

LA TROBE UNIVERSITY HANDBOOK 1975 VOL 1

Schools of
Behavioural Sciences,
Education,
Humanities,
Social Sciences.



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SCHOOLS OF BEHAVIOURAL SCIENCES
EDUCATION
HUMANITIES
SOCIAL SCIENCES

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PART I INTRODUCTION

THE VISITOR

His Excellency the Governor of Victoria, Sir Henry Winneke, KCMG, OBE,
QC, LL.M

MEMBERS OF COUNCIL

(as at 5 October 1974)

The Hon. Mr Justice Smithers *Chancellor*

Mr J.D. Norgard *Deputy Chancellor*

Dr D.M. Myers CMG *Vice-Chancellor*

Mr K.A. Aickin, QC

Mr J.J. Bayly

Professor E.K. Braybrooke

Dr R.W. Cattrall

Professor B.D. Ellis

Dr J.M. Fitzgerald

The Hon. J.W. Galbally QC, MLC

Mr A.J. Gorman

Miss C. Hardy

Dr A.P. Haydon

Mr J. McK. Hilliard

The Hon. W.V. Houghton MLC

Mr E. Lagzdin

Dr P.G. Law, CBE

The Reverend Dr J.D. McCaughey

Mr E.J. Michael

Mr W.G. Philip

Mr P.J. Saulwick

Dr L.W. Shears

Mrs C. Storey

Mr P.N. Thwaites

Mr C.C. Trumble

Professor J.S. Turner

Professor A.B. Wardrop

Mr J.R. Whitecross

Mr M.S. Whiting MLA

Mr M.H. Winneke

Professor H.A. Wolfsohn

OFFICERS OF THE UNIVERSITY

Vice-Chancellor D.M. Myers, CMG, B SC, D SC ENG, SYD, FIEE, FIE AUST, F INST P

Registrar D.D. Neilson, B EC (SYD)

Business Manager J.C. Janicke, BA, DIP ED (MELB)

Chief Librarian D.H. Borchardt, MA (NZ), DUP NZ LIB SCH, ALA (UK), FLAA

TERM DATES – 1975

First Term 9 weeks	10 March	10 May
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Second Term 10 weeks	2 June	9 August
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Third Term 7 weeks	1 September	18 October
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Examinations begin 3 November and conclude 23 November 1975

Note

(1) The one-year Diploma in Education course commences on 3 March and Education II (concurrent course) commences on 5 March.

(2) Some departments may require students to attend the University for out-of-term activities as part of the courses offered.

ENQUIRIES

All enquiries should be directed to:

The Registrar,
La Trobe University,
Bundoora,
Victoria, 3083.

Telephone enquiries: 478 3122

Admission enquiries: Extension 2738.

ACADEMIC STAFF AND SCHOOLS

SCHOOL OF AGRICULTURE

<i>Dean</i>	Dr D.D. Leaver
<i>Professor</i>	Reid, R.L. B SC AGR (SYD), PH D (CANTAB), FRSE
<i>Senior Lecturers</i>	Connor, D.J. B AGR SC, PH D (MELB) Foster, W.N.M. MA, D PHIL (OXON), BVM&S, MRCVS Lamp, C.A. M AGR SC (MELB), PH D (TAS) Leaver, D.D. B V SC (SYD), M SC, PH D (MELB) Quilkey, J.J. B EC (SYD)
<i>Lecturers</i>	*Willatt, S.T. B SC (WA), M SC (NSW) <i>Chairman</i> Boston, R.C. M SC, PH D (MELB) Cranwell, P.D. B AGR SC, M AGR SC (MASSEY) Dumsday, R.G. B AGR SC (MELB), PH D (NE) *Luke, R.K.J. B AGR SC (MELB), PH D (ANU) Uren, N.C. B AGR SC, PHD (MELB)
<i>Senior Demonstrator</i>	Towns, Kristin, M. B AGR SC (MELB)
<i>Demonstrator</i>	Luong-Van, T. B AGR SC (MELB), PH D, DIP ED (LATROBE)

SCHOOL OF BEHAVIOURAL SCIENCES

<i>Dean</i>	Professor G. Singer
<i>Psychology</i>	
<i>Professor</i>	Singer, G. MA, PH D (SYD), FAPsS
<i>Senior Lecturers</i>	Francis, R.D. BA, MA (NZ), MA (MELB), DIP CRIM (CANTAB) Ng, K.T. BA, PH D (SYD) <i>Chairman</i>
<i>Lecturers</i>	Coleman, G.J. BA (SYD) Cumming, G.D. B SC (MON), D PHIL (OXON) Gibbs, Marie, E. B SC (MELB), PH D (MON) McKenzie, Beryl E. BA (MELB), PH D (MON) Montgomery, R.B. BA (SYD), PH D (MACQUARIE) Wallace, Meredith BA (SYD), PH D (MACQUARIE)
<i>Senior Demonstrator</i>	Foddy, Margaret L. BA (SASK)
<i>Demonstrator</i>	Thorburn, Kristina S. B SC (NSW)
<i>Social Work</i>	
<i>Professor</i>	Bisno, H. BA (WISCONSIN), M SW (CALIF)

SCHOOL OF BIOLOGICAL SCIENCES

<i>Dean</i>	Professor P.A. Parsons
-------------	------------------------

Biochemistry

<i>Professor</i>	Stone, B.A. B SC (MELB), PH D (LOND) <i>Chairman</i>
<i>Senior Lecturers</i>	Polya, G.M. B SC (TAS), PH D (FLINDERS) Scopes, R.K. BA, PH D (CANTAB)
<i>Lecturers</i>	Hoogenraad, N.J. B AGR SC, PH D (MELB) Phillips, D.R. B SC, PH D (ADEL)
<i>Demonstrators</i>	Cavell, Suzanne M SC (LA TROBE) Stewart, A.A. B SC (ANU)

