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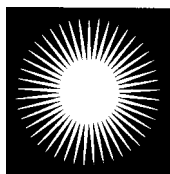
The University of New South Wales



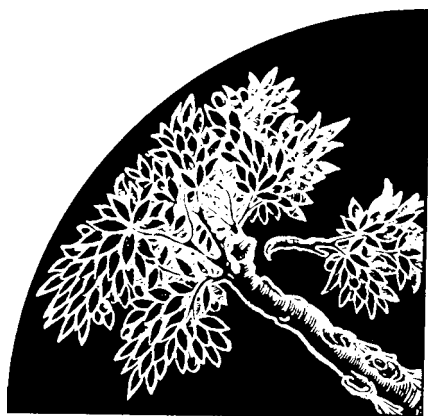
CENTRE · FOR LIBERAL · AND GENERAL · STUDIES

HANDBOOK · 1991





CENTRE · FOR
LIBERAL · AND
GENERAL · STUDIES



1991

HANDBOOK

■ Contacting the Centre

The *Centre for Liberal and General Studies* administers the *General Education Program* under the authority of the Academic Board's *Undergraduate Studies Committee*. The Centre is the subject authority for all subjects offered in the *General Education Program*, even though many subjects are contributed by various academic units of the University.

All enquiries about the Program, including requirements and subject information, should be made in the first instance to the Centre.

Location

Room G58, Ground Floor, Morven Brown (Arts) Building.

Who to contact

General Enquiries, 697 2436

Don Heaton, Administrative Assistant, 697 2409

Linda Rosendahl, Administrative Officer, 697 2438

Correspondence

All correspondence should be addressed to:

The Director
Centre for Liberal and General Studies
The University of New South Wales
PO Box 1
Kensington NSW 2033



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I. The University, General Education and You

Introduction

The purpose of this Handbook is to help you to understand the educational objectives of your undergraduate degree program and the role of the *General Education Program* in helping you attain these objectives.

Neither the objectives nor the educational role of the Program is simple. Your education should equip you to deal with a complex world. Hence, you are asked to read this Handbook carefully so that you may develop an understanding of this educational task and make an active contribution to carrying it out.

The Contemporary Challenge

The world into which you will graduate, by all accounts, is becoming more crowded and more complex. It seems to be changing at an accelerating pace. By the time you graduate from the University, the amount of information and knowledge in most fields of study will have almost doubled.

Our knowledge and our technological ingenuity are powerful tools for change. Their application often has far reaching and sometimes unpredictable consequences for both social and ecological systems.

These and many other factors constitute a powerful challenge to our capacity safely, justly and humanely to manage our world in the foreseeable future.

This, then, is the fundamental challenge facing education at all levels, but especially at the university level. How can the university develop a curriculum which will equip students to function not only as competent professionals but also as responsible persons and citizens capable of participating in a democratic way in the understanding, design and management of their world?

What Is University Education?

There is no precise and simple answer to this question. Most would agree that it is more than a job training program and more than simply an opportunity to obtain a secure career.

The traditional role of the university has been to serve society in three crucially important ways. In the first place it adds to the treasury of human knowledge. Secondly, it systematically subjects inherited ideas, assumptions, values and practices to analysis and critical scrutiny. Thirdly, it opens up, either directly or indirectly, new possibilities for human thought and action.

The ideal of university education, therefore, has been to open the doors to a universe of possibility and, consequently, of responsibility for its students.

The drift over the last two decades has been to more and more specialized courses and this has been at the expense of general education. What is important is that universities preserve the notion that alongside vocational and professional aims stands an absolutely indispensable commitment to general education. I think that's something the university system in this country hasn't faced up to at all. This university has.

L. Michael Birt, Vice-Chancellor, U.N.S.W.

Hence, while universities, especially in Australia, have been organised for the most part along vocational lines to provide their students with a thorough preparation in the professions of science, arts, medicine, law, engineering and so on, they have also usually attempted to maintain something of the traditional ideal of introducing students to the "universe" of knowledge.

In spite of the knowledge explosion in all areas of professional specialisation, the University of N.S.W. is committed to the education of its students, not just as very competent professionals, but also as well informed and responsible persons and citizens.

In most modern societies university graduates are educated to exercise some form of leadership in their society and some form of responsibility, through the use of their knowledge and technological expertise, for the management of the human future.

This education, therefore, must include both a depth of special understanding and a breadth of general comprehension in order adequately to equip university graduates for the role they are expected to play in society.

The Structure of Undergraduate Education

Each of the undergraduate degree programs in the University tends to have its own structure and characteristics. Nevertheless, the policy of the University governing undergraduate education demands that three broad sets of requirements be satisfied before a program can be approved and an individual degree awarded.

The three sets of requirements are that students:

1. a. Receive a thorough education in the professional or major fields of specialised study which they have chosen - **CORE PROFESSIONAL REQUIREMENT**
- b. Acquire an adequate understanding of the social context in which they will function as professionals as a result of their developing:
 - (1) An understanding of the modes of critical thought relevant to the evaluation and development of the knowledge base of the

STUDENT EMBARKS ON TWO STREAMS OF STUDY

CONCENTRATION STREAM OF THE CURRICULUM

CORE
PROFESSIONAL
or
MAJOR
REQUIREMENTS
and
PROFESSIONAL
CONTEXTUAL
REQUIREMENTS

1. Modes of critical thought relevant to the knowledge base of the profession.
2. Ethical responsibilities of the profession.
3. Communication and other skills relevant to the profession

