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The University of New South Wales

General Studies

1976
Faculty Handbook



The University of New South Wales
PO Box 1 Kensington NSW Australia 2033 Phone 6630351

General Studies

Board of Studies in
General Education

1976
Faculty Handbook

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Contents

Staff	2
<hr/>	
General Studies Program	3
Nature of the Program	3
Structure of Electives	3
<hr/>	
General Studies Requirements	6
Full-time Courses	6
Part-time Courses	7
Substitution of Arts Subjects for General Studies Electives	8
Restrictions on the Selection of Particular Electives	8
<hr/>	
Subject Descriptions and Textbooks	9
0. Student Oriented Elective	9
1. Individual and Society	9
2. The Environment	12
3. Australian Studies	13
4. Historical and Political Studies	14
5. Science and Technology	15
6. Economics	16
7. Literature and Drama	16
8. Philosophical Studies	19
9. Fine Arts, Music and Film	21

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General Studies Program

Nature of the Program

The inclusion of a general studies component in professional courses is designed to give students the opportunity to study subjects outside their own discipline, so gaining an appreciation of the contributions to contemporary thought of the social sciences, humanities and the arts. In this way the student should acquire a fuller understanding of the nature of society and the social context of his own profession.

The General Studies program provides a wide range of electives designed specifically to meet these aims. They are topic oriented rather than discipline oriented and many are interdisciplinary. To satisfy the general educational goals of the program, emphasis is placed on the ways in which the social sciences, humanities and the arts can be related, both separately and in interaction, to issues of social relevance and human understanding.

Responsibility for the General Studies program rests with the Board of Studies in General Education which was established by Council in 1963.

Structure of Electives

The electives offered by the Department of General Studies are of three kinds: half electives of 21 hours duration over one session; electives of 42 hours duration over either one or two sessions and double electives of 84 hours duration over two sessions. Students may complete their general studies requirements with any combination of half-electives, electives and double electives. The electives offered are:

1. Half Electives (21 hours)

- 26.1000 Aggression and Conflict: Psychological Perspectives
- 26.1001 The Family
- 26.1002 Man: Animal, Machine or Person?
- 26.1003 Social Aspects of Human Development
- 26.1004 Control of Human Behaviour
- 26.1005 The Politics of Protest
- 26.3000 Social Justice in Australian History
- 26.3001 Migrants in Australia
- 26.3002 Australia in South-East Asia
- 26.3003 Religious Conflict in Australia
- 26.4000 China: From the Manchus to Mao
- 26.4001 Race Relations in Modern History

General Studies

- 26.7000 Modern Literature—The Search for Meaning
- 26.7001 The Modern Novel
- 26.8000 Philosophy of Religion
- 26.8001 Existentialism
- 26.9000 Art and Ideology
- 26.9001 Research into Australian Art

2. Electives (42 hours)

- 26.001 General Studies
- 26.110 Race and Prejudice
- 26.111 Human Communication
- 26.112 Psychological Assumptions in Social Practice
- 26.113 Film and Society
- 26.114 Alienation
- 26.115 Man and Woman
- 26.116 The Sociology of Mass Communication
- 26.117 Modern Societies and Theories of Social Change
- 26.118 Urban Anthropology
- 26.200 Man and the Environment
- 26.201 The Environmental Situation
- 26.202 Environmental Psychology
- 26.203 Man and Landscape in Australia
- 26.310 Australian History Workshop
- 26.311 Political Conflict in Australia
- 26.312 Australian Social History
- 26.410 The World in the Twentieth Century
- 26.411 Civil War to Civil Rights
- 26.412 Social and Political Change in the Pacific Islands
- 26.413 "National Character"—Australian Legend and American Dream
- 26.414 International Conflict and Control
- 26.560 Cosmology
- 26.561 Science, Politics and Society
- 26.562 Problems of Underdeveloped Countries
- 26.563 Alternative Technology and Development
- 26.564 Technology and Society Since 1750
- 26.565 Quantitative Theories in the Social Sciences
- 26.566 Cosmology (Advanced)
- 26.610 Economics
- 26.611 Economics (Advanced)
- 26.612 The Economics of Australia's Natural Resources
- 26.710 The Medium and the Message
- 26.711 Voices in Australian Literature
- 26.712 World Literature and Contemporary Questions
- 26.713 Creative Writing (Shorter Form)
- 26.714 Creative Writing (Longer Works)
- 26.715 The Literature of Oppression
- 26.716 An Introduction to Modern Drama
- 26.717 Shorter Literary Forms
- 26.718 The Literature of Fantasy
- 26.719 The Experience of Theatre
- 26.720 The Forms of Drama
- 26.810 Utopia

- 26.811 Communication and the Uses of Language
- 26.812 An Introduction to Formal Logic and the Philosophy of Mathematics
- 26.813 Philosophy of Psychology
- 26.814 Applied Logic
- 26.815 Philosophy of Music
- 26.816 Rationality and Critical Thought
- 26.817 Philosophy of Science
- 26.818 Philosophy of Science (Advanced)
- 26.910 Music and Human Behaviour
- 26.911 Music in Drama
- 26.912 Contemporary Art
- 26.914 History of Architecture
- 26.915 The Arts and Crafts
- 26.916 The Arts and Crafts (Advanced)
- 26.917 An Introduction to Cinema
- 26.918 Music (Advanced)
- 26.919 Voice and Instrument In the Culture of the Renaissance

3. Double Elective (84 hours)

- 26.415 Japanese Studies

General Studies Requirements

The normal General Studies requirement is 168 hours for students who are taking 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 6 years and 126 hours for courses of 6 years and under. This means that students in the longer courses will take four electives and those in the shorter courses will take three.

Selection of electives in the General Studies program is governed strictly by Faculty requirements. Before selecting a particular elective, students should ascertain that their choice is in accordance with Faculty requirements. Most faculty handbooks specify the points at which General Studies electives should be taken. The detailed requirements are summarized as follows:

1. Four-year courses in the Faculties of Engineering, Applied Science, the Honours degree in the Science course, the Pure and Applied Chemistry and Optometry courses in the Faculty of Science and the degree course in Landscape Architecture.

The normal requirement is 168 hours General Studies of which 42 hours are taken in second year, 84 hours in third year and 42 hours in fourth year. Exceptions to this pattern are:

A Chemical Engineering students take two General Studies electives in Year 2, one in Year 3 and one in Year 4.

B Food Technology and Mining Engineering students take one General Studies elective in each of Years 2 and 3 and two electives in Year 4.

C Civil Engineering students are required to include at least four General Studies electives in the total of ten electives required for their degree. At least two of the General Studies electives must be completed by the end of Year 3.

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

E Electrical Engineering students may replace one or two General Studies electives by an approved (by the Head of the Department of General Studies) subject from areas such as:

Life Sciences
Earth Sciences
Accounting and Business Administration
Law
Economics
Industrial Management

Full-time Courses

2. Architecture, Building and Town Planning

A : Bachelor of Science (Architecture) students take one General Studies elective in each of Years 2 and 3;

Bachelor of Architecture students in Year 2 take at least one hour per week from:
Any Arts or Commerce subjects consistent with the rules for enrolment of the Faculty concerned

or

Any humanities elective consistent with the rules for enrolment of the Department of General Studies.

Bachelor of Architecture students may, in addition, choose up to five hours per week of General Studies electives in Year 3.

B Building students take one General Studies elective in each of Years 2, 3 and 4.

C Town Planning students take one General Studies elective in Year 1, two in Year 2 and one in Year 5.

3. Commerce ((Accounting, Finance and Systems), Economics, Economic History, Econometrics, Industrial Relations, Marketing)

Commerce students may complete the General Studies program as follows or by the substitution of Arts subjects in accordance with the following rules:

A Candidates shall include among their options two subjects (totalling not less than three hours per week for two sessions) which are any electives other than Economics offered by the Department of General Studies or any subject for the degree of Bachelor of Arts at the University of New South Wales.

B An elective taught by the Department of General Studies and the corresponding Arts subject may not both be counted towards the requirements for the degree and no more than two electives taught by the Department of General Studies may be counted towards the requirements of the degree.