Botany

<i>Professor</i>	Wardrop, A.B. M SC (TAS), PH D (LEEDS), D SC (MELB), <i>Chairman</i>
<i>Senior Lecturers</i>	Anderson, J.W. B AGR SC, PH D (MELB) Parsons, R.F. B SC (ADEL), PH D (MELB) Staff, I.A. M SC, DIP ED (SYD), PH D (S ILL)
<i>Lecturers</i>	Keane, P.J. B AGR SC (ADEL), PH D (UPNG) Pallaghy, C.K. B SC (MELB), PH D (TAS) Whiffin, T.P. MA (CANTAB), PH D (TEXAS) Williamson, R.E. MA, PH D (CANTAB)
<i>Senior Demonstrators</i>	Phippard, J.H. B PHARM (SYD), M PHARM (QLD) Wong Hee, K. B SC (LA TROBE)

Genetics and Human Variation

<i>Professor</i>	*Parsons, P.A. B AG SC (ADEL), M SC (MELB), PH D (CANTAB) <i>Chairman</i>
<i>Lecturers</i>	Fripp, Yvonne J. B SC AGR (SYD), PH D (BIRM) Graves, Jennifer M. M SC (ADEL), PH D (CALIF) Hay, D.A. MA (ABERDEEN), PH D (BIRM) *Hynes, M.J. B AG SC (ADEL), PH D (FLINDERS) Mac Bean, I.T. B SC (MELB), PH D (LA TROBE) Mac Phee, D.G. B SC, PH D (EDIN) McKenzie, J.A. B SC, PH D (LA TROBE) Murray, N.D. B SC, PH D (SYD) Westerman, M. B SC, PH D (BIRM)
<i>Research Fellows</i>	Imray, F. Paula B SC (MELB) McKechnie, S.W. B SC, PH D (SYD) Mitchell, R.J. BA, DIP ANTHROP (DURHAM)
<i>Senior Demonstrators</i>	Chew, Guat Kin B SC (MELB) Rose, Astrid B SC, DIP ED (MELB) White, N.G. B SC (LA TROBE)
<i>Demonstrator</i>	McCauley, L.A. B SC (WASH), MA (ILL)
<i>Microbiology</i>	
<i>Professor</i>	Waid, J.S. B SC (LOND), B SC, PH D (OXON)

Zoology

Professor

Thornton, I.W.B. B SC, PH D (LEEDS) *Chairman*

Senior Lecturers

Danthanarayana, W. B SC (CEYLON), PH D (LOND), DIC

Marshall, A.T. B SC (LEEDS), PH D (HK), DIC

New, T.R. B SC, PH D (LOND), ARCS, DIC

*Woolley Patricia A. B SC (WA), PH D (ANU)

Wright, A. B SC, PH D (LIV)

Lecturers

Rawlinson, P.A. B SC (MELB)

Warren, Anne A. B SC (SYD), PH D (CANTAB)

Zann, R.A. B SC, DIP ED (NE), PH D (QLD)

Research Fellows

Barnett, J.L. B SC (SHEFF), PH D (MON)

Beattie, T.M. B SC, PH D (TAS)

How, R.A. B SC, PH D (NE)

Humphreys, W.F. B SC (WALES), PH D (ANU)

Senior Demonstrator

McCallum, Frances M.E. MA, B SC (OXON)

Demonstrators

Cooper, K.F. B SC (FLINDERS)

Stahle, P.P. B SC (LA TROBE)

SCHOOL OF EDUCATION

Dean

Professor B. Crittenden

Sub-Dean

Mr S.Oates

Centre for Comparative and International Studies in Education

Professor

Goldman, R.J. BA (MANC), MA (CHIC), MA, PH D (BIRM),
NFF DIP FBPsS

Reader

*Lovegrove, M.N. BA (NZ), MA, PH D (AUCK), DIP TEACH
(ATC), ABPsS, MIAAP

Senior Lecturers

*Bessant, B. BA, M ED (MELB), PH D (MON)

Price, R.F. B SC, PH D (LOND), MI BIOL *Chairman*

Sheehan, B.A. B COMM, B ED (MELB), MA (LOND)

Exchange Lecturer

Cowen, R. B SC, DIP ED, MA (LOND), DIP ED (DUBLIN)

Lecturers

Burns, Robin BA (SYD), M SC (MON)

Collins, K. B ED (WA), MA (ALBERTA), PH D (MICH)

Kelabora, L. BA, DIP ED (ADEL), B ED, M ED (MON)

Simkin, K. BA, B ED (MELB), MA (TORONTO)

Research Fellow

Newman, R.S. BA, M SC, PH D (CORNELL)

Centre for the Study of Educational Communication and Media

Senior Lecturers

Edgar, Patricia M. BA, B ED (MELB), MA (STAN), PH D
(LA TROBE)

Newton, R.A.C. B COMM (MELB), MA (STAN)

Lecturers

Bertrand, Ina BA, DIP ED (MELB), PH D (LA TROBE)

Drummond, P.A. BA (MON) ATTI (DIP-MERCER HOUSE)

Flaus, J.W. BA (SYD)

