

S
378.94405
NEW
27



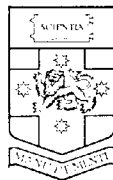
The University of New South Wales

General Studies

Board of Studies in
General Education

1977
Handbook

**Arms of
The University of
New South Wales**



Granted by the College of Heralds, London
3 March 1952

Heraldic Description of Arms

Argent on a Cross Gules a Lion passant guardant between four Mulletts of eight points Or a Chief Sable charged with an open Book proper thereon the word SCIENTIA in letters also Sable.

The lion and the four stars of the Southern Cross on the Cross of St George have reference to the State of New South Wales which brought the

University into being; the open book with SCIENTIA across its page reminds us of its original purpose. Beneath the shield is the motto 'Manu et Mente', which is the motto of the Sydney Technical College, from which the University has developed. The motto is not an integral part of the Grant of Arms and could be changed at will; but it was the opinion of the University Council that the relationship with the parent institution should in some way be recorded.



The University of New South Wales

General Studies

Board of Studies in
General Education

1977
Handbook

The address of the University of
New South Wales is:

PO Box 1, Kensington,
New South Wales, Australia 2033

Telephone: (02) 663 0351

Telegraph: UNITECH, SYDNEY

Telex AA26054

The University of New South Wales Library has catalogued this work as follows:

UNIVERSITY OF NEW SOUTH WALES
Board of Studies in General Education
Handbook.
Annual. Kensington.

University of New South Wales — *Board of Studies in General Education* — Periodicals

Contents

Staff	1
<hr/>	
General Studies Program: Undergraduate Study	3
Nature of the Program	3
Structure of Electives	3
<hr/>	
General Studies Requirements: Undergraduate Study	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/>	
Graduate Study	9
<hr/>	
Conditions for a Higher Degree	10
<hr/>	
Subject Descriptions and Textbooks	14
<i>Undergraduate Study</i>	16
0. Student Oriented Elective	16
1. Individual and Society	16
2. The Environment	18
3. Australian Studies	20
4. Historical and Political Studies	21
5. Science and Technology	22
6. Economics	23
7. Literature and Drama	24
8. Philosophical Studies	27
9. Fine Arts, Music and Film	28
<i>Graduate Study</i>	30

Staff

Comprises Department of General Studies.

Chairman

Professor J. B. Thornton

Administrative Assistant

Helen Rothwell, BCom *N.S.W.*

Lecturers

Philip Brian Bell, BA PhD *Syd.*

Roger John Bell, BA *N.S.W.*, MA PhD *Syd.*

Geoffrey John Borny, BA *Durh.*, DipEd *Syd.*, PhD *N.S.W.*

John Matthew Brown, BA MCom *N.S.W.*

Catherine Mary Burke, BA DipEd *Syd.*

Graeme Henry Patrick Connelly, BA MSc(Econ) *Lond.*

Norman Douglas, BA *N'cle.(N.S.W.)* PhD *A.N.U.*

Helen Ronnie Harding, BA *Syd.*, BSc *N.S.W.*

Ian David Iredale, MCom *N.S.W.*

Richard Edward Waring Kennedy, MA *Melb.*

Robyn Janet Lim, BA *Qld.*, PhD *A.N.U.*

Richard John Martyn Lucy, BA *Syd.*, PhD *N.S.W.*

John Harold Masters, BA *Melb.*, PhD *Syd.*

Kenneth Graham Pont, BA *Syd.*, PhD *A.N.U.*

Phillip James Staines, BA *N'cle.(N.S.W.)*

John Cromarty Tulloch, BA DipEd *Camb.*, PhD *Sus.*

Department of General Studies

Professor and Head of Department of General Studies

Ralph Frederick Hall, MA PhD *Syd.*

Senior Tutor

Gladys Mary Palmer Norton, BA LLB *Adel.*

Tutors

Kathleen Boehringer, BA *Syr.*

Angela Elizabeth Hale, BA *Syd.*

Kerryn Higgs, BA *Melb.*

Senior Lecturers

David Robert Mackenzie Burns, MA DipEd *Melb.*

Peter Keeton Lomas, BCom *Durh.*, MCom *Rand*

Joan Margaret Ritchie, MA *Melb.*, MEd *Syd.*

James Robert Erskine Waddell, MA *Oxon.*, CertEd *Birm.*, MSc *Lond.*, PhD *P.N.G.*

Undergraduate Study**General Studies 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.

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:

- 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
- 26.1005 The Politics of Protest
- 26.1006 Alienation
- 26.1007 Social Control, Social Problems and Society
- 26.3000 Social Justice in Australian History

Nature of the Program**Structure of Electives****1. Half Electives
(21 hours)**

1. Half Electives (21 hours) continued

26.3001	Migrants in Australia
26.3002	Australia in South-East Asia
26.3003	Religious Conflict In Australia
26.3004	Social Welfare and Ideology in Australia
26.4000	China: From the Manchus to Mao
26.4001	Race Relations in Modern History
26.4002	Contemporary Capitalism
26.4003	Imperialism
26.4004	China: Since the Revolution
26.4005	World Conflict and Control
26.6001	Australian Macro-Economic Problems and Policies
26.6002	Government, Business, Labour and Consumer Economic Relations
26.6003	The Economics of Australia's Natural Resources
26.6004	Economics and the Firm
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
26.9002	Voice and Instrument in the Culture of the Renaissance

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
26.115	Man and Woman
26.116	The Sociology of Mass Communication
26.117	Modern Societies and Theories of Social Change
26.119	Liberation: The Personal and the Political
26.200	Man and the Environment
26.201	The Environmental Situation
26.202	Environmental Psychology
26.203	Man and Landscape in Australia
26.204	Environmental Archaeology
26.310	Australian History Workshop
26.311	Political Conflict In Australia
26.312	Australian Social History
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
26.416	Contemporary History and Global Problems
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
26.566	Cosmology (Advanced)
26.610	Economics
26.613	Economic Thought: 1776-1976

26.711	Voices in Australian Literature
26.712	World Literature and Contemporary Questions
26.713	Creative Writing (Shorter Forms)
26.714	Creative Writing (Advanced)
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
26.810	Utopia
26.811	Communication and the Uses of Language
26.814	Applied Logic
26.815	Philosophy of Music
26.816	Rationality and Critical Thought
26.817	Philosophy of Science
26.820	Social Philosophers
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	The Composer as Hero Figure

**2. Electives (42 hours)
continued**

26.415	Japanese Studies
--------	------------------

**3. Double Elective
(84 hours)**

Undergraduate Study

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:

Full-time Courses

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

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.