4. Medicine

Medical students take two General Studies electives in Year 1 and one in each of Years 2 and 3.

5. Professional Studies

Industrial Arts students take one General Studies elective in Year 3.

Social Work students take one General Studies elective in each of Years 2, 3 and 4.

6. Science

Science course Pass degree students take one General Studies elective in Year 2 and two General Studies electives in Year 3.

The Psychology course has no compulsory General Studies electives. Students may, with the approval of the Head of the School of Psychology, substitute two General Studies electives for an Arts subject.

Part-time Courses

1. Bachelor of Science (Technology) and Bachelor of Science (Engineering)

Students take three General Studies electives. There is no set pattern common to all courses as each school places the electives on Stages 3 to 6 according to its own timetabling arrangements. Students should consult their faculty handbook for details.

2. Architecture and Building

Architecture or Building degree students follow the same total program as the full-time students.

A Architecture students take one General Studies elective in Stage 2A and one in Stage 3B.

B Building students take one General Studies elective in Stage 4, one in Stage 5 and one in Year 4.

3. Commerce

The same provisions apply as for full-time degree students.

4. Bachelor of Science (Pure and Applied Chemistry, Psychology, Science):

A Pure and Applied Chemistry students take one General Studies elective in each of Stages 4, 5 and 6.

B Science and Science (Psychology) students follow the same provisions that apply for the full-time degree students.

In addition, Honours students in these courses take a further General Studies elective in their Year 7.

General Studies

5. Surveying

Surveying students take one General Studies elective in Stage 4, one in Stage 5 and two General Studies electives in Stage 6.

Substitution of Arts Subjects for General Studies Electives

1. Courses in all Faculties other than Commerce

Students may upon the recommendation of the Head of the School offering the subject and with the approval of the Head of the Department of General Studies or their nominees, substitute one or more Arts subjects for General Studies electives. For this purpose, Arts subjects of unit value 1 may be substituted for 42 hours of General Studies and Arts subjects of unit value 2 may be substituted for 84 hours of General Studies.

2. Courses in the Faculty of Commerce

Commerce students may substitute Arts subjects in accordance with the following rules:
A Candidates shall include among their options two subjects (totalling not less than three hours per week for two sessions) which are any electives other than Economics offered by the Department of General Studies or any subject for the degree of Bachelor of Arts at the University of New South Wales.

B An elective taught by the Department of General Studies and the corresponding Arts subject may not both be counted towards the requirements for the degree and no more than two electives taught by the Department of General Studies may be counted towards the requirements of the degree.

Restrictions on the Selection of Particular Electives

The following restrictions on counting certain General Studies electives apply to students who have completed the subjects listed below offered by the Faculty of Arts.

1. Students who have completed 12.001 Psychology 1 may not count among their General Studies electives:

- 26.1000 Aggression and Conflict: Psychological Perspectives
- 26.1001 The Family
- 26.1002 Man: Animal, Machine or Person?
- 26.1003 Social Aspects of Human Development
- 26.1004 Control of Human Behaviour

2. Students who have completed 54.501 Political Science I may not count among their General Studies electives 26.311 Political Conflict in Australia.

3. Students who have completed 51.501 History IA may not count among their General Studies electives 26.4000 China: from the Manchus to Mao.

4. Students who have completed 51.511 History IB or 51.521 History IC may not count among their General Studies electives 26.410 The World in the Twentieth Century.

5. Students who have completed 52.101 Introductory Philosophy A or 52.102 Introductory Philosophy B may not count among their General Studies electives 26.8000 Philosophy of Religion.

6. Students who have completed 50.511 English IA or 50.521 English IB may not count among their General Studies electives:

- 26.7000 Modern Literature—The Search for Meaning
- 26.7001 The Modern Novel
- 26.710 The Medium and the Message

7. Students who have completed 15.001 Economics IA may not count among their General Studies electives:

- 26.610 Economics
- 26.611 Economics (Advanced)

8. Students who have completed 57.101 World Drama I or 57.102 World Drama II, may not count among their General Studies electives:

- 26.716 An Introduction to Modern Drama
- 26.720 The Forms of Drama

Subject Descriptions and Textbooks

Identification of Subjects by Numbers

The number which identifies subjects taught by the Department

of General Studies is 26. For further information consult this section in the Faculty Handbook and/or the Calendar.

The electives offered by the Department of General Studies have been categorized under ten different subheadings for ease of reference. The categories are:

0. Student Oriented Elective
 1. Individual and Society
 2. The Environment
 3. Australian Studies
 4. Historical and Political Studies
 5. Science and Technology
 6. Economics
 7. Literature and Drama
 8. Philosophical Studies
 9. Fine Arts, Music and Film

0. Student Oriented Elective

26.001

General Studies

An elective designed for students who wish to pursue an independent course of study and/or research in the humanities and social sciences which does not fall specifically into the domain of any existing elective. Students wishing to enrol in this elective must present a detailed program of study and/or research project for approval to the Board of Studies in General Education by the 31st January of the year in which they wish to enrol.

Students interested in undertaking this option should contact the Head of the Department of General Studies to obtain advice on presentation of the proposed program of study.

1. Individual and Society

The electives included under this category deal with various aspects of human needs and motivations, the relationship of the person to society and the nature of society.

26.1000

Aggression and Conflict—Psychological Perspectives (Half Elective) (Philip Bell)

Not available to students who have completed 26.1214 Love and Aggression or 26.1215 Social Aspects of Human Development.

This one-session elective studies various approaches to psychological conflict and aggressive behaviour. The ethological concept of "instinct" and its predecessors in Freudian theory in the light of research into human aggression and violence. The influences of social stimuli such as those provided via the mass media. Freudian "defence mechanisms" in relation to motivational conflict within the individual and to social attitudes such as racism and sexism.

Assessment is based on seminar papers and essays. There is no formal examination.

Textbooks

Mahl G. F. *Psychological Conflict and Defense* Harcourt, Brace, Jovanovich

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

26.1001

The Family (Half Elective) (Philip Bell)

Not available to students who have completed 26.1214 Love and Aggression or 26.1215 Social Aspects of Human Development.

Explores the psychological influences of the nuclear family on individual development through the writings of theorists such as Freud, Bowlby and Laing. The hypothesis that the first five to six years of life are critical in the formation of personality. Arguments implicating family dynamics in the formation of "madness".

Assessment is by essay and open-book tutorial test (essay-type questions).

Textbook

Kagan J. *Personality Development* Harcourt, Brace, Jovanovich

26.1002

**Man: Animal, Machine or Person?
(Half Elective) (John Masters)**

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 the individual subjective experience as the prime interest of psychology. This elective 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

26.1003

**Social Aspects of Human Development
(Half Elective) (John Masters)**

Examines 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 in terms of how they interact with the more biological aspects of development.

Textbook

Pallant D. J. *Child Development* Macmillan

26.1004

**Control of Human Behaviour (Half Elective)
(Philip Bell)**

Examines the emerging technology of behaviour based on conditioning principles with particular mention of the work of B. F. Skinner.

Topics: 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. *Behaviour Therapy in Clinical Psychiatry* Penguin

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

26.1005

**The Politics of Protest (Half Elective)
(Kathleen Boehringer)**

Techniques of violence and non-violence are used in contemporary expressions of social, political and economic grievance; protests, civil disobedience, and direct action. This elective examines these phenomena of both the Right and the Left in light of ideology and dissent in the modern state; politicization of discontent; concepts of state legitimacy; power and powerlessness, relative deprivation; structural violence; theories of aggression, conflict, and collective behaviour; institutions and processes of social control.

Case studies include student protests, anti-war movements, civil strife in Northern Ireland and race riots.

26.110

Race and Prejudice (Philip Bell)

Considers the biological concept of race and its psychological implications.

Arguments purporting to demonstrate innate racial differences in intelligence. Psychological studies of aboriginal Australians and the literature from the U.S.A. concerning hypothesized negro-white differences.

Textbooks

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

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

McConnochie K. R. *Realities of Race* ANZ Book Co

26.111

Human Communication (Angela Hale)

Prerequisites: A pass in 26.1213, 26.531 or in any two of the following: 26.1211, 26.1212, 26.1214, 26.1215.