Mills, R.I. BA (SYD), MA (ADEL), PH D (WISCONSIN)
Chairman

Lar, Rede BA (MISSOURI), PH D (CALIF)
Counihan, M. BA (MON) TSTC

Tutor

Centre for the Study of Innovation in Education

Reader Turner, M.L. B SC, B ED (MELB), MA, ED D (CALIF)
Chairman

Lecturers Mathews, Rivkah BA, B ED, M ED (MELB)
+Szorenyi-Reischl, N. BA (ADEL), MA (MELB)
*Wesson, Gwenneth BA, B ED (MELB)
White, D.C. B SC, B ED (MELB), TPTC, M ED (LA TROBE)
Senior Tutors Goodman, P.B. BA (MELB), DIP ED (LA TROBE)
Hinkson, J. B COMM (QLD)

Centre for the Study of Teaching and Human Interaction

Reader Lett, W.R. BA, B ED (MELB), PH D (CALIF) *Chairman*
Visiting Fellow Conklin, R.C. BA, M ED, PH D (ALBERTA)

Lecturers *Brown, A.J. BA, B ED (MON), TPTC
Duckers, A. B SC (LOND)
Gasson, I.S.H. DIP PHYS ED (LEEDS), B ED (BR COL),
M SC (WASH), PH D (OHIO)
Hubbard, R.S. BA (STAN), MA, PH D (CLAREMONT)
Neville, B. BA, MA (ADEL)
*Rado, Marta PH D (BUDAPEST), DIP ED (MELB)
Wills, G. BA, TSTC, DIP PSYCH (MELB)
Senior Tutor Williams, A.J. BA, B ED (MELB)

Centre for the Study of Urban Education

Professor Craft, M. B SC ECON (LOND), H DIP ED (DUBLIN), ACAD,
DIP ED (LOND), PH D (LIV) *Chairman*

Principal Research Fellow Townsend, H.E.R. BA (LOND), M ED (MANC)

Senior Lecturers Claydon, L.F. DIP ED, MA (BRIST), MA (LOND)
Knight, A. B SC, M SC, PH D (OREGON)
Poole, Millicent E. BA, B ED (QLD), MA (NE), PH D
(LA TROBE)
*Toomey, D.M. BA (MANC), DIP ED (LEEDS), MA (KENT)
Lecturer Lever, Constance BA, MA (LOND)
Senior Tutor Hampel, B. BA, DIP ED (MELB), ASSOC LOND INST ED
School
Professor Crittenden, B. BA, MA (SYD), PH D (ILL)
Senior Lecturer Oates, S. BA, B ED (MELB), TPTC

+ Joint appointment with the Department of Philosophy.

<i>Lecturer</i>	Hodgson, C.P. B SC (DURHAM), M SC (E ANGLIA), DIP ED (DURHAM)
<i>Senior Tutor</i>	Shelley, Nancy BA (MELB), B ED (LA TROBE)
<i>Research Fellow</i>	Marsh, Barbara B SC (MELB)

SCHOOL OF HUMANITIES

<i>Dean</i>	Professor J.A. Salmond
-------------	------------------------

Art History

<i>Professor</i>	Tomory, P.A. MA (EDIN) <i>Chairman</i>
<i>Senior Lecturer</i>	Gaston, R.W. MA, PH D (LOND)
<i>Lecturers</i>	Ellem, Lucy M. BA (MELB), MA, M PHIL (YALE) McPhee, I.D. BA (SYD), PH D (CINC)
<i>Tutor</i>	Wood, C. BA, DIP ED (MELB)

English

<i>Professors</i>	de Chickera, E.B. BA (LOND), B LITT (OXON) Marsh, D.R.C. BA, PH D (NATAL) <i>Chairman</i>
<i>Readers</i>	Barnes, R.J. MA (MELB), MA (CANTAB) French, A.L. MA, M LITT (CANTAB)
<i>Senior Lecturers</i>	*Burns, G.J. MA (MELB) Gribble, Jennifer M. MA (MELB), B PHIL (OXON) Kearney, A.M. BA (KEELE), M LITT (LANC) Rawlinson, D.H. MA (CANTAB), AM (STAN) Wiltshire, J.A. BA (CANTAB)
<i>Lecturers</i>	Blake, Ann MA, B LITT (OXON) *Clancy, L.J. BA (MELB), MA (LA TROBE) Frost, Lucile BA (WILSON COLLEGE), AM, PH D (ROCH) Gardiner, N.B. BA (HCNY), MA (ARIZ), PH D (LOND) Hancock, Susan M. MA (CANTUA), MA (OXON) Henry, G.B.M. BA (MELB), MA (SYD) Jones, D.G.H. MA (CANTAB) Richards, M.E.A. MA (AUCK) *Rodriguez, Judith C. BA (QLD), MA (CANTAB) Stanyon, C. BA (KEELE) *Watson, C.J. BA (MELB), PH D (BR COL) *Wightman, Jennifer A. MA (ADEL) Williams, B.J. BA (WA), BA (CANTAB)

French

Professor

Forsyth, E.C. BA, DIP ED (ADEL), DU (PARIS), FAHA
OFFICIER DES PALMES ACADEMIQUES *Chairman*

Senior Lecturers

Hooke, R.L.G. BA (MELB), MA (ESSEX) on secondment
to Language Centre

Paradissis, A.G. BA (LOND), MA, PH D (MELB), MA
(LA TROBE), L EN D (L'AUREOLE; SHANGHAI)

Lecturers

*Schutte, Marie-France M ES L (PARIS)

Masterman, Lindis E. BA (MELB), DES (PARIS)

History

Professors

Gregory, J.S. MA (MELB), PH D (LOND) *Chairman*

Joyce, R.B. BA, LL B (SYD), M LITT (CANTAB)

Salmond, J.A. MA (OTAGO), PH D (DUKE)