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.

Part-time Courses

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.

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 Faculties of Arts and Architecture.

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

26.1002 Man: Animal, Machine or Person?

26.1003 Social Aspects of Human Development

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

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

26.610 Economics

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

9. Students who have completed 11.121 History of Architecture I, may not count among their General Studies electives:

26.914 History of Architecture

Graduate Study

The Board of Studies in General Education offers for suitably qualified graduates a program of advanced studies leading to the degree of Master of General Studies. This degree is designed for graduates of any Faculty in which a general studies component or its equivalent has been included, who wish to pursue advanced studies primarily of an interdisciplinary nature.

The conditions for the award of this degree are set out later in this Handbook.

The degree is available on a part-time basis only and will normally be taken over four sessions. Students may proceed by one of two ways, namely, **by thesis only** or **by course work plus research report**. Students choosing the latter alternative take one of the subjects offered and attend for three hours per week in each of four sessions, and submit a report based on original research conducted in the area of the subject chosen.

Subjects offered are:

26.100G The Mass Media

26.115G Sexism in Australia

26.401G American Society

26.900G The Interpenetration of the Sacred and the Secular in Modern Thought

26.917G Perspectives on the Cinema

**Master of General
Studies
MGenStud**

**Course
Requirements**

Conditions for the Award of Higher Degrees

First Degrees

Rules, regulations and conditions for the award of first degrees are set out in the appropriate Faculty Handbooks.

For the list of undergraduate courses and degrees offered see *Disciplines of the University: Faculty Table (Undergraduate Study)* in the Calendar.

Higher Degrees

The following is the list of higher degrees and graduate diplomas of the University, together with the publication* in which the conditions for the award appear.

For the list of graduate degrees by research and course work, arranged in faculty order, see *Disciplines of the University: Faculty Table (Graduate Study)* in the Calendar.

For the statements *Preparation and Submission of Project Reports and Theses for Higher Degrees and Policy* with respect to the use of Higher Degree Theses see the Calendar.

Title	Abbreviation	Calendar/Handbook
Higher Degrees	Doctor of Science	DSc
	Doctor of Letters	Calendar
	Doctor of Laws	Calendar
	Doctor of Medicine in the Faculty of Medicine	MD
	Doctor of Philosophy	Calendar Medicine and all faculties
	Master of Applied Science	MAppSc
	Master of Architecture	Applied Science Architecture

Title	Abbreviation	Calendar/Handbook
Master of Arts	MA(Hons)	Arts
	MA	Military Studies
		Arts
		Military Studies
Master of Building	MBuild	Architecture
Master of Business Administration	MBA	Commerce**
Master of Business Administration	MBA	AGSM
Master of Chemistry by Formal Course Work	MChem	Sciences*
Master of Commerce (Honours)	MCom(Hons)	Commerce
Master of Commerce by Formal Course Work	MCom	Commerce
Master of Education	MEd	Professional Studies
Master of Engineering	ME	Applied Science
Master of Engineering without Supervision		Engineering
		Military Studies
		Sciences*
Master of Engineering Science	MEngSc	Engineering
Master of General Studies	MGenStud	General Studies
Master of Health Administration	MHA	Professional Studies
Master of Health Personnel Education	MHPed	Calendar†
Master of Health Planning	MHP	Professional Studies
Master of Landscape Architecture	MLArch	Architecture
Master of Laws by Research	LLM	Law
Master of Librarianship by Formal Course Work	MLib	Professional Studies
Master of Librarianship by Research		
Master of Mathematics	MMath	Sciences*
Master of Optometry	MOptom	Sciences*
Master of Psychology	MPsychol	Sciences‡
Master of Public Administration	MPA	AGSM
Master of Science	MSc	Applied Science
Master of Science without Supervision		Engineering
		Medicine
		Military Studies
		Professional Studies
		Sciences*‡
Master of Science (Acoustics)	MSc(Acoustics)	Architecture
Master of Science and Society by Formal Course Work	MScSoc	Sciences*
Master of Science (Biotechnology)	MSc(Biotech)	Sciences‡
Master of Science (Building)	MSc(Building)	Architecture
Master of Science (Building Services)	MSc(Building Services)	Architecture
Master of Social Work by Research	MSW	Professional Studies
Master of Social Work by Formal Course Work		

Title	Abbreviation	Calendar/Handbook
Master of Statistics	MStats	Sciences*
Master of Surgery	MS	Medicine
Master of Surveying	MSurv	Engineering
Master of Surveying without Supervision		
Master of Surveying Science	MSurvSc	Engineering
Master of Town Planning	MTP	Architecture
Graduate Diplomas		
Graduate Diploma	GradDip	Applied Science Architecture Engineering Sciences*‡
Graduate Diploma in the Faculty of Professional Studies	DipArchivAdmin DipEd DipLib GradDip	Professional Studies

**Course withdrawn at end of 1977.

* Faculty of Science.

† Professorial Board.

‡ Faculty of Biological Sciences.

Master of General Studies (MGenStud)

1. The degree of Master of General Studies shall be awarded by Council on the recommendation of the Professorial Board to a candidate who has satisfactorily completed a program of advanced study and research approved by the Higher Degree Committee of the Board of Studies in General Education hereinafter referred to as 'the Committee'.

2. A candidate for the course work degree of Master of General Studies shall complete satisfactorily the program of advanced study comprising formal course work and including where prescribed in course programs, the submission of written work and a report of an original investigation.

3. A candidate for the research degree of Master of General Studies shall demonstrate ability to carry out research by the submission of a thesis embodying the results of an original investigation.

4. Qualifications

A An applicant for registration for the degree shall normally have been admitted to an appropriate degree in the University of New South Wales or other approved university at a level acceptable to the Committee.

B In exceptional cases an applicant may be registered as a candidate for the degree if he submits evidence of such academic and professional attainments as may be approved by the Committee.

C Notwithstanding any other provisions of these conditions the Committee may require an applicant to demonstrate fitness for registration by completing a qualifying program as determined by the Committee.

5. Registration

A An application to register as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar eight (8) weeks before commencement of the Session in which the candidate desires to commence. Where possible, the applicant, before submitting his application, should obtain the approval of the Head of Department of General Studies for the proposed program of study.

B The Committee shall determine the date of registration and may admit an approved applicant in the following category of registration only:

Student in part-time attendance at the University.

C An approved candidate shall be required to undertake a program approved by the Committee under the academic direction of a supervisor appointed by the Committee.