Considers the psychological aspects of interpersonal communication. Session 1: the psychological effects of the mass media, depersonalized communication and non-verbal communication including ESP and hypnosis. Session 2: psychological "maladjustment" in terms of communication, especially communication within families. "Role-playing", interpersonal "games" and suggestibility. Family dynamics and their possible role in the development of "madness", especially through the writings of R. D. Laing. Various approaches to understanding psychological distress and therapy: Non-directive (Rogers), Phenomenological (Laing) and Behaviouristic.

Textbooks

Boyers R. & Orrill R. eds *Laing and Anti-Psychiatry* Penguin
Laing R. D. & Esterson A. *Sanity, Madness and the Family* Penguin

Rogers C. *Encounter Groups* Penguin

26.112

**Psychological Assumptions in Social Practice
(John Masters)**

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

Offers an opportunity for students to participate in some exploratory research and analysis. The objectives 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 elective develops 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 a 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 is indicated as issues are raised.

26.113

Film and Society (John Tulloch)

A comparative approach to contemporary social issues using two distinct sociological perspectives as well as those of major

film makers. 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? What is the role of film in society, etc?

A programme of fourteen feature films is shown, on one evening of the week, starting between 5.45 p.m. and 8 p.m., as an essential part of this course. Watching and analysing films on contemporary social problems and within a sociological perspective is a major component. Teaching is based on seminars at which students are asked to give talks chosen from a wide variety of topics. These seminars take place once a fortnight for two hours. There are no lectures.

Textbooks

Tudor A. *Image and Influence: Essays in the Sociology of Film* Allen & Unwin

Worsley P. *Introducing Sociology* Penguin

26.114

Alienation (Ralph Hall)

The term "alienation" has acquired numerous meanings as a result of its widespread use in analyses of contemporary society. This elective is 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, Seeman 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?", "is the family an alienating force in society?", "do encounter groups overcome alienation from self and others?", the relationship of phenomena of conformity, apathy, prejudice and aggression to alienation from others.

The elective considers 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.

Textbook

Israel J. *Alienation from Marx to Modern Sociology* Allyn & Bacon

26.115

Man and Woman (Ralph Hall)

A multi-disciplinary course on the nature and interrelationships of men and women. Includes: 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 judgment.

Textbooks

Boston Women's Health Collective *Our Bodies, Our Selves* Simon & Schuster

Mercer J. *The Other Half* Penguin

Oakley A. *Sex, Gender and Society* Sun Books

26.116

The Sociology of Mass Communication

(John Tulloch)

Prerequisite: 26.531.

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

Students wishing to take this elective should contact Dr Tulloch personally well before the start of the 1976 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, and work? Who owns the media and with what implications?

Can one expect "objectivity" from the media in reporting students protest demonstrations or 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

McQuail D. ed *Sociology of Mass Communications* Penguin

26.117

Modern Societies and Theories of Social Change

(Joan Ritchie)

Prerequisite: 26.511.

Not available in 1976.

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 is based on essays and seminar papers. Topics are chosen by the students from:

1. *Laissez-faire Capitalism*. Includes 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 Toffer.

Textbooks

Barracough G. *An Introduction to Contemporary History* Pelican

King-Hale D. *The End of the Twentieth Century* Macmillan

26.118

Urban Anthropology (Julie Taylor)

Why has the anthropology of complex societies concentrated on the culture of the poor, while an anthropology of the rich is so slow in developing? This question is considered through an examination of myth, political myth and ideology, concentrating not on myths of the primitive and the poor, but on myths of other groups about them. Links with forms of racism and attitudes toward women are stressed. The connection of these negative myths with positively valued concepts and symbols in contemporary occidental society such as: science and progress; taste, culture and social mobility; love and sex. Students use primary sources such as art forms and the media to analyze collective representations of their own culture.

The elective further explores some of the mythology about the "masses" by comparing it to the growing body of knowledge concerning urban groups ranging from inhabitants of slums and housing projects to the squatters whose "invasions" are a characteristic problem of developing countries. The concept of the "culture of poverty" will be questioned in the light of data about such groups throughout the world. As well as their culture and social structure, the cultural implications of the following and their interaction with the urban environment will be treated—planned and improvised architectural forms, housing policies of construction, administration and relocation and relations with other urban sectors.

A bibliography is issued for each area of investigation.

Preliminary Reading

Geertz C. *Ideology as a Cultural System* In Apter D. ed *Ideology and Discontent* Free Press

Leach E. Introduction in Leach E. R. ed *The Structural Study of Myth and Totemism* ASA Monographs 5 Tavistock

Malinowski B. *Myth in Primitive Psychology* In Dawson W. R. ed *The Frazer Lectures 1922-1932* Macmillan

Smith P. *La nature des mythes* Diogene 82

2. The Environment

These electives look at various aspects of the human environment. They deal critically with the ways in which society misuses its natural resources and seek to find alternatives to traditional approaches.

26.200

Man and Environment (Ronnie Harding)

Within the general theme of *Population, Resources, Environment* an examination of 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: 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, eg urbanization trends. 2. Those basic ecological principles necessary for some understanding of environmental problems, eg food chains, energy flow, biogeochemical cycles. Modification of ecosystems by man, eg 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 "ecocrisis" literature, and that of its critics.

Textbook

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

26.201

The Environmental Situation (Graham Pont)

Prerequisite: Credit or better in any first elective.

An interdisciplinary course, designed as a free-ranging exploration of man's relationships to his natural and artificial environment. Aims not only to review current thought in environmental studies, but also to stimulate discussion and research on contemporary issues that cut across traditional divisions of academic and professional specialization. Special attention is paid to the philosophic study of environmental issues, the development of alternative lifestyles, and the reform of social, political, economic and educational institutions.

Takes the form of lectures, seminars and class discussions requiring a high degree of student participation. Each student prepares, under supervision, a formal dissertation presenting the results of his research during the year. Individual bibliographic assistance is provided by the Reader Education Librarian.

Textbooks

No set texts. Bibliographies are provided individually.

26.202

Environmental Psychology (Angela Hale)

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 environmental psychology, the course covers 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 "people's action groups" and the relationship between attitudes and action.

Textbook

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

26.203

Man and Landscape in Australia (Ronnie Harding/Graham Pont)

Prerequisite: 26.681.

This multidisciplinary course extends the study of man and environment to an exploration of the use, design and management of the landscape in Australia, and a consideration of different problems (ecological, economic, political, social, ethical, aesthetic, etc.) facing the modern Australian in his urban and rural surroundings. Lectures trace the general history of the Australian ecosystem from the earliest evidence of aboriginal occupation, and analyse changes in the natural and built environment from the pioneers to the modern town planners, developers, landscape architects and civil engineers. The tradition of landscape gardening in Australia, current research in local ecology and its applications to environmental policy, and the development of an awareness of landscape as expressed in art and literature.

Each student prepares and is examined by a formal dissertation reporting results of research during the year on some chosen aspect of the field.

Textbook

Bligh B. *Cherish the Earth* Ure Smith

3. Australian Studies

These electives deal with various aspects of Australian society viewed mainly from a political and historical approach.

26.300

Social Justice in Australian History (Half Elective) (Richard Kennedy)

Theme: the quest for social justice in the history of Australian society. The concepts of "social history" and "social justice"; the emerging demand for social justice from protests about transportation to the foundation of labour parties. In the twentieth century, three aspects are developed: social welfare, the women's movement, and the Australian dream.

This half elective consists of one weekly lecture and one fortnightly seminar for one session. Assessment is by coursework, mainly in the form of a seminar paper and an essay.

Textbooks

Louis L. J. & Turner I. *The Depression of the 1930's* Cassell
McQueen H. *A New Britannia* Penguin

26.301

Migrants in Australia (Half Elective) (Robyn Lim)

The history of European and non-European immigration into Australia. The formulation and results of Australia's immigration policy since 1945. The nature and composition of migrant communities; attitudes of "native" Australians towards migrants; migrants in the education system; migrants in the work force; problems of migrant women; migrants and the political system; and migrants and the law. Some cross-cultural comparisons with Britain, Canada and the United States.

26.302

Australia in South East Asia (Half Elective) (Robyn Lim)

Australia's historical involvement with the region in the context of British imperialism in the nineteenth century, stressing the development of the "White Australia" policy.