Readers

Mulligan, Lotte MA (MELB), PH D (ADEL)

Phillipp, June M. MA, PH D (MELB)

Senior Lecturers

Ahmad, Z. BA (CALCUTTA), BA (LOND), B LITT (OXON)

Barrett, J. BA (ADEL), PH D (ANU)

Breen, W.J. BA (MELB), MA, PH D (DUKE)

Haydon, A.P. BA (ADEL), MA, PH D (YALE)

Hirst, J.B. BA, PH D (ADEL)

*Isaac, R.L. BA (CAPETOWN), MA (OXON)

Johanson, D.F.C. BA (MELB), MA (OXON)

*Phillips, W.W. BA (ADEL), PH D (ANU)

*Stremski, R.R. BS (LOYOLA), MS, PH D (WISCONSIN)

*Tyrrell, A.A. MA (EDIN), MA (MCMASTER)

Ward, A.D. MA (NZ), PH D (ANU)

Lecturers

Barta, A.A. MA (OTAGO)

Bull, P. BA (ADEL), PH D (CANTAB)

Carr, B. MA (OXON)

Cashmere, J.J. BA (NSW), DIP ED (SYD), MA (TAS)

Clendinnen, Inga V. MA (MELB)

*Cook, P.S. B EC, BA (ADEL), PH D (ANU)

Disney, A. MA (OXON), DIP ED (MELB), MA, PH D (HARV)

Douglas, Bronwen P. BA (ADEL), PH D (ANU), DTS

Dunning, T.D. MA, PH D (CALIF)

Ellem, W. BA (NE), MA, M PHIL (YALE)

Ferrell, D. MA (UNC), PH D (ANU)

Frost, A.J. MA (QLD), PH D (ROCH)

Graham, J.K. BA (MON)

Hammerton, A.J. BA (SIR G. WMS), PH D (BR COL)

*Huish, D.J. BA (CANTAB), PH D (ANU)

Jeffcott, C.A. BA (NZ), BA (OXON), PH D (ANU)
 Johnson, R.A. BA (MELB)
 Kent, Dale V. BA, DIP ED (MELB), PH D (LOND)
 *Martell, W.H.T. BA, DIP ED (MELB)
 Murray, W.J. BA (ADEL), PH D (ANU)
 Potts, D.J.E. MA (MELB), B ED (LA TROBE)
 Richards, Judith MA (AUCK)
 Rule, P.A. BA (MELB), PH D (ANU)
 Shultz, R.J. BA (IOWA), MA (OMAHA), PH D (ANU)
 Spear, T. BA (WILLIAMS), MA, PH D (WISCONSIN)

Linguistics

Lecturer

Miller, G. BA (TAS)

Music

Professor

Humble, L.K. DIP MUS (MELB)

Philosophy

Professors

Ellis, B.D. B SC, BA (ADEL), B PHIL (OXON) FAHA

*McCloskey, H.J. MA, PH D (MELB) FAHA

Reader

Smart, J.J.C. MA (GLAS), B PHIL (OXON), FAHA

Senior Lecturers

Hyslop, A. MA (ADEL)

Jackson, F.C. B SC, BA (MELB)

McCullagh, C.B. BA (SYD), MA, PH D (CANTAB)

Mitchell, Dorothy J. MA (MELB), B PHIL (OXON)

Oakley, I.T. BA (MELB), B PHIL (OXON)

Pinkerton, R.J. BA (SYD), B PHIL (OXON) *Chairman*

Richards, T.J. MA (WELL), D PHIL (OXON), FRAS

Lecturers

Brady, R.T. B SC (SYD), MA (NE), PH D (ST AND)

Cann, M.R. BA, B MUS, AUA (ADEL)

Farrell, R.J. B SC (NSW), MA (HARV)

Fox, J.F. BA (MELB)

Giles-Peters, A.R. BA (MELB), MA (LA TROBE)

Kroy, M. BA, MA (HEBREW), PH D (TEL AVIV)

Mackie, Alwynne MA, PH D (MELB)

Murphy, C.P. BA (SYD)

*Pargetter, R.J. B SC, MA (MELB), DIP ED (MON)

Phillips, R.G. BA (QLD)

Singer, P.A.D. BA, MA (MELB), B PHIL (OXON)

+Szorenyi-Reischl, N.A. BA (ADEL), MA (MELB)

Thompson, Janna L. BA (MINN), B PHIL (OXON), DIP ED (MON)

	von Thun, M. BA, PHD (SYD)
	Watson, I. BA (MELB), MA (McMASTER)
	Young, R.B. B EC, BA, MA (SYD), PH D (FLINDERS)
<i>Instructor</i>	Fox, R.A. LLB, MA (MELB)
<i>Senior Tutor</i>	Fleming, P.J. MA (MELB)
<i>Tutors</i>	Cushan, Anna M. BA (LA TROBE)
	Unjacke, Suzanne M. BA (LA TROBE)

Spanish

<i>Professor</i>	Thompson, R.W. MA (DUBLIN), FAHA <i>Chairman</i>
<i>Lecturers</i>	*Rodriguez, F. L EN L (MANIZ), DIP EN LIT HISPANO-AMERICANO (CARO Y CUERVO)
	Scarfe, F.H.B. MA (OXON), DIP DE ESTUDIOS HISPANICOS (SALAMANCA)
<i>Instructor</i>	Sangiau, J.M.
<i>Senior Tutor</i>	Valiente, M.R. LICDO EN LETRAS (ZARAGOZA)