D At least once a year and at any other time that the Committee sees fit, the candidate's supervisor shall present to the Head of Department a report on the progress of the candidate. The Committee shall review the report and as a result of its review may cancel registration or take such other action as it considers appropriate.

E Unless otherwise recommended by the Committee, no candidate shall be awarded the degree until the lapse of four complete sessions from the date of registration.

6. Report or Thesis

A A candidate for the degree shall be required to submit three copies of a report or thesis embodying the results of the original investigation. The candidate may also submit with the thesis any work he has published. The thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.

B The report or thesis must present the candidate's own account of the research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied on the candidate's part in the joint research.

C It shall be understood that the University retains the three copies of the report or thesis submitted for examination and is free to allow the report or thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the report or thesis in whole or in part, in photostat, microfilm or other copying medium.

7. Examination

A A candidate shall give in writing to the Registrar two months' notice of his intention to submit his thesis.

B Each candidate's report or thesis shall be examined by at least two examiners appointed by the Professorial Board on the recommendation of the Committee.

C The Committee, after considering the examiners' reports, where appropriate and the candidate's other work, where prescribed, shall recommend to the Professorial Board whether or not the candidate should be admitted to the degree.

D Where a report or thesis is not satisfactory the Committee may approve of the report or thesis being resubmitted in a revised form after a period of further study and research.

8. Fees

An approved candidate shall pay such fees as may be determined from time to time by the Council.

Subject Descriptions and Textbooks

Identification of Subjects by Numbers

Each of the subjects taught in the University is identifiable both by number and by name. This is a fail-safe measure at the points of enrolment and examination against a student nominating a subject other than the one intended. Subject numbers are allocated by the Assistant Registrar, Examinations and Student Records, and the system of allocation is:

1. The School offering a subject is indicated by the number before the decimal point;
2. If a subject is offered by a Department within a School, the first number after the decimal point identifies that Department;
3. The position of a subject in a sequence is indicated by the third number after the decimal point. For example, 2 would indicate that the subject is the second in a sequence of subjects;
4. Graduate subjects are indicated by the suffix G.

As indicated above, a subject number is required to identify each subject in which a student is to be enrolled and for which a result is to be returned. Where students may take electives within a subject, they should desirably be enrolled initially in the particular elective, and the subject numbers allotted should clearly indicate the elective. Where it is not possible for a student to decide on an elective when enrolling or re-enrolling, and separate examinations are to be held in the electives, Schools should provide to the Examinations and Student Record Section in April (Session 1) and August

(Session 2) the names of students taking each elective. Details of the actual dates in April and August are set out in the Calendar of Dates earlier in this volume.

Those subjects taught in each Faculty are listed in full in the handbook of that Faculty, together with the subject description and the required textbook list, in the section entitled Subject Descriptions and Textbooks.

The Identifying numbers for each School are set out below.

continued next page

School, Department etc	Faculty
1 School of Physics	Science
2 School of Chemistry	Science
3 School of Chemical Engineering	Applied Science
4 School of Metallurgy	Applied Science
5 School of Mechanical and Industrial Engineering	Engineering
6 School of Electrical Engineering	Engineering
7 School of Mining Engineering	Applied Science
8 School of Civil Engineering	Engineering
9 School of Wool and Pastoral Sciences	Applied Science
10 School of Mathematics	Science
11 School of Architecture	Architecture
12 School of Psychology	Biological Sciences
13 School of Textile Technology	Applied Science
14 School of Accountancy	Commerce
15 School of Economics	Commerce
16 School of Health Administration	Professional Studies
17 Biological Sciences	Biological Sciences
18 Department of Industrial Engineering	Engineering
19 School of Transportation and Traffic	Engineering
20 School of Highway Engineering	Engineering
21 Department of Industrial Arts	Professional Studies
22 School of Chemical Technology	Applied Science
23 School of Nuclear Engineering	Engineering
25 School of Applied Geology	Applied Science
26 Department of General Studies	Board of Studies In General Education
27 School of Geography	Applied Science
28 School of Marketing	Commerce
29 School of Surveying	Engineering
31 School of Optometry	Science
33 Graduate School of Business	Commerce
35 School of Building	Architecture
36 School of Town Planning	Architecture

School, Department etc	Faculty
38 School of Food Technology	Applied Science
40 Professorial Board	
41 School of Biochemistry	Biological Sciences
42 School of Biological Technology	Biological Sciences
43 School of Botany	Biological Sciences
44 School of Microbiology	Biological Sciences
45 School of Zoology	Biological Sciences
50 School of English	Arts
51 School of History	Arts
52 School of Philosophy	Arts
53 School of Sociology	Arts
54 School of Political Science	Arts
55 School of Librarianship	Professional Studies
56 School of French	Arts
57 School of Drama	Arts
58 School of Education	Professional Studies
59 School of Russian	Arts
62 School of History and Philosophy of Science	Arts
63 School of Social Work	Professional Studies
64 School of German	Arts
65 School of Spanish and Latin American Studies	Arts
66 Subjects Available from Other Universities	
68 Board of Studies in Science and Mathematics	Board of Studies In Science and Mathematics
70 School of Anatomy	Medicine
71 School of Medicine	Medicine
72 School of Pathology	Medicine
73 School of Physiology and Pharmacology	Medicine
74 School of Surgery	Medicine
75 School of Obstetrics and Gynaecology	Medicine
76 School of Paediatrics	Medicine
77 School of Psychiatry	Medicine
79 School of Community Medicine	Medicine
80 Faculty of Medicine	
85 Australian Graduate School of Management	AGSM
90 Faculty of Law	Law
97 Division of Postgraduate Extension Studies	

Board of Studies in General Education

The electives offered by the Department of General Studies have been categorized under ten 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

Undergraduate Study

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 31 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 various aspects of human needs and motivations; the relationship of the person to society; 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 by essay and open-book tutorial test (essay-type questions).

Textbook

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

No set texts. References to books held in Open Reserve are given where relevant.

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

Bruno F. J. *Psychology: A Life-Centred Approach* Wiley

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

Munroe R. L. & R. H. *Cross Cultural Human Development* 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.

26.1006**Alienation (Half Elective) (Ralph Hall)**

The concept of alienation as developed by Marx in his early writings and related concepts in Marx's works. Alienation by Fromm, Seeman, Laing and others are compared with Marx's theory as are supposedly related concepts; anomie, social isolation etc. Alienation and technology; alienation in socialist societies; the family and alienation; proposed solutions of alienation.

