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
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Telex AA26054

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Handbook.
Annual. Kensington.

University of New South Wales — Board of Studies in General Education — Periodicals
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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.
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Graeme Henry Patrick Connelly, BA MSc(Econ) Lond.
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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.

Senior Tutor
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Tutors
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Department of General Studies

Professor and Head of Department of General Studies
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Senior Lecturers
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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.
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

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
26.6003 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  

26.415  Japanese Studies

2. Electives (42 hours) continued

3. Double Elective (84 hours)
General Studies

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:

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
2. Architecture, Building and Town Planning
A Bachelor of Science (Architecture) students take one General Studies elective in each of Years 2 and 3; Bachelor of Architecture students in Year 2 take at least one hour per week from:
Any Arts or Commerce subjects consistent with the rules for enrolment of the Faculty concerned
or
Any humanities elective consistent with the rules for enrolment of the Department of General Studies.
Bachelor of Architecture students may, in addition, choose up to five hours per week of General Studies electives in Year 3.
B Building students take one General Studies elective in each of Years 2, 3, and 4.
C Town Planning students take one General Studies elective in Year 1, two in Year 2 and one in Year 5.

3. Commerce ((Accounting, Finance and Systems), Economics, Economic History, Econometrics, Industrial Relations, Marketing)
Commerce students may complete the General Studies program as follows or by the substitution of Arts subjects in accordance with the following rules:
A Candidates shall include among their options two subjects (totalling not less than three hours per week for two sessions) which are any electives other than Economics offered by the Department of General Studies or any subject for the degree of Bachelor of Arts at the University of New South Wales.
B An elective taught by the Department of General Studies and the corresponding Arts subject may not both be counted towards the requirements for the degree and no more than two electives taught by the Department of General Studies may be counted towards the requirements of the degree.

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

5. Professional Studies
Industrial Arts students take one General Studies elective in Year 3.
Social Work students take one General Studies elective in each of Years 2, 3, and 4.

6. Science
Science course Pass degree students take one General Studies elective in Year 2 and two General Studies electives in Year 3.
The Psychology course has no compulsory General Studies electives. Students may, with the approval of the Head of the School of Psychology, substitute two General Studies electives for an Arts subject.

Part-time Courses

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

2. Architecture and Building
Architecture or Building degree students follow the same total program as the full-time students.
A Architecture students take one General Studies elective in Stage 2A and one in Stage 3B.
B Building students take one General Studies elective in Stage 4, one in Stage 5 and one in Year 4.

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

4. Bachelor of Science (Pure and Applied Chemistry, Psychology, Science):
A Pure and Applied Chemistry students take one General Studies elective in each of Stages 4, 5, and 6.
B. Science and Science (Psychology) students follow the same provisions that apply for the full-time degree students. In addition, Honours students in these courses take a further General Studies elective in their Year 7.

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 (totaling 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 1 may not count among their General Studies electives 26.311 Political Conflict in Australia.


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:
   26.810 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
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.

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**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.

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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) (Phillip 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 theological 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
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 from 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
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
McConnochie K. R. Realities of Race ANZ Book Co

26.111
Human Communication (Angela Hale)
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 'maladjustment' in terms of communication; role playing, interpersonal 'games' and distorted 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)
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, Drifters, 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
Marcar 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 dramas 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, student protests 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
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 Tofler.

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 tutors are concerned specifically with Sydney and Australian environmental matters.

Topics: 1. Human population growth: past and present population 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
Itelson W. H. et al An Introduction to Environmental Psychology Holt, Rinehart & Winston

26.203 Man and Landscape in Australia (Ronnie Harding/Graham Pont)
Prerequisite: 26.202 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 Aborigina.19
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 coursework.

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

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 myth 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 coursework.

Textbooks
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
4. Historical and Political Studies

History and politics in both national and international contexts.

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:

- Em H. The Politics of Australian Democracy Macmillan
- Schurman F. & Schell O. eds 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

26.4001 Race Relations in Modern History (Half Elective) (Norman Douglas)

Aspects of race relations over the last two centuries, taking into account areas which illustrate racial tensions as well as those which illustrate harmony between races. The formation of concepts of European supremacy and their application in the contexts of imperialism and colonialism; the growth of discriminatory and segregationist practices in the 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.