COMPREHENSIVE STREAM OF THE CURRICULUM

GENERAL EDUCATION
REQUIREMENT
including

CATEGORY A

UNDERSTANDING
VARIOUS
ENVIRONMENTS

and

CATEGORY B

CRITICAL AWARENESS
OF
CULTURAL TRADITIONS
AND ASSUMPTIONS

INTEGRATING COMPONENT OF THE CURRICULUM

CATEGORY C

CONSIDERATION OF
SOCIAL PURPOSE
SOCIAL RESPONSIBILITY
and
PROFESSIONAL ETHICS

ACCOMPLISHMENT REQUIREMENT

- profession, that is, of the prevailing “paradigm” of the profession;
- (2) An appreciation of the ethical responsibilities of the profession;
 - (3) A mastery of the communication and other skills relevant to the tasks and purposes of the profession - *PROFESSIONAL CONTEXTUAL REQUIREMENT*.
2. Develop a comprehensive understanding of, and sense of responsibility for, the general intellectual, cultural and social tradition they have inherited appropriate to university graduates - *GENERAL EDUCATION REQUIREMENT*.
3. The integrating component of the undergraduate curriculum - *CONSIDERATION OF SOCIAL PURPOSE, SOCIAL RESPONSIBILITY AND PROFESSIONAL ETHICS* - is the attempt systematically to address and democratically to answer the question:

For what social and human purposes should we deploy the resources of knowledge and technological ingenuity at our disposal and how best can we deploy them?

Why General Education?

There are a number of reasons why a general education requirement is an indispensable component in a modern undergraduate degree program.

1. For eight hundred years, the university has been the institution in the western world which has encouraged the asking of fundamental questions. At the most general level is the set of perennial questions articulated by the philosopher Immanuel Kant:
 - What can I know?
 - What ought I do?
 - For what can I hope?

At a more immediate level is a set of questions which we all face as persons in and citizens of the world of the future. This set of questions has been forcefully stated by the educationist Philip Werdell who asked: How do we prepare people for:

- Predicting probable futures,
- Imagining possible futures and
- Designing preferable futures?

It is still the essential task of the university to ensure that each generation of students grapples with these questions.

2. Each field of study is growing not just in the amount of information it is generating, but also in the intricate patterns of relationships and connections

which are being discovered among different fields of study. A well educated graduate needs to be equipped with at least a general and strategic understanding of the major fields and traditions of learning. In this sense, "general" education should be thought of as derived from the Greek term for a military general, "strategos".

3. If undergraduates are to be expected to exercise a leadership role in the society of the future, they will need to understand something of the complex cultural, social and ecological systems in which they will be involved.
4. Australia, in the future, will require a higher degree of creative and innovative thought and action, especially from its university graduates, if it is to flourish in an intensely competitive international environment. The key to fostering creativity in a society is to cultivate minds which have a rich diversity of frames of reference and discourse. Training in a narrow and exclusive range of technical and professional skills, no matter how advanced or sophisticated, is not conducive to the development of creativity in any field.

The Objectives of General Education

The University has identified the following objectives to be pursued in the *General Education Program*:

1. to ensure that all students address, in cooperative interaction with their peers from other faculties, some of *the key questions* which face them as persons, citizens and professionals
2. to encourage students to develop skills of rational thought, critical analysis, expression and communication in broader cultural terms, complementary to those developed in professional or major disciplinary courses
3. to encourage students to gain some appreciation of their general intellectual traditions, by providing a coherent and guided exposure to elements of those traditions
4. to foster among students the competence and the confidence to contribute creatively and responsibly to the development of their society

The Key Questions Addressed by the General Education Program

Category A

The External Context

Provides an introduction, in non-specialist terms, to an understanding of some of the environments in which humans function:

1. How do we, can we, generate wealth?
("Australia and the Development of the World Economy") 28 hours
2. How can we, ought we, distribute wealth, status and power?
("Human Inequality") 28 hours
3. What steps should we take, and what policies should we adopt, in science and technology?
("Science and Civilisation") 56 hours
4. What effects do our wealth generating and techno-scientific activities have on the environment?
("Ecosystems, Technology and Human Habitation") 28 hours
5. What are the effects of the new mass media of communication?
("Mass Media and Communication") 28 hours
6. What are the key social and cultural influences on Australia today?
("Australian Society and Culture") 28 hours

Category B

The Internal Context of Assumptions and Values

Provides an introduction to and a critical reflection upon the cultural bases of knowledge, belief, language, identity and purpose.

1. How do we define ourselves in relation to the larger human community?
("The Self and Society") 56 hours
2. How do our conceptions of human nature and well-being influence both individual and social behaviour?
("Changing Conceptions of Human Nature and Well-Being") 28 hours
3. What are the prevailing conceptions of and challenges to human rationality?
("The Pursuit of Human Rationality") 28 hours
4. How do language, images and symbols function as means and media of communication?
("The Use of Language, Images and Symbols") 28 hours
5. What is the impact of the computer on human society and culture?
("The Computer: Its Impact, Significance and Uses") 28 hours

6. Which systems of belief and configurations of values are most conducive to the survival and enhancement of the human species and the planet earth?
("Beliefs, Values and the Search for Meaning") 28 hours

Category C

The Design and Responsible Management of the Human and Planetary Future

Provides an introduction to the development, design and responsible management of the systems over which human beings exercise some influence and control.

For what purpose or purposes will I use my intellectual skills, my expertise, or my technological prowess?