Textbooks

Marx K. *Economic and Philosophical Manuscripts of 1844*
Any edition

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

26.1007**Social Control, Social Problems and Society
(Half Elective) (Kathleen Boehringer)**

The nature and functions of social control systems by which the social order is maintained, and change is initiated and modulated. Functionalist and conflict perspectives are utilised to consider various institutions of social control, both ideological and normative; and the processes of such control eg social mobility. Differing approaches to the importance of culture and social structure in analysing 'social problems' with the focus on contrasting concepts of the processes by which 'social problems' are recognised, created or ignored. Examples from various countries in addition to Australia: USA, Canada, Northern Ireland, Papua New Guinea, Tanzania.

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 USA concerning hypothesized negro-white differences.

The sociological aspects of racial prejudice against Australian Aborigines, studied through a series of seminars and films.

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 26.110, 26.113 or in any two of the following: 26.1000, 26.1001, 26.1002, 26.1003, 26.1004.

A seminar course which considers the psychological aspects of various forms of media communication and interpersonal communication. *Session 1:* the psychological effects of the mass media in terms of attitude change as a result of persuasion and suggestibility. Other aspects of suggestibility including hypnosis. Depersonalized communication and forms of non-verbal communication including ESP. *Session 2:* group communication, eg encounter groups. Psychological 'mal-adjustment' in terms of communication; role playing, interpersonal 'games' and disturbed communication within families, with special reference to the work of R. D. Laing. Various approaches to understanding psychological distress and therapy: non-directive (Rogers), phenomenological (Laing) and Behaviourist (Skinner).

No set texts. Specific readings are provided.

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

Prerequisites: Any two of the following: 26.1000, 26.1001, 26.1002, 26.1003, 26.1004.

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 eg, jurists and practitioners of law make assumptions about moral development, capacity for restraint and judgement 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.

Textbooks

No set texts. 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. After films and class discussion introducing students to the 'consensus' and 'conflict' perspectives in sociology; the work of film makers who have adopted one or other of these perspectives are considered. In particular, the documentary tradition (Grierson, Flaherty, Lindsay Anderson, Wiseman, etc), and the films of radical film makers (Godard, Costa-Gavras, etc).

The values implicit in various film genres are considered, eg, the Horror Film, Disaster Movies, the Western. Films which we hope to screen (subject to availability from distributors) and discuss, may include: *Family Life, Dribblers, Jaws, Towering Inferno, Metropolis, King Kong, Frankenstein, Week-end, Z, Shane, True Grit.*

Screenings: one evening each week, starting between 5.45 and 6.00 pm, are a compulsory part of the course. Teaching is by seminar and evaluation by essays and seminar papers. There is a two-hour seminar each week, and no lectures.

Textbooks

Tulloch J. ed. *Conflict and Control In the Cinema: A Reader in Film and Society* Macmillan

Worsley, P. *Introducing Sociology* Penguin

26.115

Man and Woman (Ralph Hall)

A multi-disciplinary course on the nature and interrelationships of men and women. Includes: The nature of sex roles and the means by which they are transmitted from one generation to the next; biological and psychological foundations for sex differences; the comparative anthropology of sex and the family; recent developments in the science of sexual behaviour; major feminist theorists eg Shulamith Firestone, Kate Millett, Juliet Mitchell, etc.

Textbooks

Farrell W. *The Liberated Man* Bantam

Guettel C. *Marxism and Feminism* The Women's Press

Mercer J. *The Other Half* Penguin

Zaretsky E. *Capitalism, the Family and Personal Life* Pluto Press

26.116

The Sociology of Mass Communication (John Tulloch)

Prerequisite: 26.113 or a credit or better in any other elective.

An in-depth study of the role of the mass media in contemporary societies.

Questions asked include: 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, and is it possible to eliminate bias (racial, sexual, etc) via TV programs? Who owns the media and with what implications? Can one expect 'objectivity' from the media in reporting racial problems, students protest demonstrations or strikes? How does "The News" reflect priorities of what is shown and what is not shown on television? Is there any structural similarity in the portrayal of 'deviants', both in actual life (from drug addicts and hippies to homosexuals and the IRA) and in fiction (from Fu Manchu to John Wayne's portrayal of the Viet Cong)? Do the media help us suppress innovations in medicine, car safety etc? Why do Africans, Asians and apparently everyone else have so much the same program material, from *I Love Lucy* to *Bonanza*? What is the state of the media in Australia?

Teaching is on a seminar basis and evaluation by essays and seminar papers.

Textbooks

Cohen S. & Young J. eds *The Manufacture of News: Deviants, Social Problems and the Mass Media* Sage

Williams R. *Television: Technology and Cultural Form* Fontana

26.117

Modern Societies and Theories of Social Change (Joan Ritchie)

Prerequisite: 26.410.

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 USA. 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 Toffler.

Textbooks

Barraclough G. *An Introduction to Contemporary History* Pelican

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

26.119

Liberation: The Personal and the Political (Kerryn Higgs)

Writers, both literary and theoretical, have often seen liberation as either a personal matter or a political one. This subject asks what kind of relationship can and does exist between these two approaches to liberation and will examine a number of writers who have linked them, putting personal freedom in a socio-political context or insisting on a spiritual dimension to social change. The writers to be studied represent a variety of viewpoints: Christian, Marxist, feminist, existentialist. In different ways they raise two central questions: 1. Is liberation possible on an individual/spiritual basis, separated from a critique of society's part in defining and controlling people? 2. Can political changes provide liberation for people?

The role of society's cultural institutions in the definition of people and their limits; special focus on organized religion and Christian assumptions in relation to women.

2. The Environment

Various aspects of the human environment; the ways in which society misuses its natural resources; finding 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

or

Miller G. T. *Living in the Environment—Concepts, Problems and Alternatives* Wadsworth

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: 26.200 or by lecturer's approval.

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 analyze 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.

26.204

Environmental Archaeology (Frank Dickson)

What archaeology and prehistory can tell us about ancient man and the environment. In prehistoric times man had mainly to adapt himself to the environment and to changes in it, particularly during the last ice age and subsequent changes. To some extent man also modified the environment, through the extinction of some animal species, the domestication of others and the development of agriculture, leading to urban living.

Stress on Australian ecology and the Aboriginal.

3. Australian Studies

Various aspects of Australian society viewed mainly from a political and historical approach.

26.3000

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

Social justice is a concept relating to the distribution of benefits within a society. In capitalist societies, state power is generally exercised to benefit the dominant class. The theme in lectures is the quest for social justice in the history of Australian society. Seminars concentrate on the issue of sexism in Australian history. Assessment is by course work.