SCHOOL OF PHYSICAL SCIENCES

<i>Dean</i>	Professor R.J. Magee
-------------	----------------------

Communication Engineering

<i>Professor</i>	Hooper, D.E. B EE, M E (MELB)
------------------	-------------------------------

Inorganic and Analytical Chemistry

<i>Professor</i>	Magee, R.J. B SC, M SC (QUB), PH D, D SC (EDIN), FICI, FRIC, FRSH, FRACI, <i>Chairman</i>
<i>Senior Lecturers</i>	Cardwell, T.J. B SC, PH D (QUB), ARIC, ARACI
	Cattrall, R.W. B SC, PH D (ADEL), FRACI
<i>Lecturers</i>	*O'Connor, M.J. B SC (ADEL), PH D (MON), ARACI
	Hill, J.O. B SC (LOND), PH D (SURREY), ARACI
	Wedd, A.G. B SC, PH D (TAS)
<i>Research Fellows</i>	Grant, M.W. BA, PH D (CANTAB), ARACI
	Slater, S.J.E. B SC (NSW), PH D (LA TROBE), ARACI
<i>Senior Demonstrators</i>	Krankovits, Emilia M. B SC (BUDAPEST), M SC (LA TROBE), ARACI
	Tariq, S.A. M SC (PANJAB), PH D (SOTON) ARACI

Organic Chemistry

<i>Professor</i>	*Topsom, R.D. M SC (NZ), PH D (LOND), FRIC, FRACI, FNZIC <i>Chairman</i>
<i>Senior Lecturers</i>	Davis, M. BA, PH D (CANTAB), FRACI
	Deady, L.W. M SC, PH D (CANTUA), MNZIC

	Ternai, B. B SC, DIP CHEM ENG (BUDAPEST), M SC (MELB), PH D (E ANGLIA), ARACI
<i>Lecturers</i>	Brownlee, R.T.C. BA (CANTAB), M SC, PH D (E ANGLIA), ARACI
	Broxton, T.J. B SC, PH D (WA)
	Reiss, J.A. B SC, PH D (ADEL), ARACI
<i>Research Fellow</i>	Wilson, R.B. B SC, PH D (MON)
Physical Chemistry	
<i>Professor</i>	Morrison, J.D. PH D, D SC (GLAS), FAA, FRACI <i>Chairman</i>
<i>Senior Lecturer</i>	*Arthur, N.L. B SC, PH D (ADEL), ARACI
<i>Lecturers</i>	Christie, J.R. B SC, PH D (ANU)
	Mackay, Maureen F. B SC (SYD), PH D (MELB)
	Nyberg, G.L. B SC (WA), PH D (CANTAB)
	Peel, J.B. B SC, B ED (MELB), PH D (MON), ARACI
<i>Senior Research Fellow</i>	Smith, J.F. M SC (LA TROBE), ARMIT
<i>Research Fellow</i>	Traeger J.C. B SC (MELB), PH D (LA TROBE)
Geology	
<i>Professor</i>	White, A.J.R. B SC (ADEL), PH D (LOND) <i>Chairman</i>
<i>Lecturers</i>	Gray, C.M. B SC (ADEL), PH D (ANU)
	Kwak, T.A.P. B SC, M SC (BR COL), PH D (McMASTER)
	Price, R.C. B SC (ANU), PH D (OTAGO)
<i>Demonstrator</i>	Christie, D.M. B SC (ANU)
Applied Mathematics	
<i>Professor</i>	Eliezer, C.J. M A, PH.D (CANTAB), M SC, D SC (LOND) BAR-AT-LAW (MIDDLE TEMPLE), FIMA <i>Chairman</i>
<i>Senior Lecturers</i>	Andrew, A.L. M SC (NZ), M SC (ANU), PH D (LA TROBE)
	Cohen, H.A. B SC (SYD), PH D (ANU)
	Johnston, R. B SC (GLAS)
	Ross, D.K. MA (MELB), PH D (MANC), FIMA
	Roy, S.K. M SC, PH D (PATNA), FIMA, F INST P
	+Woodhouse, D. MA, D PHIL (OXON), M SC (E AF), MLMS, MACS
<i>Tutor</i>	Robb, P. B SC (LA TROBE), BA (MELB) seconded from Preston Institute of Technology
+ Joint appointment with the Department of Pure Mathematics	
Mathematical Statistics	
<i>Professor</i>	Brockwell, P.J. B EE, BA, MA (MELB), PH D (ANU) <i>Chairman</i>

<i>Senior Lecturers</i>	Becker, N.G. M SC (MELB), PH D (SHEFF) Staudte, R.G. BA, B SC (BROWN), M SC, PH D (ILL)
<i>Lecturer</i>	*Basawa, I.V. MA (KARNATAK), PH D (SHEFF)
<i>Tutor</i>	Moignard, Katherine V. BA (MELB)
Pure Mathematics	
<i>Professor</i>	Mond, B. BA (YESHIVA), MA (BUCKNELL), PH D (CINC) <i>Chairman</i>
<i>Senior Lecturers</i>	Jones, A.R. MA, PH D (MELB) *Pearson, K.R. BA, PH D (ADEL) +Woodhouse, D. MA, D PHIL (OXON), M SC (E AF), MLMS, MACS
<i>Lecturers</i>	Davis, G.E. B SC, PH D (MON) Elton, G.C. M SC (NZ), PH D (ANU) Strantzen, J.B. B SC (MELB)
<i>Senior Tutor</i>	Gray, A.R. BA (MON)
<i>Tutor</i>	Fox, C.D. B SC (MON), PH D (ANU)
+ Joint appointment with department of Applied Mathematics	