The impact of the two world wars and changes in postwar British foreign policy. The Cold War, Australia's involvement in the Malayan Emergency, Australia's role in the formation of ANZUS, SEATO and ASPAC. The commitment of troops in Vietnam in the context of the American-Australian alliance.

Australia's relations with Indonesia especially in relation to the West Irian and Confrontation crises and the contemporary Timor situation. Australia's economic role in the region, with emphasis on foreign aid, patterns of trade and investment as well as the role of multinationals. Australia's defence policies in the context of the multipolar Asian Power balance.

26.303

Religious Conflict in Australia (Half Elective) (Richard Lucy)

Conflict within and between the four major organized religious groups in Australia on issues which involve both theological and social values and beliefs. Includes: the Strong heresy controversy, the World War I conscription controversy, the Angus heresy dispute and the debate on church union. Stress is on the foreign and/or domestic origins of these disputes, for example, the relative influence of German theology and Australian social values.

Introductory lectures: relevant aspects of theology (such as the debate between conservative, liberal and fundamentalist theology and the later debate between liberal and neo-orthodox or Barthian theology) and the sociology of religion.

Textbooks

Nicholls W. *Systematic and Philosophical Theology* Pelican
Wilson B. *Religion in Secular Society: A Sociological Comment* Pelican

26.310

Australian History Workshop (Richard Kennedy)

Prerequisite: Credit, or better, in 26.510. Students intending to enrol must consult Richard Kennedy beforehand.

An elective of seminars and oral history workshops throughout the year aimed at more advanced historical analysis. Training in the methods of oral history within the "working lives tradition". Students select a research topic from one of the following areas in twentieth century social history: racism; the digger legend; the depression experience; social welfare; sexism; social class; cultural history.

Assessment is by coursework, mainly in the form of a number of work-in-progress seminars, a research essay, and at least two recordings of high standard for inclusion in the archives of the General Studies' Library of Oral History.

Textbook

Duffy D., Harman G. & Swan K. *Historians at Work* Hicks, Smith

26.311

Political Conflict in Australia (Richard Lucy)

Political conflict within and between the main actors in Australian politics, such as political parties, pressure groups, trade unions and the mass media. These actors 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, the Cabinet and Caucus. The interaction of these groups and institutions is illustrated by reference to the way particular policies have come to be adopted. Political conflict in local government and private associations is discussed and the course concludes with some general observations about the characteristics of politics in technological societies.

26.312

Australian Social History (Richard Kennedy)

Aims to establish the idea of an Australian social history. Lectures and seminars develop the theory of social history and the method of class analysis. Aspects of social oppression and the demand for social justice in the history of Australian society from 1788 to the present.

Assessment is by coursework.

Textbooks

Horne D. *The Australian People* A & R
McQueen H. *A New Britannia* Penguin

4. Historical and Political Studies

This group of electives covers history and politics in both national and international contexts.

26.4000

China: From the Manchus to Mao (Half Elective)
(Roger Bell)

China's response to Western Imperialism in the nineteenth century, and the impact of foreign and indigenous forces on the collapse of the Manchu dynasty in 1911. The period of civil war and transformation from dynastic rule to Communist revolution, 1911-1949. The birth and nature of the Chinese Communist Party; the achievements and failures of Chiang's Kuomintang Party; the rise of Mao and his impact on China and Chinese Communism; the impact of the Japanese invasion on the Communist/Nationalist civil war; and the reasons for Mao's victory in 1949. Developments since 1949, especially the cultural revolution and China's relations with the U.S.A. and U.S.S.R.

Lectures and tutorials, with assessment based on contributions to tutorial discussions and two written papers: a short book review and an essay.

Textbooks

Clubb E. O. *20th Century China* Columbia UP
Fitzgerald C. P. *The Birth of Communist China* Pelican
Schram S. *Mao Tse-tung* Pelican

26.4001

Race Relations in Modern History (Half Elective)
(Norman Douglas)

Aspects of race relations over the last two centuries, taking into account areas which illustrate racial tensions as well as those which illustrate harmony between races. The formation of concepts of European supremacy and their application in the contexts of imperialism and colonialism; the growth of discriminatory and segregationist practices in the U.S.A., South Africa and Australia, and their sequels, black power groups and black nationalism. The application of racial arguments in the field of religion. Examples of apparently successful multi-racial societies, eg Hawaii, New Zealand.

Lectures and seminars, and assessment is based on essays and seminar work.

Textbooks

Kiernan V. G. *The Lords of Human Kind* Penguin
Snyder L. *The Idea of Racialism* Anvil

26.410

The World in the Twentieth Century
(Norman Douglas in absence of Joan Ritchie)

Several parallel courses, emphasizing slightly different aspects. A review of the relatively settled, European-centred world of the late nineteenth century. 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

Barracough G. *An Introduction to Contemporary History* Pelican
Carr E. H. *What is History?* Pelican
Hudson G. F. *Fifty Years of Communism* Penguin
Kamenka E. ed *Nationalism: The Nature and Evolution of an Idea* A.N.U. Press

26.411

Civil War to Civil Rights: The United States, 1860's-1960's (Roger Bell)

Prerequisite: Any one of 26.510, 26.511, 26.541, 26.548, 26.549.

Major aspects of historical change and continuity in the United States since the war between the North and the South, 1861-1865. The consequences of the Civil War; the impact of immigration, urbanization, and industrialization on American society and politics; the position and role of ethnic minorities, especially blacks, in United States society since the emancipation of slaves in 1863; the origins and implications of America's emergence as the major world power; the distinctive and derivative aspects of American political, social and intellectual life; the nature and pattern of reform movements, especially Progressivism, the New Deal, and Johnson's "Great Society"; and the origins and significance of the Civil Rights and Black Power movements.

Some recent interpretations of U.S. history, leading to the problems of historical enquiry and the nature of history. The way in which recent developments like the Civil Rights movement, growing disillusionment with established political institutions, Vietnam, or the feminist movement have raised new questions about the past and prompted reinterpretations of large areas of U.S. history.

Lectures and seminars, with assessment based on contributions to seminar discussions, and two substantial essays.

Textbooks

Degler C. *Out of Our Past: The Forces that Shaped Modern America* Harper
Higham J. ed *The Reconstruction of American History* Harper & Row
Weinstein A. ed *Random House Readers in American History: Essays on the National Past, 1860 to the Present Vol 11* Random House

26.412

Social and Political Change in the Pacific Islands
(Norman Douglas)

Prerequisite: 26.511, 26.541, 26.510, 26.548 or 26.549.

The controversy surrounding the origins of the Pacific Islanders, and the structure of traditional society, 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.

Lectures and seminars, with assessment based on essays and seminar papers.

Textbook

Oliver D. *The Pacific Islands* Doubleday Anchor

26.413

"National Character"—Australian Legend and American Dream (Joan Ritchie)

Prerequisite: 26.511.

Not available in 1976.

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

Hall J. E. ed *Forging the American Character* American Problem Studies Holt, Rinehart & Winston

Horne D. *The Lucky Country* Penguin

Nye R. B. & Morpurgo J. E. *A History of the United States Vol II: The Growth of the United States of America* Pelican

26.414

International Conflict and Control (Richard Lucy)

Prerequisite: any three general studies electives.

1. A psychological analysis of international behaviour, with 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. 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.

Integration of the psychological and political aspects of international relations.

26.415

Japanese Studies (Alexander Garrick)

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

5. Science and Technology

The purpose of these electives is to look critically at the role of science and technology and to consider alternatives to western technology.

26.560

Cosmology (Frank Dickson)

There are many deep and interesting problems for the cosmologist to consider. 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?

26.561

Science, Politics, and Society

(Kathleen Boehringer)

The role of science and technology in society, with particular reference to the dimension of power. The approaches of Bernal, Popper, Merton and Kuhn in light of the following issues: the role of science with regard to social change, including the determinants of scientific research and the institutionalization of scientific investigation; the social organization of science, including the norms and values of "pure" and "applied" science; the social responsibilities of science including considerations of chemical and biological warfare, ecological crises, and the development of social control techniques.