Textbook

Summers A. *Damned Whores and God's Police* Penguin

26.3001

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.

26.3002

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.

26.3003

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, eg 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.

Textbook

Wilson B. *Religion in Secular Society: A Sociological Comment* Pelican

26.3004

Social Welfare and Ideology in Australia (Half Elective) (Richard Kennedy)

Not available to Social Work students in 1977.

An exploration, using the historical method, of the ideology of Australian social welfare, social policy, and social work within the context of welfare-capitalism.

To most conservatives, the welfare state represents 'creeping socialism', a menace to social discipline and a threat to wealth. Every welfare recipient is potentially a 'dole bludger'. For most social democrats, the welfare state represents a triumph of social justice, the end product of a long struggle to erode the commanding heights of wealth and power. The myths and realities behind these two related views: 1. Assumptions underlying colonial charity, especially 'less eligibility' and 'deterrence', and their derivation from the English Poor Law. 2. From Benevolence to Welfare, 1890-1940: The continuity of nineteenth-century ideas, attitudes and values. 3. Welfare capitalism and social policy: The preservation of the structure of property relations and protection for free markets. 4. Beveridgean rhetoric and the abolition of poverty: the cases of Wilson, Johnson and Whitlam. 5. Social work as an agent of social control. 6. Fundamentals of a radical social policy: Can resources be allocated more rationally than at present? Students are given time for research. Assessment is by course work.

Textbooks

Bailey R. & Brake R. *Radical Social Work* Arnold

Throssell H. ed *Social Work: Radical Essays* Q'ld UP

26.310

Australian History Workshop (Richard Kennedy)

Prerequisite: Credit, or better, in 26.3000 or 26.312. Applications from other students should be addressed in writing to lecturer.

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, eg 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, 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.

Textbooks

Students should obtain any one of the following:

Emy H. *The Politics of Australian Democracy* Macmillan

Lucy R. ed *The Pieces of Politics* Macmillan

Mayer H. & Nelson H. eds *Australian Politics: A Fourth Reader* Cheshire

26.312

Australian Social History (Richard Kennedy)

Not available in 1977.

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

History and politics in both national and international contexts.

26.400

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 USA and USSR.

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

Textbooks

Schurman F. & Schell O. eds *The China Reader Vol I Imperial China & II Republican China* Pelican

26.401

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 USA, 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.

26.402

Contemporary Capitalism (Half Elective) (Ralph Hall)

An analysis of the capitalist system in advanced capitalist countries; especially Australia. Issues include: the relevance of the concept of class in modern capitalist societies; theories of the distribution of power; the role of the state; the functions of welfare and the effects of the 'managerial revolution'. Assessment is by tutorial papers and essays.

26.403

Imperialism (Half Elective) (Ralph Hall)

An analysis of theories concerning the nature of imperialism with particular reference to those postulating a connection between Capitalism, dependency and underdevelopment in the third world. Case studies from Africa and Latin America considered in some detail. Assessment is by tutorial papers and essays.

26.404

China: Since the Revolution (Half Elective) (Roger Bell)

The principal aspects of social, economic and political change in China since the Revolution of 1949, and surveys briefly China's relations with South-East Asia, the USA, and the USSR. Focuses such issues as ideology, leadership, economic change, developments in education, rural organisation, the position and status of women, the family, the Cultural Revolution, and external relations.

Although there is no prerequisite for this elective, it is hoped that students will have completed 26.4000, *China: From the Manchus to Mao*.

Assessment is based on seminar participation and one substantial essay.

Textbook

Schurmann F. & Schell O. eds *The China Reader Vol III Communist China* Pelican

26.405

World Conflict and Control (Richard Lucy)

International aggression, group behaviour, national images, factors influencing relations between nations (including the role of multi-national corporations and spies) and the debate on the causes and prevention of war.

Textbook

Pettman R. *Human Behaviour and World Politics: A Trans-Disciplinary Introduction* Macmillan

26.410

The World in the Twentieth Century (Joan Ritchie)

Not available in 1977.

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* ANU Press

26.411

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

Not available to students who have passed 26.413.

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 US 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 US history.

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

Textbook

Degler C. *Out of Our Past: The Forces that Shaped Modern America* Harper

26.412

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

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.

26.413

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

Prerequisite: 26.410.

National character as myth or reality with particular reference to Australia and the USA 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

26.415

Japanese Studies (Tsuneko Lawrence)

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.

26.416

Contemporary History and Global Problems (Joan Ritchie)

An elective on Contemporary History, extending over two sessions, developed through lectures (with discussion), tutorials (discussion groups) and films. Written work is set throughout the year.

Distinct from *The World in the Twentieth Century* in that it concentrates on the period since 1961. It is divided in content into (a) the theory of Contemporary History and (b) the practice of Contemporary History, each taking about one session.

The theory is concerned with the meaning of the term 'contemporary history'. Comparison between Croce's dictum that 'all history is contemporary history' and Barracough's belief in 'a new age' is considered. The difficulties of Contemporary History are discussed, and it is compared with 'current affairs'.

The practice is concerned with identifying, and accepting or discarding, themes suggested by the students as Contemporary History. A selection is made for study in depth and students apply theory to practice in these studies.

5. Science and Technology

A critical look at the role of science and technology; and consideration of 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?

Textbook

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

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.

Textbooks

Rose H. & S. *Science and Society* Pelican

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. Questions include: Why are poor countries poor? How can they develop without becoming more dependent? Should they encourage foreign investment? Is self-reliance possible? Is foreign aid counter-productive? Should aid be given to military or repressive regimes? Ought we to judge the internal politics of non-Western countries by Western criteria?

Textbooks

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

26.563 Alternative Technology and Development (Ronnie Harding/Robert Waddell)

Prerequisite: 26.200 or 26.562 or by lecturer's approval.

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.

Preliminary Reading

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

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

26.566 Cosmology (Advanced) (Simon Prokhovnik)

Prerequisite: 26.560.

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* CUP

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

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

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

6. Economics

An introductory study of economics with provision for further study of some selected economic problems.

26.6001 Australian Macro-Economic Problems and Policies (Half Elective) (Ian Iredale)

The 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 and unemployment; federal-state financial relations; the Australian

balance of payments; monetary policy; fiscal policy; exchange rate policy; prices and incomes policy and wage and tax indexation are among the issues to be discussed.

The elective is run on a seminar basis and assessment is by way of class participation and written reports. There is no set text and students are given assigned reading as the elective progresses.