Physics

Chairman Professor D. Elwyn Davies

DIVISION OF ELECTRON PHYSICS

<i>Professor</i>	Davies, D. Elwyn B SC, PH D (WALES), F INST P, FAIP <i>Head</i>
<i>Senior Lecturers</i>	Jenkin, J.G. B SC (ADEL), PH D (ANU), AAIP Leckey, R.C.G. B SC, PH D (QUB), M INST P *Lee, A.R. B SC (HK), PH D (LOND), M INST P Liesegang, J. B SC (QLD), D PHIL (OXON), FAIP
<i>Lecturers</i>	Miller, R.B. B SC, PH D (NE) Riley, J.D. B SC, B ENG (SYD), PH D (OXON)

DIVISION OF THEORETICAL AND SPACE PHYSICS

<i>Professor</i>	Cole, K.D. M SC, DIP ED, D SC (QLD), FAIP, F INST P <i>Head</i>
<i>Honorary Reader</i>	Armstrong, E.B. B SC, PH D (QUB)
<i>Senior Lecturers</i>	Butcher, E.C. B SC, PH D (EXETER), M INST P Dyson, P.L. B SC, PH D (MELB) Essex, Elizabeth A. B SC, PH D (NE) McLaughlin, I.L. B SC, PH D (ADEL)
<i>Lecturer</i>	*Kalotas, T.M. BE, M SC (NSW), D PHIL (SUS)
<i>Research Fellow</i>	Hammer, P.R. B SC, PH D (MELB)

SCHOOL OF SOCIAL SCIENCES

<i>Dean</i>	Professor E.K. Braybrooke
Economics	
<i>Professors</i>	Burley, S.P. B SC, PH D (ADEL), MA, PH D (PRIN) Davidson, F.G. MA (CANTAB) Whitehead, D.H. MA (OXON) <i>Chairman</i>
<i>Visiting Professor</i>	Dasgupta, A.K. BA (CALCUTTA), BA, PH D (CANTAB)
<i>Senior Lecturers</i>	Anderson, J.L. BA (NE) Burley, H.T. B EC (ADEL), MA, PH D (CANTAB) Csapo, L. MA, PH D (BUDAPEST) Horrigan, W. MA (WALES) *Schneider, M. BA (ADEL), M SC (CANTAB) Scorgie, M.E. B COMM (MELB) Stent, W.R. B AGR SC (MELB), DTA (TRIN), DIP AGR EC (OXON) Thomas, K.D. BA (ADEL), M EC (CALIF)
<i>Lecturers</i>	Dahlman, C.J. FIL KAND (STOCKHOLM), C PHIL (CALIF) Hazari, B.R. BA, MA (DELHI), AM, PH D (HARV) Huynh, F.H.C. B COMM (WA), M EC (MON), PH D (MICH STATE) Kiefer, D.M. BS (CARNEGIE INST TECH), MA, PH D (MICH) Langley, P.C. B SC (HULL), MA (CARLETON) *O'Brien, G.C. B SC (QLD), M SC (NE), PH D (ANU) Weston, Caryl R. B COMM (MELB), B JURIS, LLB, PH D (MON)
<i>Visiting Lecturers</i>	Elsum, D.L. B ENG, B COMM (MELB), M SC, PH D (GEORGIA INST TECH) Paterson, Helen B COMM, DIP ED (MELB), AASA Subocz, V. M COMM (MELB), PH D (LOND), AASA
<i>Instructors</i>	Sparkes, R.J. B EC (LA TROBE) Wiltshire, Zaiga M EC (SYD)
<i>Senior Tutors</i>	MacDonald, A.B. MA (GLAS) Sgro, P. B EC (LA TROBE) Watkins, J.D. B EC (MON)
Legal Studies	
<i>Professor</i>	Braybrooke, E.K. LL M (NZ), LL M (COLUMBIA) Barrister and Solicitor of the Supreme Courts of NZ and WA <i>Chairman</i>
<i>Senior Lecturer</i>	Bayne, P.J. LL B (MELB), J D (CHICAGO)

<i>Lecturers</i>	<p>Creed, D.M. BA, LL B (ANU) Barrister of the Supreme Court of NSW</p> <p>Douglas, R.N. BA, LL B (MELB), M PHIL (YALE)</p> <p>+FitzGerald, J.M. LL B (MELB), LL M, MA, PH D (NORTHWESTERN)</p> <p>Petersen, Kerry A. LL B (MELB) Barrister and Solicitor of the Supreme Court of Victoria</p> <p>Willis, J.E. BA, LL B, DIP ED (MELB) Barrister and Solicitor of the Supreme Court of Victoria</p>
<i>Senior Tutors</i>	<p>Bird, Greta M. LL B (MELB) Barrister and Solicitor of the Supreme Court of Victoria</p> <p>Boer, B.W. BA, LL B (MELB) Barrister and Solicitor of the Supreme Court of Victoria</p> <p>Fristacky, Jackie M. BA, LL B (MELB) Barrister and Solicitor of the Supreme Court of Victoria</p>
	+Joint appointment with the Department of Sociology.
Politics	
<i>Professors</i>	<p>Martin, R.M. MA (NZ), PH D (ANU)</p> <p>Wolfsohn, H.A. BA (MELB) <i>Chairman</i></p>
<i>Reader</i>	Rydon, C. Joan BA, DIP ED (SYD), PH D (MELB)
<i>Senior Lecturers</i>	<p>*Glezer, L. BA (MELB)</p> <p>Miller, J. MA (CANTAB)</p>
<i>Lecturers</i>	<p>Camilleri, J. BA (MELB), MA (MON), PH D (LOND)</p> <p>Chiddick, J.P. BA, B PHIL (OXON), M SC (LOND)</p> <p>James, M.H. BA, PH D (DURHAM)</p> <p>Manne, R. BA (MELB), B PHIL (OXON)</p> <p>Plehwe, R. BA, LL.B (TAS), PH D (DUKE)</p> <p>Polis, T. BA (MELB)</p> <p>Rubenstein, C.L. MA (MELB), PH D (COLUMBIA)</p> <p>*Schehtman, J. BA (JERUSALEM)</p>
<i>Senior Tutors</i>	<p>Butman, G. B EC (MON)</p> <p>Garland, P. BA (MELB)</p> <p>Henderson, G.J. BA, LL B (MELB)</p> <p>McCoppin, G. Brigid BA (MELB)</p>
Sociology	
<i>Professors</i>	<p>Bell, R.R. BA (MICHIGAN), MA (INDIANA)</p> <p>Veliz, C. B SC (FLOR), PH D (LOND), <i>Chairman</i></p>
<i>Reader</i>	Edgar, D.E. BA, M ED (MELB), PH D (STAN)
<i>Senior Lecturers</i>	<p>*Balmer, C.J. BA (TAS), ED D (FLOR)</p> <p>Cubbon, H.A. MA (CANTAB), PH D (MELB)</p> <p>Dempsey, K.C. BA (SYD), DIP ED, PH D (NE)</p>

