawar, P. B. *Induction and Intuition in Scientific Thought*. Methuen, 1969.

PRINCIPAL REFERENCE BOOKS

Popper, K. R. *Conjectures and Refutations: The Growth of Scientific Knowledge*. Routledge, 1972.

Quine, W. V. & Ullian, J. S. *The Web of Belief*. Random House, 1970.

26.624 Technology and Society Since 1750

(Dr. Gascoigne)

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 interrelations 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.

26.625 Philosophy of Science—Advanced Elective

(Dr. Freeland)

Prerequisite: 26.623 or 26.521.

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.

THE GERMAN HERITAGE

26.641 The German Heritage

(Mr. Ginges)

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.
 Weiss, P. *Marat/Sade*. Calder, 1970.

JAPANESE STUDIES

26.672 Japanese Studies

(Associate Professor Garrick)

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

(Mrs. Harding)

Within the general theme of "Population, Resources, Environment" this course examines a wide range of topics concerned with man's interaction with his environment. Where possible, examples given are Australian ones, and tutorials are concerned specifically with Sydney and Australian environmental matters.

Topics include:

1. Human population growth—past and present population growth and future predictions, including prospects for control. The impact of population growth on environmental quality. Changes in population distribution, e.g. urbanization trends.
2. Those basic ecological principles necessary for some understanding of environmental problems, e.g. food chains, energy flow, biogeochemical cycles. Modification of ecosystems by man, e.g. man's influence on the complexity and stability of ecosystems.
3. The earth's resources—some consideration of their limits in the light of predicted population growth. The ecological consequences of various methods of resource use.
4. Pollution.
5. Conservation—competing interests in land use. Consideration of examples, such as conservation of forests, wildlife, historic buildings etc. The role of organizations such as the National Trust, Resident Action Groups.
6. Economics and the environment. Some consideration of the role of economics in pollution control, conservation of scarce resources etc. Economic growth and environmental quality.
7. Legal and social aspects of the control of the quality of the environment.
8. The consequences of urbanization—some consideration of the special environmental problems of cities and city growth.
9. The "environmental movement". A brief review of the "eco-crisis" literature, and that of its critics.

TEXTBOOK

Ehrlich, P. R. & A. H. *Population, Resources, Environment*. 2nd ed. Freeman, 1972.

PRINCIPAL REFERENCE BOOKS

Burnet, Sir M. et al. *Man and his Australian Environment*. Ormond, 1973.

Costin, A. B. & Frith, H. J. eds. *Conservation*. Penguin, 1971.

Dempsey, R. ed. *The Politics of Finding Out—Environmental Problems in Australia*. Cheshire, 1974.

Dolan, E. G. *TANSTAAFL—The Economic Strategy for Environmental Crisis*. Holt, Rinehart & Winston, 1971.

McHarg, I. L. *Design with Nature*. Natural History Press, 1969.

- Martin, A. *Pollution and Conservation in Australia*. Lansdowne, 1971.
 Mishan, E. J. *The Costs of Economic Growth*. Penguin, 1969.
 Rapoport, A. ed. *Australia as Human Setting—Approaches to the Designed Environment*. A. & R., 1972.
 Ward, B. & Dubos, R. *Only One Earth*. Penguin, 1972.

26.682 The Environmental Situation—Advanced Elective (Dr. Pont)

Prerequisite: Credit or better in any first elective.

An interdisciplinary course, designed as a wide-ranging exploration of man's relationships to his natural and artificial environment. The aim is not only to review existing information and theory in environmental studies, but also to stimulate discussion and research on contemporary issues that cut across the traditional divisions of academic and professional specialization. Subjects studied include: ecology, pollution, and the management of natural resources; the economics of "the affluent society" and possible alternatives; the interrelations of the artificial and built environment with human psychology; and the changing role of engineering, architecture and planning in modern urban and industrial society.

The course takes the form of lectures by visiting staff of various disciplines concerned with the environment, as well as student contributions in seminars and class discussion. Each student will prepare, under supervision, a formal dissertation presenting the results of his research during the year. Special bibliographic assistance is provided by the Reader Education Librarian.

26.683 Environmental Psychology—Advanced Elective (Dr. Bell & Miss Hale)

Prerequisites: Credit or better in 26.121, any two of the Psychology half electives or 26.681.

Traditionally, psychology has regarded the environment as a backdrop for human behaviour. This course looks at the dynamic interchange between man and his milieu—the ways in which man modifies his environment and is in turn influenced by it. The environmental approach is multidisciplinary in character and therefore draws on the work not only of psychologists, but also of sociologists, architects, town planners, ecologists and others who are concerned with the physical environment.

After defining the area of concern of environmental psychology, the course attempts to cover four main topics:

Human spatial behaviour deals with man's relationship to the spatial characteristics of the environment, examining such concepts as territoriality, personal space, crowding and privacy.

The perception of the built environment examines the human factors involved in urban design, the design of social institutions and housing for large groups of people.

The natural environment deals with the perception and use of recreational and wilderness areas.

Attitudes toward the environment considers the growing concern with environmental quality and the movement towards "peoples' action groups", and the relationship between attitudes and action.

TEXTBOOK

Ittelson, W. H. et al. *An Introduction to Environmental Psychology*. Holt, Rinehart & Winston, 1974.

PRINCIPAL REFERENCE BOOKS

- Ittelson, W. H. *Environment and Cognition*. Seminar Press, N.Y., 1973.
 Proshansky, W. H., Ittelson, H. M. & Rivlin, L. G. *Environmental Psychology: Man and His Physical Setting*. Holt, Rinehart & Winston, 1970.
 Rapoport, A. *Australia as a Human Setting: Approaches to the Designed Environment*. A. & R., 1972.
 Sommer, R. F. *Personal Space: The Behavioural Basis of Design*. Prentice-Hall, 1969.