Will these abilities be used, for example,

1. in a creative and innovative way?
2. to widen the circle of human participation in the benefits they bring?
3. to break down the barriers of exclusion and discrimination?
4. to enhance the prospects for survival of the human species?
5. to enhance the capacity of the planet earth to sustain life?

N.B. During the 1991 academic year two special subjects are being offered in the General Education Program:

"Aboriginal Australia: A View of Its Past, Present and Future"
and
"Human Creativity"

The General Education Requirements

1. All undergraduates are required to take:
 - a. 56 hours of instruction in Category A . This instruction may be part or all of a subject taught by the faculty concerned or another faculty as part of a degree program, i.e. a subject taken by other students for purposes other than to satisfy the General Education requirements.

- b. 56 hours of instruction in Category B. This instruction may be part or all of a subject taught by the faculty concerned or another faculty as part of a degree program, i.e. a subject taken by other students for purposes other than to satisfy the General Education requirements.
2. All undergraduates enrolled in a major disciplinary or professional degree program are required to take coherent instruction in Category C according to the provisions approved for their degree program.

Details of the provisions for satisfying the Category C requirement will be provided by your Course Authority and specified in your Faculty Handbook.

Substitutions and Exemptions

1. Individual students may make application to the *Centre for Liberal and General Studies* to substitute subjects which the Centre judges to be appropriate alternatives to those required in the *General Education Program*.
2. *The Centre for Liberal and General Studies* may grant exemption from all or part of the General Education requirements, either individually or collectively, to undergraduates entering the University with advanced standing.
3. Students who come to the University already possessing a degree accepted as valid by the University would be exempt from the *General Education Program*, which applies only to first degrees.
4. Students may apply to substitute "previous learning" for part or all of the *General Education Program* requirement if they have successfully completed one full year of undergraduate education and had five or more years of experience in full time employment or five or more years experience in some endeavour after formal schooling.

Detailed information about the regulations governing substitutions and exemptions can be obtained from the Centre's Office, Room G58, Morven Brown (Arts) Building.

The Learning Process

In pursuing the objectives of the *General Education Program* the process of learning is as important as the structure and content of the program. You should note the following features of the learning process of the program:

You will often be asked to draw upon your own experience and that of your family and friends.

You will be expected to listen to and come to grips with the views of your fellow students from other degree programs in the University.

You will be expected to learn not only the content of the subject, but also to learn how to learn in the future, and to develop the capacity to retrieve and ingeniously deploy information from a variety of sources.

You will be expected to look in what may appear to be unexpected places for ideas and information.

You will be expected to be able to relate your ideas and experiences to the various traditions of thought and discourse which you will encounter in the Program.

Most importantly, you will be expected to attempt to make connections among the various subjects and fields which you study in your undergraduate education.

You will be expected to reflect on, to write about, and to discuss your ideas. For this reason in most subjects you will be required to keep a journal.

In the last analysis you will be expected to assume considerable responsibility for your learning and for your ability to achieve the intellectual and communication standards required for a General Education subject.

The various teachers in the *General Education Program* will adopt a variety of approaches and use different procedures from subject to subject. As you go through the Program, however, you should give some thought not just to what you are learning, but to how you are learning it and how you personally learn about things, your society and yourself.

Assessment

The standards which you are expected to achieve in your professional and major sequences are also the standards which you are expected to achieve in the subjects of the *General Education Program*.

Although there may be some variation among subjects, as a general rule you will be assessed on the basis of the following requirements:

Each student will be expected:

1. to develop a paper or a project which explores in depth a specific aspect of the subject
2. to maintain a journal or log book of your ideas, readings, reflections, reactions to lectures, tutorials and field trips, quotations, relevant newspaper and magazine clippings
3. to contribute positively to a consideration of the issues addressed in the subject, especially in tutorials
4. to recapitulate and attempt to synthesize, at the conclusion of the subject,

the main questions, issues and conclusions developed. This may take the form of a final examination

Student Evaluation of the Program

The *General Education Program* is designed to help equip you to become an effective person, citizen and professional: responsible for the future well-being of the human species and the planet earth.

There are three ways in which you can help in improving the design and implementation of the program.

1. A few weeks after the beginning of every subject, the teacher may hand out a form on which you will be asked to indicate how effectively the subject matter is being communicated to you. This is a short-term measure to allow teachers to adjust their presentation of the subject to your level of understanding.
2. Towards the conclusion of every subject, you will be invited to participate in an evaluation to review and assess the subject you have taken. This information will be kept on file and used as a basis for evaluating the effectiveness of the Program, and for adjusting it to changing circumstances.
3. If, at any time, you have a suggestion about the Program or encounter a problem with it, write a brief note to the Director of the Centre. Your suggestions and comments are welcome and will be used to help improve the Program.

Equal Opportunity Policy

The *Centre for Liberal and General Studies* is committed to the University's *Equal Employment Opportunity and Affirmative Action Policy* in the educational content and approach of the Program, and in its staffing, management and administration. Students who consider that this policy is not being adhered to should draw the attention of the administration to this failure either through the Student Evaluation procedure or by direct approach to the Director.

II. Administrative Arrangements

Subjects

What is a subject ?

A subject is defined as a unit of instruction approved by the University as being a discrete part of the requirements for a course, including the General Education components of a course, and identified by a distinctive subject number. Each subject addresses a *key question* integral to the *General Education Program*.

Who teaches the subjects ?

Subjects offered in the *General Education Program* have been developed and are offered by many of the academic units of the University, including Schools and Departments in most Faculties. The complement of subjects are presented by staff of the Centre itself. By drawing on the resources and expertise of the University in this way, it is expected that the *General Education Program* will provide a focus for both the activities of the University, and the educational challenges to be faced in the coming years.