26.4002 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.

26.4003 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.

26.4004 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

26.4005 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

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

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 Contem- porary 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 letter, 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 Bohringer)
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
Skilair 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
Slama 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
General Studies

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 role 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

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 Scribblers Holt Reinhardt & Winston
Canterbery 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 some-
things 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
Stead C. 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 essay.

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 demonstr-
ated skill in the writing of fiction, and clear aims. Discuss-
ion 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 imagina-
tive 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 internali-
zation of oppression, the sexual mystique of blacks: fear of
sex related to fear of race.
Conducted through weekly seminars. Session 1: racial oppres-
sion 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
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
Wooll V. A Room of One's Own Penguin

26.716
An Introduction to Modern Drama
(Geoffrey Borny)
Styles of drama and the playwright's methods of theatrical,
social, and personal statement. Drama of the twentieth
century; to clarify the development of forms of dramatic
expression, a study is made of vital periods of the past, as
well as of theatre and stage design.

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

### 26.717

**Shorter Literary Forms (Gladys Norton)**

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. J. *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 CUP

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 Soren Kierkegaard and Friedrich Nietzsche, and secondly the epistemological foundations in Husserl's phenomenology. The confluence of these two streams in the writings of the French philosopher Jean-Paul Sartre is then examined and also, the influence of Existentialism on modern psychiatry and theology is discussed. Seminars, with assessment by essays.

Textbook
Warnock M. Existentialism Oxford Opus 52

26.810
Utopia (Graeme Connelly)
The term 'utopia' was coined by Thomas More in 1516 when he coupled the Greek words for 'no' and 'place', but the activity of describing an ideal society has a much earlier origin. Perhaps the earliest known examples derive from fables or myths describing the Millennium or Golden Age. However, the first carefully articulated utopian blueprint known to us is the famous Republic of Plato in fifth century Ancient Greece. An important connection between early myths and later works is that so much of utopian thinking, like fables and myths, can be traced back to the psychological phenomenon of fantasy or wish fulfillment.

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

The various developments in utopian theory traced by studying the acknowledged classics in the field, eg Edward Bellamy's Looking Backward, William Morris's News from Nowhere, and examining the arguments of the critics of Utopia, eg Karl Marx, Karl Popper. The practical details of utopian settlements, especially those created in the New World, like Robert Owen's 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 purposeful 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)

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 (e.g., 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)
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
Wicra 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 pervasive-ness 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 brain-washing; 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 nevertheless be seen as 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
McCullough A. Encyclopaedia of Australian Art Hutchison
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 operas, 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 on the most important or most characteristic examples of each historical phase, and then primarily from the point of view of what they reveal of the social, economic and physical conditions which produced them.

Textbooks
Pevsner N. An Outline of European Architecture Pelican
Richards J. M. An Introduction to Modern Architecture Pelican

26.915
The Arts and Crafts (Stanley Lipscombe)

The 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, moviemaking 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 preeminence and to encourage the creative contributions of performers.

Textbook
Herman A. & Mellers W. Man and His Music: The Story of Musical Experience in the West Berrie & Rocklitf

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 interdiscipliary 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?
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; Challenges 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 time-less, 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
- Chancellor 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) L8
- 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 D28
- 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
This Handbook has been specially designed as a source of reference for you and will prove useful for consultation throughout the year.

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

The Calendar and Handbooks also contain a summary list of higher degrees as well as the conditions for their award applicable to each volume.

For detailed information about courses, subjects and requirements of a particular faculty you should consult the relevant Faculty Handbook.

Separate Handbooks are published for the Faculties of Applied Science, Architecture, Arts, Commerce, Engineering, Law, Medicine, Professional Studies, Science (including Biological Sciences and the Board of Studies in Science and Mathematics), the Australian Graduate School of Management (AGSM) and the Board of Studies in General Education.

The Calendar and Handbooks are available from the Cashier's Office. The Calendar costs $3 (plus postage and packing, 90 cents). The Handbooks vary in cost. Applied Science, Arts, Commerce and Sciences are $1.50; Architecture, Engineering, Law, Medicine, Professional Studies and AGSM are $1.00. Postage is 40c in each case. The exception is General Studies, which is free.