Hickman, D.C. BA, B ED (MELB), PH D (ANU)
 Ireland, R.H. BA (MELB), PH D (HARV)
 Mulligan, D.G. MA (NZ), PH D (LOND)
 Rose, G. MA (OXON), MA (CANTAB)
 *Schutte, H. DIPL HDL (COLOGNE), DR SC POL (KIEL)
 *Trahair, R.C.S. BA, PH D (MELB)

Lecturers

Carroll, J.B. BA (MELB), MA, PH D (CANTAB)
 Donaldson, Beryl A. BA, B ED (MELB), MA (TORONTO)
 + FitzGerald, J.M. LL B (MELB), LL M, MA, PH D (NORTH-WESTERN)
 Harvey, Susan D. BA (WA), DIP SOC STUD (SYD), MA (ANU)
 Kilmartin, L.A. BA (QLD), MA (ANU)
 Kitaoji, H. BA (INTERNATIONAL CHRISTIAN), MA (TEXAS)
 Otto, Rosemarie BA, DIP SOC STUD (MELB)
 Pelz, W. BA (LOND), PH D (BRISTOL)
 Richards, Marilyn G. BA (ADEL), MA (LA TROBE)
 Richmond, Catherine M.G. BA (MELB), MA (ANU)
 Sugimoto, Y. BA (KYOTO), PH D (PITTSBURGH)
 Ternowetsky, G.W. BA (WINNIPEG), MA (CALGARY)
 Wearing, Rosemary J. BA (ADEL), MA, PH D (ILL)
 Kelly, Elizabeth BA, DIP SOC STUD (MELB)

Senior Tutor

Research Assistant

+ Joint appointment with legal studies.

* On leave for part of 1975, please contact relevant department for details.

SENIOR LIBRARY STAFF

<i>Chief Librarian</i>	Borchardt, D.H. MA (NZ), DIP NZ LIB SCH, ALA (UK)
<i>Readers Services</i>	FLAA
<i>Assoc. Librarian</i>	Scrivener, J.E. BA, DIP ED (TAS), ALA (UK) ALAA
<i>Senior Reference Librarian</i>	Choate, C.R. BA (WYOM), MS IN LS (COLOMBIA), ALAA
<i>Reference Librarian</i>	Hyslop, Margot J. BA (MELB), ALAA
<i>Lending Librarian</i>	Quinn, E.G. BA (QUB), ALAA
<i>Selection</i>	
<i>Senior Librarian</i>	Barraclough, H.C. BA (MELB), MA (CALIF), ALAA
<i>Serials</i>	
<i>Librarian-in-Charge</i>	Longley, Pamela R. BA (TAS), ALAA
<i>Documents Librarian</i>	Miller, Ann E. BA (MELB), ALAA
<i>Systems Librarian</i>	

Technical Services

Assoc. Librarian

Stecher, G. BA (MELB), BLS (MCGILL), ALAA

Senior Librarian

*McKinlay, J.W. BA (TAS), ALAA

Librarians

Hoffman, Helen K. BA (MELB), ALAA

Horecek, J.I. BA (MELB), MA (LOND), ALAA

SENIOR ADMINISTRATIVE AND COLLEGE STAFF

Vice-Chancellor

Myers, D.M. CMG, B SC, D SC ENG, SYD, FIEE, FIE AUST,
F INST P

Registrar

Neilson, D.D. B EC (SYD)

Deputy Registrar

Griffith, D.A.C. TD, B SC (ENG) (LOND), AFAIM

Assistant Registrar

Kellock, M.D. BA (MELB)

Staff Officer

Tolhurst, N.M. BA (LA TROBE)

Business Manager

Janicke, J.C. BA, DIP ED (MELB)

Deputy Business

Christie, R.C. B EC (CIVIL), B COMM (MELB)

Manager

Deputy Business

Russell, T.C.C. ARIBA, ARAIA

Manager (Physical Planning)

Chisholm College

Head

Morrison, Professor J.D. PH D, D SC (GLAS), FAA, FRACI

Bursar

McVeity, M.C. AMIREE, AFAIM

Glenn College

President

Oates, S. BA, B ED (MELB), TPTC

Secretary

Bodey, N.H.

Menzies College

Chairman

Collins, K.G. B ED (WA), MA (ALBERTA), PH D (MICH)

Manager

Star, J.C.