All subjects offered have been approved for inclusion in the program by the General Education Sub-Committee. The *Centre for Liberal and General Studies* is the subject authority for all General Education subjects and has responsibility for the delivery and management of the Program.

Types of Subjects offered in the Program

All subjects offered in the *General Education Program* include formal tuition. In many cases subjects are taught by a combination of lectures and tutorials or laboratory work. Some subjects are taught by a seminar, usually of two hours duration per week. In a few subjects lectures are

supplemented by excursions or field trips, usually held on weekends.

Students should ensure, when enrolling in General Education subjects, that their timetable and other commitments will permit them to attend classes on the designated days and times.

Subject Duration

Subjects offered in the program are normally 28-hour subjects. (This translates to a half unit or two or three credit points by other systems of reckoning).

28 hours

This represents two hours per week tuition over one session (a 14 week teaching session).

56 hours

Two of the subjects offered in the Program are 56-hour subjects. (This translates to one unit or four or six credit points by other systems of reckoning). 56-hour subjects may be delivered in two forms:

Full year

This represents two hours per week tuition over both sessions, that is, over the full 28-week teaching year.

Compressed

This represents four hours per week tuition compressed into one session. Compressed subjects are usually taught in 2 x 2-hour 'blocks' per week. Students enrolling in compressed subjects must be able to attend both blocks each week.

Timetabling

Rationale

General Education subjects are programmed for the most part in eight designated blocks to ensure that a wide range of subjects are available to students. Course authorities plan timetables so that

students have some of these blocks available to them to take General Education subjects. In 1991 each subject should be offered in each of the following timetable blocks:

Monday 9-11am
Monday 2-4pm
Monday 6-8pm
Tuesday 9-11am
Wednesday 9-11am
Wednesday 2-4pm
Wednesday 6-8pm
Friday 9-11am

In addition, in 1991, some subjects will be scheduled outside these slots to maximize student access to subjects. Details are in the *General Education Program* catalogue available from the Centre's office. The locations for classes will also be listed in the document version of the Catalogue, as well as posted on the Centre's noticeboard in the week before the start of each session.

At what stage in my studies do I take General Education Subjects ?

The programs for many courses, as determined by the school or course authority responsible, set out at which stages students usually take General Education. In some courses these stages are closely prescribed, in others students are given a degree of flexibility to determine when they take part in the *General Education Program*.

You should consult your course authority or handbook for further details.

Programming of General Education within course structures

See the diagram on page six for a representation of how General Education integrates with professional and contextual studies in the undergraduate curriculum at the University.

In what order should I take the subjects ?

Students should fulfil their General Education requirements by taking subjects sequentially in Categories A, B and C. By so doing, students will receive an integrated exposure to the concerns addressed by the *General Education Program*.

Streams

The *Centre for Liberal and General Studies* endeavours to offer at least one stream in each timetable block. Please note that students may only attend the classes at the particular time and for the particular stream in which they are officially enrolled with the *Centre for Liberal and General Studies*.

Enrolments

Information is published by the Academic Registrar and is available from all school and course authority offices. It contains important information about enrolments for all students, including General Education enrolments. Students should obtain a copy of their course information and read it in close conjunction with the specific General Education information provided here.

When do I enrol in General Education ?

You enrol in General Education on the day you complete enrolment with your Course Authority or School, and before presenting your enrolment form to the Cashier. For new students, this is the day you first attend the University to enrol, as invited by the Academic Registrar in your offer letter. For later year or re-enrolling students, this is the day you complete enrolment formalities in February.

You must complete enrolment in General Education subjects before presenting your enrolment form to the Cashier

Can I enrol early?

It is not possible to enrol in General Education subjects before the day specified for you to complete enrolment.

Is there late enrolment ?

The University specifies that students must enrol before Monday 4 March (start of Session One), according to the schedule for their course.

Please note

Students who fail to enrol in General Education subjects at the times designated for their course may apply to the Director of the *Centre for Liberal and General Studies* to enrol late in the first two weeks of session.

The General Education Enrolment Centre will operate within the Unisearch House Enrolment Bureau, Anzac Parade, Kensington, from Tuesday 5 February to Friday 1 March 1991.

**How are places
in subjects
allocated ?**

While students are given a free choice of subject in which to enrol, they must - in order to formally enrol in a subject - obtain a place in that subject, from the Administration of the *Centre for Liberal and General Studies*.

Prior to the enrolment period the Centre seeks information from course authorities concerning the number of students they estimate will take General Education subjects in the coming year, the number and types of subjects these students will be required to take, when these students are released to take General Education subjects [ie timetable availability], and on which day/s they will attend to enrol in the *General Education Program*.

To manage and balance these considerations, places in subjects are made available according to a quota system.

Places in subjects are **not** allocated on a first-come, first-served basis!

As a result of these procedures students enrolling in General Education on the last day of the enrolment period have the same range of subjects available to them as students enrolling at the start of this period.

Bear in mind, however, that a subject offered once only and accepting only 60 students, will never have very many places available in it on any day of the enrolment period. It is for this reason that it may seem that subjects "fill up" quickly, when in fact what has happened is that the quota for that day has been filled.

An educational imperative in this system is to ensure a mix of students from different specializations, and therefore encourage students to address the issues raised within the *General Education Program* in "co-operative interaction with their peers".

The study of a problem whose solutions are known is training; the study of a problem whose solutions are unknown is education.