26.6002

Government, Business, Labour and Consumer Economic Relations (Half Elective) (Ian Iredale)

The wide range of micro-economic policy initiatives undertaken or proposed by the Australian government. The initiatives include trade practices and prices justification legislation, national superannuation and compensation proposals and consumerism. These policies encompass a number of objectives and exert 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.

The elective is run on a seminar basis and assessment will be by way of class participation and written reports. There is no set text and students are assigned reading as the elective progresses.

26.6003

The Economics of Australia's Natural Resources (Half Elective) (Peter Lomas)

Prerequisite: 26.610.

Application of the tools of analysis developed in the first elective to the problems involved in the production, processing and marketing of natural resources and 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.

26.6004

Economics and the Firm (Half Elective) (Peter Lomas)

Prerequisite: 26.610.

The role of the firm in economic theory and literature. The firm: in classical economics; as a profit-maximiser; as a cost-coverer; as a sales maximiser; as a growth rate maximiser; the firm and potential competition; the firm and the stock market.

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', is the study of general economic forces affecting the economy as a whole. The determinants of the level of national income, the volume of employment and causes and consequences of variations in the money supply. Session 2: 'Micro-economics', is 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., Hancock K. & Wallace R. *Economics: An Introductory Analysis* Aust. ed McGraw-Hill

26.613

Economic Thought: 1776-1976 (Jack Brown)

Prerequisite: 26.610 or HSC Economics Level I or II

The development of economic thought from Adam Smith to the present day. Emphasis is on: the main personalities; the social and economic climate of their lives; and their influence on the development of modern economic theory and policy. Topics are: prelude to Adam Smith's *The Wealth of Nations*; scholastic origin to mercantilism; Adam Smith and the system of economic freedom; Ricardo, Malthus and Mill; Karl Marx, classical deviate?; the marginalists; Jevons, Menger. From political economy to economics; neo-classical economics; Alfred Marshall; John Maynard Keynes; capitalism repaired; the iconoclasts: Veblen, Galbraith; neo-classical economics revived. The Chicago School; Knight, Simon, Friedman.

Textbooks

Brett W. & Ransom R. D. *The Academic Scribes* Holt Reinhart & Winston

Canterbury E. R. *The Making of Economics* Wadsworth

7. Literature and Drama

Topics in literature and drama: some emphasis on contemporary social problems eg minority groups, violence.

26.7000

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

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.

Textbooks

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)

A reading and discussion course that attempts to trace something of the tendencies and the general characteristics of novel writing in the twentieth century, through consideration of a variety of works by English, American, Australian and European writers.

Textbooks

Faulkner W. *As I Lay Dying* Penguin

Golding W. *The Inheritors* Faber

Hesse H. *Steppenwolf* Penguin

Kafka F. *The Trial* Penguin

Stein G. *The Man Who Loved Children* Penguin

White P. *The Aunt's Story* Penguin

26.711

Voices in Australian Literature (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 at the first lecture.

26.712

World Literature and Contemporary Questions (David Robert Burns)

Prerequisite: Credit in 26.7000 or 26.7001.

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 1. to relate their reading of modern literature to other fields such as philosophy, contemporary political and social issues, aspects of the counter culture; or 2. 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/Kerryn Higgs)

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—Advanced (David Robert Burns)

Prerequisite: Credit in 26.713.

A workshop program for students who have some demonstrated skill in the writing of fiction, and clear aims. Discussion centres upon both work in progress and extracts, relevant to this, from the work of established writers.

26.715

Literature of Oppression (Kerryn Higgs)

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: racial oppression and Session 2: sexual oppression and interrelating themes. Alternative assessment will be available, either oral papers plus a written assignment or an examination.

Textbooks

Session 1

Baldwin J. *Another Country* Corgi

Brown D. *Bury My Heart at Wounded Knee* Picador

Cleaver E. *Soul on Ice* Penguin

Davis A. *If They Come in the Morning* Orbach & Chambers

Gilbert K. *Because a White Man'll Never Do It* A & R

Malcolm X. *The Autobiography of Malcolm X* Penguin

Session 2

Gilman C. P. *The Yellow Wallpaper* Feminist Press

Millett K. *Sexual Politics* Abacus

Plath S. *The Bell Jar* Faber

Riley E. *All That False Instruction* A & R

Smedley A. *Daughter of Earth* Feminist Press

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

Halliwel 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)

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: 26.7000, 26.7001, 26.710, 26.711, 26.713, 26.715 or 26.716 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 Library
 Aldiss B. ed *The Penguin Science Fiction Omnibus* Penguin
 Asimov I. *Foundation* Panther
 Bradbury R. *Fahrenheit 451* Corgi
 Stover L. E. & Harrison H. eds *Apeman, Spaceman* Penguin
 Swift J. *Gulliver's Travels—A Voyage to Laputa, etc* Signet Classic
 Vonnegut K. Jr *Cat's Cradle* Penguin
 Wells 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.

8. Philosophical Studies

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

Mitchell B. *Philosophy of Religion* OUP

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 fulfilment.

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 is studied—a field known as semiotics. The uses of signs, in particular, how signs are used in communication.

Linguistic behaviour is contrasted with other forms of purposive behaviour. Topics include: 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

26.813

Philosophy of Psychology (Phillip Bell/Phillip Staines)

Prerequisite: One of 26.1000, 26.1001, 26.1002, 26.1003, 26.1004, 26.816, 26.817 or by lecturer's approval.

Not available in 1977.

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: 26.8000, 26.8001, 26.811, 26.816 or 26.817.

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 elective, or equivalent, from *Philosophical Studies, Fine Arts or Music*.

What Western philosophers, from Pythagoras to Popper, have thought about music: its origin, nature, function, purpose and meaning and value. Special attention is paid to philosophies of classical Greece, the Renaissance and the Enlightenment, as well as twentieth century musical science and speculation.

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.

26.820

The Social Philosophers (Graeme Connelly)

The ideas of some of the philosophers who have made major contributions to the understanding of "Man and Society". Although the course is primarily a history of ideas, nevertheless an attempt is made to relate the theories of the various thinkers to the social background against which their works were written. The major figures to be dealt with include Plato, Machiavelli, Hobbes, Rousseau, Hegel, Marx and Mill.

Textbook

Nisbet R. *The Social Philosophers* Picador Paperback

9. Fine Arts, Music and Film

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)

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 advisable 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)**

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.

It is advisable that students have some knowledge of twentieth century art styles.