Textbook

Sklair L. *Organized Knowledge* Paladin

26.562

Problems of Underdeveloped Countries

(Robert Waddell)

The concepts of "development", "underdevelopment" and "modernization", and 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—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?

No set texts. Reading lists are issued for each of the main topics.

26.563

Alternative Technology and Development

(Ronnie Harding/Robert Waddell)

Prerequisite: 26.540 or 26.681.

The nature of the environmental, economic and political crises toward which the world is said to be heading. The role played by current Western technology in this process. Should a technology be adopted which would be more appropriate not only to our own 'advanced' society but also to the 'underdeveloped' countries? The theory, practice and political implications of alternative technologies based on sound ecological principles and a rational and equitable use of resources.

26.564

Technology and Society Since 1750

(Robert 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

No set text. Reading lists and other material are issued during the course.

26.565

Quantitative Theories in the Social Sciences (John Masters/Ralph Hall)

The recent development of mathematical models in the social sciences 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 are treated in some depth, to illustrate the use of mathematical models in the social sciences, and to raise special problems related to model fitting. Automata theory, risk and decision-making, game theory with applications to international conflict and stochastic models for learning.

26.566

Cosmology (Advanced) (Simon Prokhorovnik)

Prerequisite: 26.621.

Not available in 1976.

The approach and ideas introduced in the first elective are further developed. Recent developments in astrophysical observations and their impact on cosmological theories. The mathematical exposition of cosmological theories, and the relation of mathematical models to the physical world and our observations of it. A cosmological model based on the assumption of a uniformly expanding universe together with its implications for relativity and gravitation.

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

Textbooks

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

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

Prokhorovnik S. J. *The Logic of Special Relativity* C.U.P. & M.U.P.

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

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

minants of the level of national income, the volume of employment and causes and consequences of variations in the money supply. *Session 2: "Micro-economics"*, ie the economics of the parts of the economy such as the firm and the industry; the determination of prices in different types of markets, the economic aspects of individual behaviour, and factors affecting wage rates. The economics of international trade and payments. Where appropriate, references are made to the Australian economy.

Textbooks

Gill R. T. *Economics: A Text with Included Readings* Goodyear Publishing Co

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

26.611

Economics (Advanced) (Jack Brown/Ian Iredale)

Prerequisite: 26.151.

Session 1: Aims 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. Inflation; federal-state financial relations; the Australian balance of payments; monetary and fiscal policy, price and incomes policies and exchange rate policy.

Session 2: Aims to introduce students to the wide range of micro-economic policy initiatives, such as the Trade Practices Act and Prices Justification Tribunal, undertaken by the Australian Government. The Initiatives encompass a number of objectives and have an impact upon all sectors of the economy; together, they form a complex micro-economic policy that will evolve throughout the 1970's and beyond.

No set text. Students are encouraged to read widely on each of the topics.

26.612

The Economics of Australia's Natural Resources (Peter 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. This elective aims to apply the tools of analysis developed in the first elective to the problems involved in the production, processing and marketing of natural resources. The course is 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 Mr. Lomas before 31st January, 1976.

6. Economics

These electives provide an introductory study of economics with provision for further study of some selected economic problems.

26.610

Economics (Peter Lomas)

Aims 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 students may be employed.

Session 1: "Macro-economics", ie the study of general economic forces affecting the economy as a whole. The deter-

7. Literature and Drama

The material covered in these electives includes topics in literature and drama with some emphasis on contemporary social problems such as minority groups, violence.

26.7000

Modern Literature — The Search for Meaning (Half Elective) (David Robert Burns/Carole Skian)

A reading and discussion course that traces the twentieth century writer's attempt in both poetry and fiction, to discover meaning and significance in a world where violence seems the only pattern.

Textbook

Camus A. *Exile and the Kingdom* Penguin

Fitzgerald F. S. *The Great Gatsby* Penguin

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

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

26.7001

The Modern Novel (Half Elective)

(David Robert Burns/Carole Skian)

A reading and discussion course that traces the twentieth century novelist's attempt to discover meaning and significance in a world where violence seems the only pattern.

Textbook

Faulkner W. *As I Lay Dying* Penguin

Golding W. *The Inheritors* Faber

Hesse H. *Steppenwolf* Penguin

Kafka F. *The Trial* Penguin

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

White P. *The Aunt's Story* Penguin

26.710

The Medium and the Message

(Asher Ginges/Gladys Norton)

An English Language and Literature elective. *Literature component*: 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. *Language component*: the methods used by writers when their purpose is simply to inform, or more subtly to persuade, or effectively to stimulate the imagination of readers while giving rein to their own.

Textbooks

DRAMA

Session 1

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

Williamson D. *The Removalists* Currency Press

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

26.711

Voices in Australian Literature

(Asher Ginges/Gladys Norton)

The body of material which we now accept as "Australian Literature" has been moulded over a comparatively short period by historical influences and events. The areas of that material, nevertheless, are sufficiently well defined to invite study of specific aspects. Through a selection of illustrative texts, students are offered the opportunity to achieve a fuller understanding of the difficult synthesis towards which, as a nation, our society is working.

Areas: 1. The convicts. 2. The settlers. 3. The aborigines. 4. The social and cultural development.

Textbooks

Roderick C. *An Introduction to Australian Fiction* A & R

Wilkes G. A. *Australian Literature — A Conspectus* A & R

A reading list of selected poems, short stories, essays, novels and plays, appropriate to the areas, is supplied to students at the first lecture.

26.712

World Literature and Contemporary Questions

(David Robert Burns)

Prerequisite: Credit in 26.551.

A discussion program for students who want to conduct independent research into any aspect of literature written, approximately, in the years since the First World War. It should hold particular interest for those students who wish (a) to relate their reading of modern literature to other fields such as philosophy, contemporary political and social issues, aspects of the counter culture; or (b) to write at length on the literatures of the new nations or of minority groups such as the American blacks.

A reading list of common interest is devised in the course of the seminars. Examination is by short thesis.

26.713

Creative Writing — Shorter Forms

(David Robert Burns/Carole Skian)

A practical course 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. Reference is made during discussion to works of poetry and fiction by established writers which students may find helpful and instructive.

26.714

Creative Writing — Longer Works

(David Robert Burns)

Prerequisite: Credit in 26.553.

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

26.715

Literature of Oppression (Carole Skian)

Literature, as opposed to sociological analysis, gives imaginative insight into the state of being: a black, a prisoner, a woman, a homosexual. The course entails exploration of racial and sexual oppression through literature: the impact of social roles, myths, stereotypes on the individual. The dominant theme is the parallels and interrelationships between racism

and sexism, raising the issues of dominant/submissive roles, denial of identity, objectification of the "other", the internalization of oppression, the sexual mystique of blacks: fear of sex related to fear of race.

Conducted through weekly seminars. Session 1 deals with racial oppression and Session 2 with sexual oppression and interrelating themes. Alternative assessment will be available, either oral papers plus a written assignment or an examination.

Textbooks

Session 1

- African writing to be announced
Baldwin J. *Another Country* Corgi
Cleaver E. *Soul on Ice* Penguin
Ellison R. *The Invisible Man* Penguin
Jackson G. *Soledad Brother* Penguin
Malcolm X. *The Autobiography of Malcolm X* Penguin
Merritt C. W. *The Cakeman* (text of play issued)

Session 2

- de Beauvoir S. *The Woman Destroyed* Fontana
Genet J. *Plays: The Blacks, The Maids* Faber
Ginzberg N. *The Mother in Italian Short Stories* Penguin
Lessing D. *A Man and Two Women* (selected short stories) Panther
Miller H. *Sexus* Panther
Plath S. *The Bell Jar* Faber
Woolf V. *A Room of One's Own* Penguin

26.716

An Introduction to Modern Drama (Geoffrey Borny)

Styles of drama and the playwright's methods of theatrical, social, and personal statement. Drama of the twentieth century; 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.