Robert Theobald

**Before Enrolment
Day**

Before attending the *Centre for Liberal and General Studies* Enrolment Centre you should ensure that:

- You are familiar with the aims and requirements of the *General Education Program* at the University.
Part I of this Handbook gives an overview of these matters.
- You know what the General Education requirement is for your course, including
 - How many subjects or electives you have completed
 - How many subjects or electives you have yet to complete

Your course enrolment officer will write down the number of General Education subjects you should take in 1991 on your enrolment form.

- You know what your timetable for your course is for 1991, especially:
 - When you are scheduled to take General Education subjects.
See "Timetabling" above for further information about timetabling arrangements.
- You are familiar with the range of subjects to be offered, including when they are timetabled.
- You have a reasonable idea of which General Education subjects you would like to enrol in.

Noticeboards

The Centre's noticeboards at Unisearch House and outside the Centre's office in the Morven Brown Building will carry up-to-the-minute information about Streams offered in the 1991 *General Education Program*.

**Procedures for
Varying
Enrolment**

Students wishing to vary their enrolment by either adding or discontinuing Streams may do so by applying to the Director, *Centre for Liberal and General Studies*, on the University's form SA1.

The following points should be noted:

- The *Centre for Liberal and General Studies* is the subject authority for all General Education subjects, that is, all subjects bearing a "GENS" prefix.
- All applications to vary enrolment must be lodged at the Centre's Office, not at your course office.
- Students wishing to add Streams must first obtain a place in those subjects.
- While the University permits students to add subjects to their enrolment program up to the end of week two of each session, since quotas are already fixed and teaching and accomodation arrangements are already made, only a very limited number of places in subjects will be available after the start of the session. Only students with written proof of enrolment or timetable difficulties will be considered for joining a Stream after the commencement of the session involved.
- Students enrolling in additional Streams after the commencement of each session should also note the University's attendance requirement for subject assessment which states that students must attend 80% of classes. Students enrolling after the commencement of session must also satisfy this attendance provision.
- Only a very limited number of places will be available for students seeking to add subjects to their program before the start of Session Two. Students must enrol in General Education subjects to the extent

Deadlines for Discontinuation of Enrolment

of their requirement during the official enrolment period in February.

Students wishing to apply to discontinue subjects without failure should ensure that they do so by the University's stated deadlines for first session, second session and full year subjects.

Program Implementation Transition Arrangements:

Additional Information for students who took General Studies subjects before 1983

The rules defined in 1983 to account for the effect on GS requirements of the change from 42-hour to 56-hour GS electives in that year will continue to apply. Students must complete subjects totalling the required number of hours specified for their course.

Courses with a General Studies requirement prior to 1988

Students who commenced their degree program prior to 1988 are permitted to complete their GS requirement according to the rules for the GS Program administered by the Board of Studies in General Education before 1988.

In particular, students in this classification will be able to select freely from the subjects offered in both Categories, subject to exclusions.

Students are encouraged to select subjects in an area outside their professional specialisations. They may substitute 'outside' subjects for General Studies subjects according to guidelines established by the Board of Studies in General Education and previously administered by the Department of General Studies.

*See list of
subjects with
exclusions in
Part III below.*

*See section on
Substitutions
above.*

• **Students first admitted to candidature in these courses from 1988:**

These students are required to satisfy their General Education requirement according to the provisions of the new General Education Program as defined by the University. These requirements are set out in a table which is available from the *Centre for Liberal and General Studies* office.

Students in disciplinary or professional degree programs must also complete coherent instruction in Category C according to guidelines for their degree program.

See Part 1 above for information about the development and introduction of Category C studies to the Program

Courses commenced from 1989 onwards

Students who commenced their degree from 1989 onwards will be required to satisfy their General Education requirement according to the provisions of the new *General Education Program* as defined by the University. These requirements are set out in Part I above.

Students must complete 2 x 28 hours of instruction in Category A and 2 x 28 hours of instruction in Category B. Students in disciplinary or professional degree programs must also complete coherent instruction in Category C according to guidelines.

Requirements for Commerce and Economics Students

In 1989 continuing students in the Faculty of Commerce and Economics were permitted to enrol in General Education or Arts subjects to satisfy the Rule 7 ("Humanities") options for their degree. Since 1989, however, all commencing Commerce and Economics students are required to comply with the provisions of the *General Education Program* as set out above.

Miscellaneous Enrolment

Subject to demand from enrolled degree students for subjects offered, and the University's overall quota on miscellaneous enrolments, the Centre is happy to consider applications from people wishing to enrol in General Education subjects as miscellaneous students.

Potential applicants are advised that they will be required to pay tuition fees to be set by the University.

Further Information about Subjects and the Program

For further information please contact the Centre's Office located at Room G58 in the Morven Brown (Arts) Building.

Up-to-the-minute information about the *General Education Program*, timetabling and related matters is posted on the Centre's noticeboard outside Room G58, Morven Brown (Arts) Building.

The Centre also published guides to essay writing and related topics. Contact the Centre's office for further details.

Universities are not intended to teach the knowledge required to fit men for some special mode of making their livelihood. Their object is not to make skillful lawyers, or physicians, or engineers, but capable and cultivated human beings. It is very right that there should be Schools of Law and Medicine... But these things are not part of what every generation owes to the next, as that on which its civilization and worth will primarily depend... Men are men before they are lawyers, or physicians, or merchants, or manufacturers; and if you make them capable and sensible men, they will make themselves capable and sensible lawyers or physicians... Men may be competent lawyers without general education, but it depends on general education to make them philosophic lawyers - who demand, and are capable of appreciating principles, instead of merely cramming their memory with details.