26.684 Man and Landscape in Australia—Advanced Elective (Dr. Pont & Mrs. Harding)

Prerequisite: 26.681.

This multidisciplinary course aims to explore the growing interest in landscape design and management in Australia. Lectures cover the history of the Australian ecosystem since the arrival of the white man, and the growth of the built environment from the pioneers to the modern developers, town planners, landscape architects and civil engineers.

TEXTBOOKS

- Boyd, R. *The Great Australian Dream*. Pergamon Press, 1972.
 Boyd, R. *The Australian Ugliness*. Rev. ed. Penguin, 1963.
 Colvin, B. *Land and Landscape: Evolution, Design and Control*. 2nd ed. Murray, 1970.
 McHarg, I. L. *Design with Nature*. Garden City, 1969.
 Stretton, H. *Ideas for Australian Cities*. Georgian House, 1971.

PRINCIPAL REFERENCE BOOK

Freeland, J. M. *Architecture in Australia—a History*. Pelican.

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.

PRINCIPAL REFERENCE BOOKS

Arnason, H. H. *A History of Modern Art: Painting, Sculpture, Architecture*. Thames & Hudson, London, 1969.

Burnham, J. *Beyond Modern Sculpture*. Penguin, London, 1968.

Haftmann, W. *Painting in the Twentieth Century*. Vols. 1 & 2. Rev. ed. Lund Humphries, London, 1965.

Hamilton, G. H. *Painting and Sculpture in Europe, 1880-1940*. Pelican, 1967.

Rewald, J. *Post-Impressionism from Van Gogh to Gauguin*. 2nd ed., N.Y., 1962.

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

26.802 History of Architecture (Mr. Apperly)

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

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

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

PRINCIPAL REFERENCE BOOKS

Boyd, R. *Australia's Home: Its Origins, Builders and Occupiers*. Penguin, 1968.

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

Freeland, J. M. *Architecture in Australia—A History*. Cheshire, 1968.

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

Prerequisite: 26.801.

A new and exploratory course designed to deepen and extend knowledge gained in the first elective.

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The Deputy Registrar (Student Services), Mr. P. O'Brien, is located on the first floor of the Chancellery. See Mr. O'Brien or Mr. S. Briand for matters relating to *financial problems* (he may be able to arrange a loan). Phone 2482 or 3164.

The Assistant Registrar (Examinations and Student Records), Mr. J. Warr, is located on the ground floor of the Chancellery. For particular enquiries regarding *Student Records* (including matters related to *illness affecting study*) contact Mr B. Newell (Phone 2141), and regarding *Examinations* contact Mr J. Grigg (Phone 2143). This section can also advise on matters relating to *discontinuation of subjects and termination of courses*.

The Assistant Registrar (Admissions and Higher Degrees), Mr. J. Hill, is located on the ground floor of the Chancellery. For particular enquiries regarding *undergraduate courses* phone Mr. J. Beauchamp on 3319. General enquiries should be directed to 2485.

The Assistant Registrar (Student Employment and Scholarships), Mr. J. Foley, is located on the ground floor of the Chancellery. Enquiries should be directed to 2086.

The Housing Officer, Mrs. J. Hay, is located in the Student Amenities and Recreation Unit in Hut B at the foot of Basser Steps. For assistance in obtaining *suitable lodgings* phone 3803.

The Student Health Unit is located in Hut E on College Road. The Director is Dr. M. A. Napthali. For *medical aid* phone 2679.

The Student Counselling and Research Unit is located at the foot of Basser Steps. The Head is Mr. G. Gray. For assistance with educational or vocational problems ring 2600-2605 for an appointment.

The University Librarian is Mr. A. Horton. Library enquiries should be directed to 2649.

The Chaplaincy Centre is located in Hut F at the foot of Basser Steps. For spiritual aid consult Rev. B. W. Wilson (Anglican)—2684; Rev. Father J. King or Rev. Father M. Fallon (Catholic)—2379; Pastor H. Davis (Church of Christ)—2683; Rev. P. Holden (Methodist)—2683; Pastor G. Rollo (Seventh Day Adventist)—2683; Rabbi M. Kantor (Jewish)—3273.

The Students' Union is located on the second floor of Stage 3 of the Union where the SU full-time President or Education Vice-President are available to discuss any educational problems you might have. In addition to dispensing free educational advice the SU offers a diverse range of services including legal advice (full-time solicitor available), clubs and societies services, second-hand bookshop (buy or sell), new records/tapes at discount, food co-op, a professional nursery/kindergarten (House at Pooh Corner), a typesetting service, electronic calculators (bulk purchasing), health insurance and AUS insurance, an information referral centre (the Infakt Bus) and publications such as Tharunka, Speer, Concessions Book and counter-course handbooks. For information about these phone 2929.

This Handbook has been specially designed as a source of reference for you and will prove useful for consultation throughout the year at this University.

For fuller details about the University—its organization, staff membership, description of courses and so on, you should consult the University Calendar.

Separate Handbooks are published for the Faculties of Applied Science, Architecture, Arts, Commerce, Engineering, Law, Medicine, Professional Studies, Science (including Biological Sciences) and the Board of General Studies.

The Calendar and Handbooks are available from the Cashier's Office. The Calendar costs \$3 (hard cover) and \$2.50 (soft cover) (plus postage and packing, 90 cents). The Handbooks each cost 80 cents (plus 10 cents postage), with the exception of General Studies, which is available free of charge.

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