Textbooks

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

McCulloch A. *Encyclopaedia of Australian Art* Hutchinson

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

Smith B. ed *Documents of Art and Taste in Australia: The Colonial Period 1770-1914* OUP

Smith B. *The Antipodean Manifesto. Essays in Art and History* OUP

26.9002**Voice and Instrument in the Culture of the Renaissance (Half Elective) (Roger Covell/Patricia Brown)**

The place of vocal and instrumental music in the life of the period generally identified as the Renaissance (ie 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

Brown H. M. *Music in the Renaissance* Prentice-Hall

26.910**Music and Human Behaviour
(Roger Covell/Patricia Brown)**

The role of music in magic, ritual and religion, 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; and in the traditional drama of Indonesia and Japan. The musical-dramatic procedures of early opera, the basic tactics of modern music theatre and the modern American musical. Students are given the opportunity to learn some of the techniques associated with the recording of music, including electronic music, for specific dramatic purposes.

26.912**Contemporary Art (Catherine Burke)**

Aspects of 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, the Art Gallery of NSW 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 revealed 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 decorative and applied arts of Europe since the Renaissance, particularly silver, porcelain, pottery, furniture and glass. Special attention given to the establishment of these arts in Australia during the colonial period. Wherever possible, lectures are illustrated with *objets d'art*, which students are encouraged to examine during tutorials. Assessment is by a midyear essay and a final examination, which allow a wide choice of subjects and opportunities to specialize.

Textbooks

Bradford E. *Antique Furniture* EUP

Came R. *Silver Octopus*

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 26.915.

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. Intending students should discuss their research project with lecturer before enrolling.

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 Hitchcock and Ray.

Textbooks

Armes R. *Film and Reality: An Historical Survey* Penguin

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

26.918
The Composer as Hero Figure (Roger Covell/ Patricia Brown)

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

Textbook

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

Graduate Study
26.100G
The Mass Media

Issues are: **1.** The recent growth of the electronic media, technical limitations and possible directions of future development (eg availability of 'cheap' localised audio-visual media). **2.** The media as a social system; monopoly control and media ideologies; the dissemination of program content, American media control in the 'third world'; media 'languages' and 'codes'. **3.** The effects of the media's presentation of violence, aggression and sexuality on the audience's behaviour and attitudes. **4.** Social consensus through 'labelling', stereotypes and images of social groups and roles in the media. The definition of 'deviance' in the media. **5.** The formation of attitudes and theories of attitude change; the role of media in advertising, propaganda; the limits of these types of influence. It is hoped that students will be drawn from within the technological and cultural areas of the professional media workforce and from among other graduates in the technological disciplines as well as the social sciences. (Relative emphasis would depend on the background of course participants.)

26.115G
Sexism in Australia

An interdisciplinary analysis of the position of women in Australian society in terms of **1.** history; **2.** culture; and **3.** ideology.

1. The dialectic of female consciousness and class consciousness.

A, the social origins and ideological functions of sexism in Australia; B, the feminist theory that women comprise a separate structural group analogous to class. There will be an ancillary class in oral history methodology relating to women's history.

2. Women's Culturelessness and the Politics of Myth.

A consideration of the argument that the powerlessness of women is a consequence not only of economic dependence and exclusion from social institutions but also of a cultural impotence assumed to be 'natural'. Investigates some Australian cultural phenomena, both popular (including media) and literary; asks to what degree women participate in the general culture; in what ways is this culture a medium of myth?

Identity and the extent of cultural access for women to the process of self-actualization. Cultural separatism in terms of its origins, functions and limitations; the sense in which feminist subcultures can be seen as a means to a women's culture.

3. Sexist Ideology.

The several disciplines which treat the nature and functions of women: biology, psychology, sociology, political science, anthropology, economics. Are their research and conclusions predicated upon sexist assumptions? Objectivity and neutrality in the social sciences generally. Case studies: eg 'anatomy is destiny' theories of sex differences.

26.401G
American Society

Structure, change and conflict in modern United States society, employing a variety of historical, sociological and cultural perspectives and methodologies. Readings and seminars focus on three related areas: **1.** Social History: Change and continuity in modern United States society. The contrasting interpretations and issues raised by various

generations or 'schools' of American historians: the Progressive School; the Consensus Historians; the Revisionists; the New Left. **2. Political Sociology: Social Conflict and Violence:** It is often asserted that America has a tradition of violence. This 'culture of violence' from three perspectives: The historical role of violence in precipitating social change; The relationship between American notions of revolution and the functions of the democratic state; The nature of freedom and the role of dissent. **3. Culture and Society:** Aspects of American culture and society; dream and delusion in the American novel; themes in American cinema; art; drama and music.

26.900G

The Interpenetration of the Sacred and the Secular in Modern Thought

Theoretical consideration from three fields on this theme

The unifying theme for this area of interdisciplinary study is the relationship between the religious and the secular. **1. *The Rational and the Revealed.*** The conflict between the rational and the revealed. Two distinct traditional approaches in theology; that of natural and revealed religion. Includes: faith and reason; scepticism and dogmatism; existentialism and the new theology; verification and meaning; science and religion;

the religious basis of ethics; teleology and the meaning of life. **2. *The Novel and Religious Revelation.*** Use of the novel as a vehicle of religious revelation, as a means of making manifest that which lies beyond temporal limits. If this is to be done convincingly, realistically, then the limits that time (and space) set must be observed. The time bound and the timeless, the temporal and the eternal must be reconciled. A study of how certain novelists have deployed their creative resources to bring about the reconciliation. **3. *Theology and Politics.*** The study of the interpenetration of those within the structure of certain religious denominations. In order to understand the intellectual basis of church politics, modern theological movements are discussed.

26.917G

Perspectives on the Cinema

Major issues in current film theory and criticism.

Film history, aesthetics and criticism considered in the light of theoretical concepts derived from a number of related disciplines: eg linguistics, semiology, psychoanalysis, sociology. The insights which are argued to result from these perspectives are compared with the more conventional historical and critical approaches to the cinema.

The specific issues discussed in seminars and the choice of films screened depends on the interests of participants.