John Stuart Mill

III. Subjects in the program

Summary of Subjects by Category

CATEGORY A

Subjects in this category provide an opportunity to address *key questions* and issues which, predominantly, concern the external environment, physical, social and cultural.

| | |
|-----------|--|
| GENS.4507 | Mass Media and Communication |
| GENS.4529 | Ecosystems, Technology and Human Habitation |
| GENS.4530 | Human Inequality |
| GENS.4531 | Australian Society and Culture |
| GENS.4532 | Australia and the Development of the World Economy |
| GENS.4620 | Science and Civilisation |

Special Subject

| | |
|-----------|--|
| GENS.4521 | Aboriginal Australia: A View of its Past, Present and Future |
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CATEGORY B

Subjects in this category provide the opportunity to reflect upon the beliefs, values and assumptions we bring to a consideration of human issues.

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|-----------|---|
| GENS.5050 | Individual and Social Psychology |
| GENS.5180 | The Use of Language, Images and Symbols |
| GENS.5522 | Changing Conceptions of Human Nature and Well-Being |
| GENS.5523 | The Pursuit of Human Rationality |
| GENS.5524 | Beliefs, Values and the Search for Meaning |
| GENS.5525 | The Computer: Its Impact, Significance and Uses |

Special Subject

| | |
|-----------|------------------|
| GENS.5515 | Human Creativity |
|-----------|------------------|

CATEGORY C

Refer to Faculty Handbooks or course authorities for details.

Subject

Exclusions

*Specific streams may have additional exclusions.
Check the 1991 Catalogue.*

| | | |
|-----------|--|--|
| GENS.4507 | Mass Media and Communication | 26.1523 The Mass Media 26.4507 Mass Media and Communication |
| GENS.4521 | Aboriginal Australia: A View of Its Past, Present and Future | 26.4521 Aboriginal Australia: A View of Its Past, Present and Future |
| GENS.4529 | Ecosystems, Technology and Human Habitation | 26.430 Environmental Issues - Decision Making in Australia 26.431 Environmental Planning 26.436 Man and the Sea 26.4527 An Introduction to Australian Ecosystems and their Management 26.4529 Ecosystems, Technology and Human Habitation |
| GENS.4530 | Human Inequality | 26.4020 World Inequality 26.4530 Human Inequality |
| GENS.4531 | Australian Society and Culture | 26.1509 Contemporary Australian Society 26.4525 The Making of Australians 26.4531 Australian Society and Culture |
| GENS.4532 | Australia and the Development of the World Economy | 26.4532 Australia and the Development of the World Economy |
| GENS.4620 | Science and Civilisation | 26.462 Science and Civilisation |
| GENS.5050 | Individual and Social Psychology | 12.100 Psychology I 26.505 Individual and Social Psychology |
| GENS.5180 | The Use of Language, Images and Symbols | 26.518 The Use of Language, Images and Symbols |

continued overleaf

| Subject | | Exclusions | |
|-----------|---|------------|---|
| GENS.5522 | Changing Conceptions of Human Nature and Well-Being | 26.516 | Conceptions of Human Nature |
| | | 26.5522 | Changing Conceptions of Human Nature and Well-Being |
| GENS.5523 | The Pursuit of Human Rationality | 26.5523 | The Pursuit of Human Rationality |
| GENS.5524 | Beliefs, Values and the Search for Meaning | 26.5510 | Beliefs, Values and Ideologies |
| | | 26.5513 | Values, Ideologies and Nuclear Technology |
| | | 26.5524 | Beliefs, Values and the Search for Meaning |
| GENS.5525 | The Computer: Its Impact, Significance and Uses | 26.5525 | The Computer: Its Impace, Significance and Uses |

Subject Descriptions • Subjects Listed by Number

NOTE: For exclusions see pages 28-29

Textbook lists will be provided in first week of class.

GENS.4507

Mass Media and Communication

Category A - 28 hours

What are the effects of the new mass media of communication?

The mass media have developed an unprecedented power in democratic societies to influence the political and social agendas, shape popular perceptions and culture, and, indeed, to define and interpret reality. This subject will examine the major developments in the technology, theory and practice of mass communications in the 20th century. It will analyse trends and patterns of media ownership, both nationally and internationally, the significance of advertising, the emergence and the possibilities of alternative media, as well as some of the seldom recognised democratising influences the mass media have created.

GENS.4521

Aboriginal Australia:

A View of its Past, Present and Future

Category A - 28 hours

Special Subject

This subject is offered in order to provide an Aboriginal perspective on Aboriginal society as it was in the past, as it is at present and its prognosis for the future. It is

designed to provide an equiponderate account where previously the Aboriginal contribution was either mis-stated, misinterpreted or completely ignored. In presenting a broad overview of Aboriginal Australia from antiquity to the present day, contemporary Aboriginal issues such as land rights, political movements, and relationships between Aboriginals and law, can be addressed from an evolutionary context rather than from reactive judgement based solely on the face value of the end product.

GENS.4529

Ecosystems, Technology and Human Habitation

Category A - 28 hours

What effects do our wealth generating and techno-scientific activities have on the environment?

The dramatic increase in the population of the human race combined with the ever-increasing impact of its technological projects over the last century have seriously jeopardised the capacity of many of the ecosystems of the planet earth to survive. This subject will survey, first of all, the extent of the ecological damage which has already occurred. It will introduce students, secondly, to some of the basic concepts of ecology and to the evolution of environmentalism. It will examine, thirdly,

the nature and variety of technological activities and the styles of habitation which have given rise to our current problems. It will then, giving special attention to Australia, examine the broad policy options open to us for the deployment of technology and the management of the environment in the future.