Textbooks

- Barnet S. ed *The Genius of the Early English Theatre* Mentor
Brecht B. *Parables for the Theatre* Penguin
Chekhov A. *Plays* Penguin
Halliwell D. *Little Malcolm and His Struggle against the Eunuchs* Faber
Ibsen H. *Ghosts and Other Plays* Penguin
Ionesco E. *Plays* Penguin
O'Neill E. *Emperor Jones* Penguin
Seymour A.; Stewart D. & Porter H. *Three Australian Plays* Penguin
Shakespeare W. *Hamlet* Signet
Sophocles *Theban Plays* Penguin
Williams T. *A Streetcar Named Desire* Penguin

26.717

Shorter Literary Forms (Gladys Norton)

Prerequisite: 26.501, 26.551 or 26.571.

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.

Textbooks

- 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
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
Wilding M. *The Short Story Embassy* Wild & Woolley

26.718

The Literature of Fantasy (Gladys Norton)

Prerequisite: 26.501, 26.551 or 26.571 but applications by students who have a sound background in English and wish to take the course as a first elective will be considered.

Session 1: 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*. Session 2: 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

Selected short works

ALLEGORY

- Aesop *Selected Fables* Any edition
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 LibraryAldiss B. ed *The Penguin Science Fiction Omnibus* PenguinAsimov I. *Foundation* PantherBradbury R. *Fahrenheit 451* CorgiStover L. E. & Harrison H. eds *Apeman, Spaceman* PenguinSwift J. *Gulliver's Travels — A Voyage to Laputa, etc* Signet ClassicVonnegut K. Jr *Cat's Cradle* PenguinWells H. G. *The Time Machine* Penguin

26.719

The Experience of Theatre (Geoffrey Borny)*Requisite: Willingness to attend rehearsals.*

Aims to give students experience in the practical aspects of drama. It is intended primarily for those students who have passed the more theoretically based elective 26.571 *An Introduction to Modern Drama* and who wish to gain some knowledge of the theatre arts.

The elective aims to mount two productions for public performance. The two plays of differing generic form (eg one tragedy and one comedy) would be selected after consultation with students enrolled in the elective.

The students are expected to be responsible for all the acting, set design and building, lighting and stage management while the Lecturer assumes the role of director.

The productions themselves involve the students in a considerable amount of time and effort and count as a major element in their assignment work.

Assessment for this elective is based on an essay, attendance and all round involvement in the two productions.

Text to be chosen after consultation with students.

26.720

The Forms of Drama (Geoffrey Borny)*Prerequisite: 26.571*

The major dramatic forms: farce, comedy, melodrama, tragedy and trag-comedy; theoretical writings relating to these forms. An examination of specific playtexts chosen to illustrate the particular forms.

Students are expected to involve themselves in some practical work in tutorials, eg acting or directing scenes from chosen plays. However, students are not trained in acting or directing.

TEXTBOOKS

Anon *The Three Cuckolds* Doubleday AnchorAristophanes *Lysistrata* FaberBeckett S. *End Game* FaberChekhov A. *The Harmfulness of Tobacco*Feydeau G. *Hotel Paradiso* HeinemannHazelwood C. H. *Lady Audley's Secret*Miller A. *The Crucible* PenguinSartre J.-P. *No Exit* PenguinShakespeare W. *Measure for Measure* SignetShaw G. B. *Major Barbara* PenguinSophocles *The Theban Plays* PenguinWilde O. *The Importance of Being Earnest* Penguin

8. Philosophical Studies

These electives examine aspects of modern philosophy, which focus on traditional philosophical issues, as well as aspects of modern logic.

26.8000

Philosophy of Religion (Half Elective) (Graeme Connelly)

The philosophy of religion consists of the attempt to answer certain questions. Topics: Can it be proved that God exists or proved that he does not? Are "God is benevolent" and "There is evil" incompatible in the sense that anyone who holds that both statements are true, contradicts himself? Can we directly experience God or must we infer his existence? Can we make sense of the notion of the survival or our own death? Are such statements as "God loves us" meaningful, and do they also express something either true or false as opposed to being merely an expression of our own feelings? Seminars, lectures and tutorials, assessment on the basis of essays.

Textbook

Weinberg J. R. & Yandell K. E. *Philosophy of Religion* Holt, Rinehart & Winston

26.8001

Existentialism (Half Elective) (Graeme Connelly)

Philosophers have always concerned themselves with certain perennial questions concerning the nature of Man and his relation to Society. Existentialist philosophers attempt to answer such fundamental and universal questions as: Is man an essentially rational creature? Is a person morally responsible for his own actions? (What about those of his country?) How much freedom does the individual have? Does morality presuppose the existence of God? Does the fact of death make all human effort useless? Does the existence of suffering prove that the belief in a benevolent creator is mistaken?

In its attempt to grapple with these ancient questions, Existentialism falls clearly within the traditional framework of Western philosophy. However, there is no denying that Existentialism is a totally contemporary approach, since the presuppositions it makes differ dramatically from those traditionally made in Western philosophy, and it is in these different assumptions that Existentialism lays claim to being uniquely relevant to the present predicament of modern man. Attempts to trace the historical origins of Existentialism, first by studying the ethical foundations in the writings of Søren Kierkegaard and Friedrich Nietzsche, and secondly the epistemological foundations in Husserl's phenomenology. The confluence of these two streams in the writings of the French philosopher Jean-Paul Sartre is then examined and also, the influence of Existentialism on modern psychiatry and theology is discussed. Seminars, with assessment by essays.

Textbook

Warnock M. *Existentialism* Oxford Opus 52

26.810

Utopia (Graeme Connelly)

The term "utopia" was coined by Thomas More in 1516 when he coupled the Greek words for "no" and "place", but the activity of describing an ideal society has a much earlier origin. Perhaps the earliest known examples derive from fables or myths describing the Millennium or Golden Age. However, the first carefully articulated utopian blueprint known to us is the famous *Republic of Plato* in fifth century Ancient Greece. An important connection between early myths and later works is that so much of utopian thinking, like fables and myths, can be traced back to the psychological phenomenon of fantasy or wish fulfillment.

Another important feature of the historical utopia is that it carries with it an implied criticism of the contemporary society from which it springs. An interesting development in this field is the "cacotopia", a nightmare society of the future postulated by projecting from contemporary ominous trends. The best known examples of this are Aldous Huxley's *Brave New World* and George Orwell's *1984*.

The various developments in utopian theory traced by studying the acknowledged classics in the field, eg Edward Bellamy's *Looking Backward*, William Morris's *News from Nowhere*, and examining the arguments of the critics of Utopia, eg Karl Marx, Karl Popper. The practical details of utopian settlements, especially those created in the *New World*, like Robert Owens' *New Haven* and the Rappite community's *Harmony*. Seminars, with assessment by essays.

Textbook

Manuel E. ed *Utopias and Utopian Thought* Beacon Press

26.811

Communication and the Uses of Languages (Phillip Staines)

It is widely held that man's use of signs, especially the natural languages, is what most sharply distinguishes him from other animals.

The nature and function of signs and symbols both in humans and other species — a field known as semiotics. The uses of signs, in particular, how signs are used in communication.

Linguistic behaviour from other forms of purposive behaviour and consequently to illuminate the nature and uses of language. Topics: theories of language and sign acquisition; the nature of body language, paralanguage, kinesics and proxemics; the conventionality of language; the nature of meaning; the means and meaning of expression; alternative systems of communication; the necessary skills and abilities of sign users.

Textbook

Black M. *The Labyrinth of Language* Penguin

26.812

An Introduction to Formal Logic and the Philosophy of Mathematics (Graeme Connelly)

Session 1: Propositional and predicate logic. Students are encouraged to develop skills in the formalisation of argument and deriving conclusions from premises by purely formal means. The application of logic to fields other than argument, eg circuit diagrams, elementary results concerning the meta-theory of logic together with an examination of the concepts of "decision-procedure", "consistency" and "completeness".
Session 2: A historical introduction to the philosophy of mathematics since Pythagoras to now, the foundations of mathematics. Topics: Non-Euclidean Geometry, Axiomatics, Antinomies of naive set theory, Gödel's incompleteness result and the Continuum hypothesis.

Assessment: Session 1 by exercises, Session 2 by essay.

Textbooks

Copi I. *Symbolic Logic* 4th ed Macmillan

Wilder R. S. *An Introduction to the Foundations of Mathematics* Wiley

26.813

Philosophy of Psychology (Phillip Bell/Phillip Staines)

Prerequisite: One of 26.1211; 26.1212; 26.1213; 26.1214; 26.1215; 26.520; 26.521; 26.623.