The University of New South Wales Kensington Campus 1977

Buildings

Applied Science F10
 Architecture H14
 Banks F22
 Basser College C18
 Biological Sciences D26
 Biomedical Lecture Theatres E27
 Central Lecture Block E19
 Central Store B13
 Chancellery C22
 Civil Engineering H20
 Classroom Block H3
 Dalton (Chemistry) F12
 Electrical Engineering G17
 Electrical Engineering Theatre F17
 Goldstein College D16
 Golf House A27
 Gymnasium B5
 House at Pooh Corner N8
 International House C6
 John Goodsell (Commerce) F20
 Keith Burrows Lecture Theatre H14
 Kensington Colleges C17
 Main Building K15
 Maintenance Workshop B13
 Mechanical and
 Industrial Engineering J17
 Medicine (Administration) B27
 Menzies Library E21
 Metallurgy E8
 Morven Brown (Arts) C20
 New College (Anglican) L6
 Newton J12
 Old Main Theatre J14
 Parade Theatre E3
 Parking Station H25
 Philip Baxter College D14
 Robert Heffron (Chemistry) E12
 Sam Cracknell Pavilion H8
 Sciences F23
 Sciences Lecture Theatre Block D23

Science Theatre F13
 Shalom College (Jewish) N9
 Sir John Clancy Auditorium C24
 Sir Robert Webster
 (Textile Technology) G14
 Squash Courts B7
 Unisearch House L5
 University Regiment J2
 University Union
 (Roundhouse) — Stage I E6
 University Union
 (Blockhouse) — Stage II G6
 University Union
 (Squarehouse) — Stage III E4
 Wallace Wurth School of Medicine C27
 Warrane College (Roman Catholic) M7
 Wool and Pastoral Sciences B8

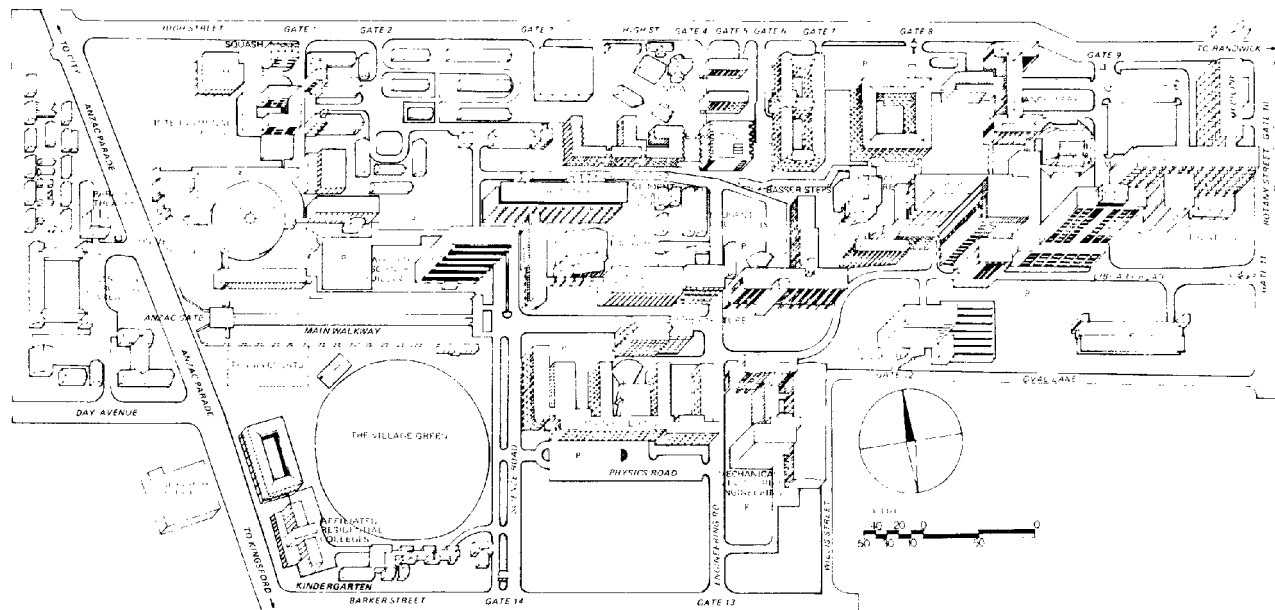
General

Accountancy C20
 Admissions Office B23
 Anatomy C27
 Applied Geology F10
 Applied Physics H12
 Applied Science (Faculty Office) F10
 Appointments Office B23
 Architecture
 (including Faculty Office) F10
 Arts (Faculty Office) D20
 Australian Graduate
 School of Management F23
 Biochemistry D26
 Biological Sciences (Faculty Office) D26
 Biological Technology D26
 Biomedical Library F23
 Bookshop G17
 Botany D26
 Building H15
 Cashier's Office B23

Centre for Medical Education
 Research and Development F24
 Chemical Engineering F10
 Chemical Technology F10
 Chemistry E12
 Child Minding Centre N8
 Civil Engineering H20
 Closed Circuit Television Centre F19
 Commerce (Faculty Office) F20
 Community Medicine E25
 Computer Services Unit F21
 Drama D9
 Economics F20
 Education G1
 Electrical Engineering G17
 Engineering (Faculty Office) K17
 English C19
 Examinations and Student Records B22
 Fees Office B23
 Food Technology F10
 French C20
 General Studies C20
 Geography K17
 German C20
 Health Administration C22
 History C20
 History and Philosophy of Science C19
 Industrial Arts B1
 Industrial Engineering J17
 Institute of Administration G2
 Institute of Languages G14
 Institute of Rural Technology B8
 Law (Faculty Office) F21
 Law Library F21
 Librarianship B10
 Library E21
 Marketing F19
 Mathematics F23
 Mechanical Engineering J17
 Medicine (Faculty Office) B27
 Metallurgy E8
 Microbiology D26
 Mining Engineering K15
 Music B11
 National Institute of Dramatic Art C15
 Nuclear Engineering F18
 Optometry H12
 Pathology C27
 Patrol and Cleaning Services F20
 Philosophy C20
 Physics K13
 Physical Education and
 Recreation Centre (PERC),
 see *Gymnasium and Squash Courts*
 Physiology and Pharmacology C27
 Political Science C19
 Postgraduate Committee
 in Medical Education B27
 Postgraduate Extension Studies
 (Closed Circuit Television) F19
 Postgraduate Extension Studies
 (Radio Station and Administration) F23
 Psychology F23
 Public Affairs Unit C23
 Regional Teacher Training Centre F24
 Russian D20
 Science (Faculty Office) K14
 Social Work F1
 Sociology C20
 Spanish and Latin American Studies D19
 Student Amenities and Recreation E15
 Student Counselling and Research E16
 Student Employment C22
 Student Health E15
 Students' Union E4
 Surveying H20
 Teachers' College Liaison Office F16
 Tertiary Education Research Centre E16
 Textile Technology G14
 Town Planning K15
 University Union G6
 Wool and Pastoral Sciences B8
 Zoology D26

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

A
B
C
D
E
F
G
H
J
K
L
M
N



A
B
C
D
E
F
G
H
J
K
L
M
N