GENS.4530

Human Inequality

Category A - 28 hours

How can we, ought we, distribute wealth, status and power?

Modern societies are faced with the persistent problem of generating wealth and distributing it equitably. Disparities of wealth in democratic societies almost inevitably result in disparities of social, economic and political power.

This problem of the generation and distribution of wealth is complicated by the fact that most local and national economies are increasingly caught up in the international dynamic of finance, trade and commerce. This subject will examine the ways in which wealth is currently generated and power distributed in the world. It will pay special attention to the possibility that work could well decline as one of the most important means for distributing wealth and political power in post-industrial societies. While it will focus on Australian society, it will also consider the inequalities of wealth and power among the nations of the world and the dilemmas posed for Australia in dealing with this problem.

GENS.4531

Australian Society and Culture

Category A - 28 hours

What are the key social and cultural influences on Australia today?

Australian society and culture have been shaped by a wide variety of influences: its geographical setting, the initial conditions of white settlement, responses to the Aboriginal inhabitants, attitudes to and fear of the Asian north, European ideas and institutions, American influences and the ingenuity, social and technical, of the early settlers. New influences are constantly adding to or changing the configuration of factors which shape Australian culture. This subject will examine both the collective habits and assumptions, as well as the key historical influences which constitute Australian culture. It will ask to what extent this culture now needs to change in order to meet the challenges of the early 21st century.

GENS.4532

Australia and the Development of the World Economy

Category A - 28 hours

How do we, can we, generate wealth?

This subject will seek to enable students to understand economic arguments and to make better-informed judgements about economic policies and strategies.

There are many dimensions to Australia's economic problems. To understand them we need to consider the factors influencing our current economic performance as shaped by our historic development, as well

as those influencing the world economy. Domestically, our fortunes are influenced by the relation between the raw material and the manufacturing sectors and between finance and commerce as well as by physical, human, organizational and technological resources and their management. In addition, international forces play an important role in determining the environment in which Australia operates.

This subject, therefore, will study the Australian economy in the context of the development of the world economy.

GENS.4620

Science and Civilisation

Category A - 56 hours

What steps should we take, and what policies should we adopt, in science and technology?

This subject will address key aspects of and developments in selected areas in science and technology. It will be taught in several different streams, each of which will focus on a specific area of science and technology.

In each stream key concepts and tools will be developed and each stream will show how the principles and methods characteristic of pure and applied science are, in general used to solve specific problems. Each of the streams will also show how science and technology are related to cultural and economic development both internationally and in Australia.

GENS.5050

Individual and Social Psychology

Category B - 56 hours

How do we define ourselves in relation to the larger community?

This subject will emphasise the functioning of the individual as a whole and particularly the interplay of biological and social influences on cognitive and emotional states, and on both the onset and the amelioration of abnormal or maladaptive behaviour.

Another major focus will be the nature and measurement of individual differences in the areas of abilities, personality, attitudes and values. This subject will emphasise rigorous analysis of psychological concepts and systematic research, rather than speculative approaches.

GENS.5180

The Use of Language, Images and Symbols

Category B - 28 hours

How do language, images and symbols function as means and media of communication?

Ludwig Wittgenstein once said that the limits of my language are the limits of my world. Language is not only a means of communicating with other people it is a medium in which we think and a medium through which we act.

One of the great intellectual developments of the 20th century is in the growth in understanding of the nature and functions of language. Another and related

development has been in the recognition of the pervasiveness and importance of signs, symbols and images.

A great deal of communication among human beings occurs outside the boundaries of ordinary language. The growth in the influence of cinema, radio and television have probably shifted the emphasis in human communication from the medium of print to these pervasive audio-visual media with consequences for perception, education and culture which we do not yet fully understand.

This subject will study these issues and examine the diverse ways in which language, symbols and images are and can be used.

GENS.5515

Human Creativity

Category B - 28 hours

Special Subject

Most modern societies are placing an increasing emphasis and value upon the development of creativity in all of its forms and dimensions. This subject will attempt to clarify what is meant by creativity and to investigate and describe the conditions necessary for its development. It will compare and contrast creativity in the fields of art, science and technology and seek to determine the steps which need to be taken for Australia to realise its creative potential.

GENS.5522

Changing Conceptions of Human Nature and Well-Being

Category B - 28 hours

How do our conceptions of human nature and well-being influence both individual and social behaviour?

The search for a definition of nature in general and of human nature in particular has been a central ambition since the early development of both philosophical and scientific theories. An understanding of human nature has been taken to be essential to the task of explaining human behaviour and defining standards for both behaviour and normality.

Theories about human nature have not only played an important role in the development of the human sciences, they have also provided the foundations for social structures, political and economic systems, and conventions of law and morality. But how firm and certain are these foundations? Is there such a thing as a fixed human nature?

This subject will examine the classical theories as well as recent discussion of what is essential or indispensable to human nature and well-being.

GENS.5523

The Pursuit of Human Rationality

Category B - 28 hours

What are the prevailing conceptions and challenges to human rationality?

Is there one characteristic form of human rationality? At various stages in the

evolution of western civilisation, theological, philosophical, scientific and technological forms of rationality have been dominant.