Contemporary Psychology has grown out of the philosophical debates of the eighteenth and nineteenth centuries. It therefore perpetuates many of the important controversies of

Western Philosophy. The philosophical basis of Psychology, scrutinization of its assumptions, theoretical constructs and scientific status. Topics: How is Psychology related to other physical and social sciences? Is it possible to study "mental events" scientifically? Can machines "think"? What relevance has this question to understanding human thought? Is human behaviour essentially different from that of other animals? Does it involve "purposes" or "free will"? Is there "innate knowledge"? What has this concept meant historically, and how is it used in contemporary psychology (eg Chomsky)? Is it logical to speak of psychological "illness"? How does this question relate to the issue of criminal responsibility? Assessment is by seminar papers and essays.

Textbook

Brown S. C. ed *Philosophy of Psychology* Macmillan

26.814

Applied Logic (Phillip Staines)

Prerequisite: 26.520; 26.521 or 26.623.

A further study of the processes of reasoning in their natural contexts: argument, discussion, dialogue and debate. An historical review of theories of reasoning and systems of debate.

26.815

Philosophy of Music (Graham Pont)

Prerequisite: Any full first elective, or equivalent, from *Philosophical Studies, Fine Arts or Music*.

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

Textbook

Wiora W. *The Four Ages of Music* Dent

26.816

Rationality and Critical Thought (Phillip Staines)

The nature of reason; in particular, its scope, place, practice and worth. Aims to develop both an understanding of reason and a competence in its evaluation. Reflecting the pervasiveness of reason, introduction and utilization of results from such disciplines as logic, statistics, methodology, decision theory, the theory of language, psychology and the general theory of knowledge. Rational conduct and rational belief: what it is rational to do and what it is rational to believe. Topics: 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 brainwashing; the relation between rational belief and faith; the relation between language and thought; scepticism.

Textbooks

Leonard H. S. *Principles of Reasoning* Dover

Ruby L. *The Art of Making Sense* A & R

26.817

Philosophy of Science (Phillip Staines)

General problems such as the nature of some of the common forms of argument eg analogical, deductive, hypothetical, inductive, intuitive, employed in science, and questions of what is meant by "scientific knowledge", how it is arrived at, on what grounds it is held, and how it changes. 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 UP

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

26.818

Philosophy of Science (Advanced Elective)

Prerequisite: 26.623 or 26.521.

Not available in 1976.

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

9. Fine Arts, Music and Film

These electives offer a wide choice of topics within the lively arts, ranging from the cultural significance of art and music through the ages to the modern study of film as an art form.

26.9000

Art and Ideology (Half Elective) (Catherine Burke)

Prerequisite: 26.801.

The relationship between art, politics and ideology especially in the period around World War I. Art generated by political activity, protest and propaganda art, sexual politics and art, art that is illustrative of political events, and art that may not intentionally be of a socio-political nature but that may nevertheless be viewed in such a context. It is essential that students intending to do the elective have some knowledge of twentieth century art styles. Weekly seminars.

Textbook

Chipp H. B. *Theories of Modern Art: a Source Book by Artists and Critics* California UP

26.9001

Research into Australian Art (Half Elective) (Catherine Burke)

Prerequisite: 26.801. Other students wishing to enrol should contact lecturer.

An inquiry into selected aspects of Australian art, not offering a general historical survey of its development. 1. The study of a few styles selected by the class, viewed in the context of social and national development; in a wider framework, provincial manifestations of the parent styles. Weekly two-hour seminars: students present a short class paper and participate in class discussion. 2. Group and/or individual research projects on either an art work or an artist. Students are given time for research and individual tuition with their tutor.

Textbooks

Art in Australia Ure Smith

Bonython K. & Luck R. K. *Modern Australian Painting, 1960-1970* Rigby

Contemporary Art Society Bulletin CAS

Gleeson J. *Modern Painters, 1931-1970* Lansdowne

Horton M. & Thomas D. *Present Day Art in Australia* Ure Smith

Hughes R. *Art of Australia, a Critical Survey* Penguin

McCulloch A. *Encyclopaedia of Australian Art* Hutchinson

McGregor C. et al *In the Making* Nelson

Smith B. *Australian Painting, 1788-1970* OUP

Other Voices, a Critical Journal

26.910

Music and Human Behaviour (Roger Covell/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

26.911

Music in Drama (Roger Covell/Patricia Brown)

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 and the musical-dramatic procedures of early opera and the basic tactics of modern music theatre. Students are given 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.

26.912

Contemporary Art (Catherine Burke)

The development of late nineteenth and twentieth century painting, sculpture and some of the more recent trends such as conceptual art. Critical insights into the origins and meanings of contemporary styles and their relevance to the societies from which they emerged. The impact of social and political phenomena, of science and technology, of literature, and of previous art styles. To assist students in an understanding and appreciation of the visual arts, includes visits to relevant local collections such as the Power Gallery collection, and to important temporary exhibitions. Illustration by the use of slides and, where possible, film.

Textbook

Chipp H. B. *Theories of Modern Art: a Source Book by Artists and Critics* California UP

26.914

History of Architecture (Richard Apperly)

The role of the architect and the nature of architecture as an art, a science and a practical profession. The origins of architectural form in ancient civilizations and the development of these forms in the Middle Ages and Renaissance.

The effects of the Industrial Revolution and its aftermath and the growth of modern architecture. The development of an Australian idiom in architecture and building.

Discussion based only on the most important or most typical examples of each historical phase, 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

Richards J. M. *An Introduction to Modern Architecture* Pelican

26.915

The Arts and Crafts (Stanley Lipscombe)

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, studied with the enamelist. 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

Haynes E. *Glass Through the Ages* Pelican

Honey W. B. *English Pottery and Porcelain* Black

26.916

The Arts and Crafts (Advanced) (Stanley Lipscombe)

Prerequisite: 'Distinction' in 26.211.

A specialized elective 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.

No set texts. Students are expected to become familiar with the standard works of reference in their fields of interest under the lecturer's guidance. Individual bibliographical advice is given for the dissertations.

26.917

An Introduction to Cinema (Norman Douglas)

Prerequisite: A credit or better in any first elective but final selection is made on the basis of interview. Applicants are therefore advised to contact the lecturer 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 studied with relevant examples from historically important movies.

Detailed study of a series of major films. 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

Knight A. *The Liveliest Art: A Panoramic History of the Movies* Mentor

Stephenson R. & Debrix J. R. *The Cinema as Art* Penguin

26.918

Music (Advanced) (Roger Covell/Patricia Brown)

Prerequisite: 26.301.

Technical knowledge of music is not a prerequisite for this course. Aims 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, embracing European, African and Asian cultures. Music's place in drama ranging from the theatre of Shakespeare's time to present-day films and television, the social and musical parallels of opera before the French Revolution, changes of musical concepts associated with pop, etc.

The way music is put together, retaining 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.

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. Traditional Australian songs; some attempts to find an Australian idiom in music; aspects of the interaction now taking place between Eastern and Western music. Wide range of examples of music chosen to illustrate the course, with tutorials providing opportunity for further listening as well as discussion.

Textbooks

Covell R. *Australia's Music: Themes of a New Society* Sun Books

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

26.919

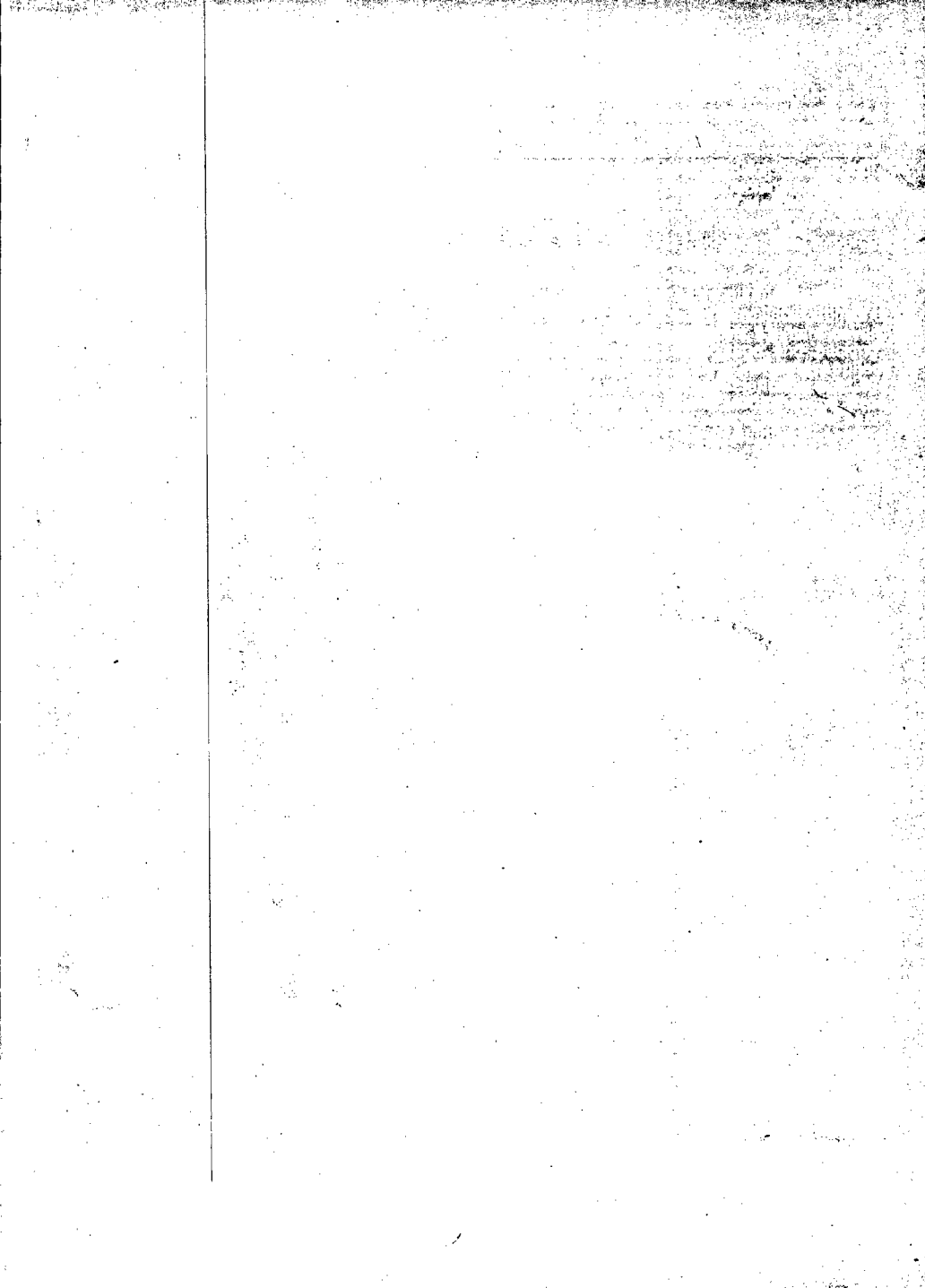
Voice and Instrument in the Culture of the Renaissance (Roger Covell/Patricia Brown)

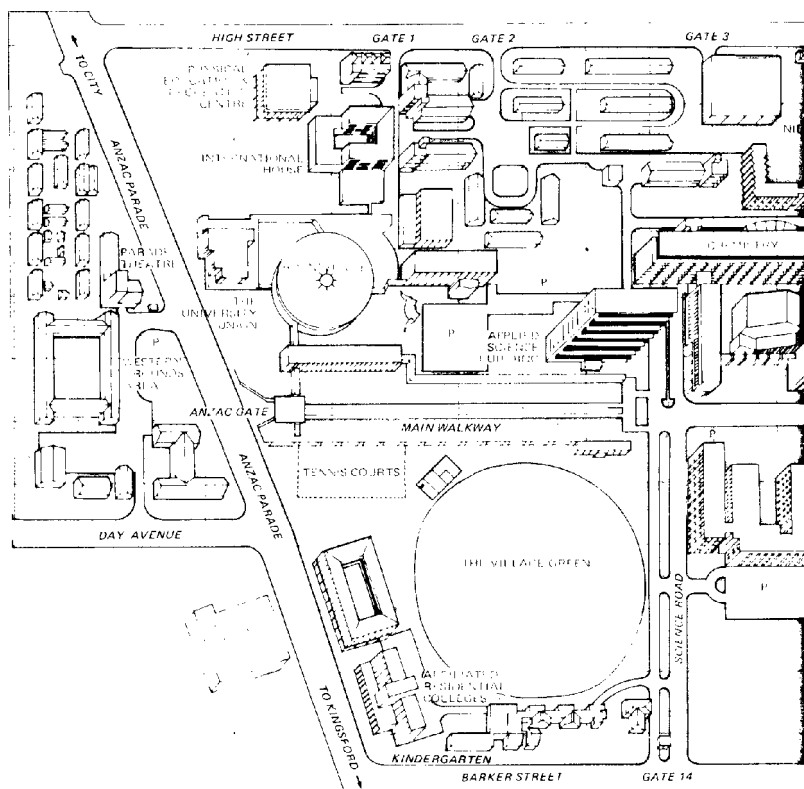
Not available in 1976.

The place of vocal and instrumental music in the life of the period generally identified as the Renaissance (i.e. the 15th century and most of the 16th century in Italy and central and western Europe). Topics: 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. Use of recorded and live performances of appropriate music and with actual instruments, as well as with paintings and photographs of them, with renaissance visual art and architecture as complementary illustrative material.

Textbook

Newman J. *Renaissance Music* Prentice-Hall





THE UNIVERSITY OF NEW SOUTH

BUILDINGS

Applied Science F11
Architecture H15
Banks F22, F7
Biological Sciences B18
Biological Sciences Extensions E25
Biomedical Lecture Theatres E27
Central Lecture Block E19
Central Store B13
Chancellery B C 22
Child Minding Centre X8
Civil Engineering H20
Cricket Sports Pavilion H8
Dalton (Chemistry) G12
Electrical Engineering G17
Electrical Engineering
Lecture Theatre F17
Galston College B C D16
International House G7
John Goodsell (Convener) F20
Keith Burrows Lecture Theatre H14
Kingsington College C15/16/17
Library Stage 2 F21/22
Main Building J K13/14/15/16
Maintenance Workshop B13
Mechanical Engineering H17
Medicine (Administration) B27

Menzies Library E21/22
Metallurgy E8/9
Morven Brown (Arts) C/D19/20
New College (Anglican) K L6
Newton Building J K12
National Institute of Dramatic Art C15
Old Main Theatre J14
Parade Theatre and
Old Tote Theatre Company E3
Philip Baxter College D13/14/15
Physical Education and
Recreation Centre B5/6
Robert Haffron (Chemistry) E12/13
Sciences Building F23/24
Science Lecture Theatre Block D23
Science Theatre F13
Shalom College (Jewish) M9/10
St John Clancy Auditorium D23/24
St Robert Webster (Textiles) G14/15
Sports Courts B7
Union (Roundhouse) Stage I E/F G 7
Union (Blockhouse) Stage II F G 7
Union (Squarehouse) Stage III D/E5
Union (Golf House) - Subsidiary A27
Unresearch House L5
University Regiment H3
Wallace Wirth School of Medicine C26
Warren College (Roman Catholic) M6/7
Western Campus A J 2/3, H J 3/4

Wooland Pastoral Sciences B8

GENERAL

Accountancy C20
Admissions Office B22
Aeronautical Engineering J K L18
Anatomy C26
Applied Geology F11
Applied Physics J12
Applied Science (Faculty Office) F11
Appointments Office B22
Architecture (including Faculty Office) H15
Arts (Faculty Office) D20
Biochemistry D26
Biological Sciences (Faculty Office) D26
Biological Technology D26
Biomedical Library D27
Bookshop G17
Botany D26
Building H15
Cashier's Office B22
Centre for Medical Education
Research and Development E24
Ceramic Engineering D12
Chemical Engineering F11
Chemical Technology F11
Chemistry E12/13, F G12