Even today, when scientific rationality is often assumed to be the characteristic form of rationality, many people make key decisions on the basis of non-scientific forms of reasoning and influences. Is technology a form of reasoning distinct from science? Is scientific reasoning used in the physical sciences different from that used in the biological and social sciences? To what extent has the idea scientific rationality in physics or engineering changed in this century? Is the computer an aid to, a model or a substitute for human rationality?

This subject will explore these questions in the light of some major conceptions of human rationality.

GENS.5524

Beliefs, Values and the Search for Meaning

Category B - 28 hours

Which systems of belief and configurations of values are most conducive to the survival and enhancement of the human species and the planet earth?

Systems of belief, whether they be religious or secular, provide both individuals and societies with a generalised account of the world in which they live, a configuration of values derived from the beliefs, and a way of providing purpose, meaning and significance for individual lives. One of the characteristic features of many modern societies is that they are pluralistic, that is, they do not enshrine a particular system of belief as the official belief, except perhaps,

for the beliefs about the society itself.

This makes the question of belief commitment, choice of values and sense of purpose much more problematic than it was for individuals in more traditional societies. This subject will examine the variety of belief systems and contemporary value configurations in today's Australia, explore the criteria in terms of which they might be evaluated and assess current views about the search for purpose and meaning in a period characterised by the accelerating pace of change.

26.5525

The Computer: Its Impact, Significance and Uses

Category B - 28 hours

What is the impact of the computer on human society and culture?

The computer has extended the powers of human reason in many directions. The abilities of computers have transformed certain aspects of day-to-day work, planning and information processing on a global scale. Yet the present and future impact of computing, its scope, meaning and limits, are far from clear. What kinds of problems are well adapted to study by computers? What are the main concepts on which computing is based? How has the mechanisation of (some kinds of) thinking affected humanity's view of its own rationality? Can computers (present or future) think? What are the benefits of the "computer revolution", and who gets them? This subject will examine these issues through both lectures and "hands-on" experience with the most commonly used software packages - word processing, databases and spreadsheets.

Pascal thinks that men pursue their business and their sciences with such single-mindedness in order to escape the most important questions which every moment of loneliness and true leisure would urge upon them - questions concerning the Why, Whence, and Whither of life. But curiously enough, not even the most obvious question occurs to our scholars: what benefit their labor, their haste, and their painful ecstasies can possibly have? . . . But if, as men of science, you go about science in the same manner in which brokers go about the tasks which life's daily necessities impose upon them, then what is to become of a culture condemned to await the hour of its birth and its salvation amidst this excited, breathless, aimless, fidgeting infatuation with science and learning?

*Friedrich Nietzsche
New American Review*

IV. Education for Social and Environmental Responsibility

University Policy on Category C of the General Education Program

Since 11th May 1987 the University Council and the Academic Board have made the following provisions for the design and implementation of Category C of the *General Education Program*.

1. It is one of the University's objectives for the *General Education Program* that all students address some of the key questions which will face them as persons, citizens and professionals.
2. Category C of the *General Education Program* involves an introduction to the design and responsible management of the systems over which human beings exercise some influence and control.
3. All undergraduates enrolled in a major disciplinary or professional degree program are required to take coherent instruction in Category C according to the provisions approved for their degree program.
4. These provisions must be approved both by the Faculty and the Undergraduate Studies Committee on the advice of the General Education Sub-Committee.
5. Only four year undergraduate courses are currently required to provide coherent instruction in Category C. This provision will be reviewed by the General Education Sub-Committee at the end of 1990.
6. According to the guidelines for the development of Category C adopted by the Academic Board, coherent instruction should ensure that, in dealing with this category of the Program:
 - a. The inherited assumptions, values and idiom of individuals, the society and the profession be exposed to critical scrutiny and analysis;

- b. Students have the opportunity to examine the ways in which the inherited assumptions, values and practice of the profession might discriminate, explicitly or implicitly against some individuals or groups;
- c. Students explore the ways in which their knowledge and expertise can be used to widen the circle of human participation in the benefits they bring;
- d. Students examine the ways in which their knowledge and expertise will affect the bio-physical as well as the social environment;
- e. Students be exposed to people and ideas from outside the professional or disciplinary field concerned, who are critical of or offer a challenge to the established notions and practice of the profession or discipline;
- f. Students are provided with the opportunity to think about, discuss and contribute creatively the kind of future they would like for themselves, their society and their profession.

7. The Academic Board has provided that:

- a. The implementation of Category C will be treated as a developmental process over the next few years;
- b. It will identify course authorities which have satisfactorily set in train the implementation of Category C;
- c. The General Education Sub-Committee review progress made in the implementation of the Category C requirement in each of the undergraduate programs and report to the Undergraduate Studies Committee no later than the April 1991 meeting;
- d. The *Centre for Liberal and General Studies* obtain feedback from students concerning the implementation and effectiveness of their Category C educational experience;
- e. Each Faculty provide, in its Handbook, a clear description of how the Category C requirement of the *General Education Program* will be satisfied in each of the undergraduate courses in which it is required;

- f. Each Faculty nominate a convener or contact person for Category C programs within the Faculty.

NB: The following resources, relevant to the implementation of Category C, are available from the *Centre for Liberal and General Studies*:

1. "Guidelines for the Development of Category C";
2. RESPONSIBILITY FOR THE FUTURE: A COLLECTION OF RESOURCES FOR CONSIDERING INDIVIDUAL AND SOCIAL RESPONSIBILITY (9 Vols.);
3. A bibliography relating to Professional Ethics and Responsibility;
4. Proactive Planning Exercise "Paradise Sought" prepared by the School of Social Work.

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