Computer Centre

Manager

Edwards, J.A. BA (KEELE)

Language Centre

Senior Lecturer

Hooke, R.L.G. BA (MELB), MA (ESSEX) *Chairman*

University Advisory Services

Health Service

Physician-in-Charge

Semmens, K. MB, BS (MELB), DTMH (LOND)

Counselling Service

Counsellor

Bailey, C.F. B ECON (SYD), DIP PSYCH (MELB)

Careers Advisory Service

Adviser

Waterhouse, J.L. B COMM (MELB)

INTRODUCTION

La Trobe University, which admitted its first students in March 1967, is the youngest of the three Victorian universities and, at present, the smallest in terms of student enrolments. Its 500-acre site at Bundoora, nine miles north of the City of Melbourne, was however selected with a view to its capacity to provide the space necessary for the eventual development of a large institution. To meet the State's urgent need for increased university places it was necessary to plan for a rapid growth in student enrolments in the first few years of the University's existence. From an initial enrolment of 552 in 1967, total enrolments rose to 4,304 in 1972 and are expected to reach approximately 7,500 by 1975.

The University was established when the Parliament of Victoria passed the La Trobe University Act No.7189 of 1964. The provisions of the Act were based principally on recommendations made by a committee appointed by the government in May 1964 under the chairmanship of Mr J.R.A. (now Sir Archibald) Glenn.

The University is named after Charles Joseph La Trobe (1801-1875), who was appointed as first Lieutenant-Governor of the new Colony of Victoria in 1851.

For the first two years responsibility for the planning of the new institution rested with an Interim Council. The first Council of the University took office in December 1966 and elected as Chancellor Sir Archibald Glenn who retained this office until July 1972 when he was succeeded by the Hon. Mr Justice Smithers. The University was formally opened by His Excellency the Governor of Victoria, Major-General Sir Rohan Delacombe, at a ceremony on 8 March 1967 during which Sir Archibald Glenn was installed as Chancellor by the then Premier of Victoria, Sir Henry Bolte.

The Council, which is the governing authority of the University, has 31 members including the Chancellor, the Vice-Chancellor, the deputy chairman of the Academic Board, the president of the Students' Representative Council and the Director General of Education. Of the remaining 26 members, nine are appointed by the Governor in Council, seven are co-opted by Council itself, four are elected by the Academic Board, and three are elected by students. The senior academic body, the Academic Board, has the principal responsibility of considering matters of academic policy and of making recommendations to Council where appropriate. These considerations are normally based on the advice which the Board receives from its various standing committees and from the boards of studies of the several Schools, which are the academic units into which the University is divided.

There are at present seven Schools. Of these, four (Biological Sciences, Humanities, Physical Sciences and Social Sciences) were established before the University opened in 1967. Since then two professionally oriented Schools have been added – the School of Agriculture in 1968 and the School of Education in 1970.

The department of psychology offered its first courses in 1972 and is now incorporated in the School of Behavioural Sciences which was established in 1973.

In 1974 enrolments in the seven Schools were as follows:-

	Bachelor degree	Higher degree	Diploma in Education	Other	Total
Agriculture	213	23	—	3	239
Biological Sciences	473	43	—	8	524
Education	384	61	396	23	864
Humanities	1961	70	—	47	2078
Physical Sciences	511	90	—	19	620
Social Sciences	1778	98	—	40	1916
Behavioural Sciences	222	14	—	9	245
Total	5542	399	396	149	6486

The University held the first ceremony for the conferring of degrees in December 1969 when 144 graduands received their testamurs from the Chancellor and a further 28 were admitted to degrees *in absentia*. In subsequent years it has been necessary to hold two ceremonies annually for the conferring of degrees and diplomas on increasing numbers of graduands.

The staff of the University has steadily increased since 1967 to meet the needs of the growing body of students. In 1974 there were 405 full-time and 219 part-time staff directly engaged in teaching and research.

DEVELOPMENT

Commencing in 1965 with Glenn College and the first stage of the library, the University's building program up to the end of 1974 has resulted in the completion of over 100,000 square metres of building floor area.

During this time, facilities have been added to provide permanent homes for six Schools (Humanities, Education, Social Sciences, Biological Sciences, Physical Sciences and Agriculture), administration and union buildings.

Building projects completed in 1974 include four new squash courts, extensions to Menzies College, extensions to Chisholm College, physical sciences IV, biological sciences II, humanities education complex stage I, extensions to biological sciences I, extensions to the maintenance and services

depot and the third stage development of the staff and student flats at the Waterdale Road site.

Projects under the 1973/75 triennium program to be completed and occupied early in 1975 are — physical sciences II, social sciences II and staff club.

UNIVERSITY FINANCES

Most of the funds for the capital development of the University are made available by the Australian Government with additional finance being obtained from loans. Capital funds available to the University in the 1973-75 triennium are \$15,681,000.

The University was granted the sum of \$14,414,000 for recurrent expenditure in 1975. This amount is provided by the Australian Government.

While the University receives most of its funds from government grants, it nevertheless welcomes donations, bequests and loans both for general purposes and for such special purposes as the bursary fund, the students' loan fund, student housing, research into particular areas, the establishment of fellowships and scholarships and the purchase of major items of equipment.

Gifts, bequests and loans may take the form of money, land, investments, works of art, books or other property. Under existing legislation gifts of funds to the University are allowable income tax deductions, and bequests are not subject to Victorian probate duty or Federal estate duty.

A donor may make a gift or bequest without conditions, leaving the Council of the University to apply it to the best advantage of the University, or the donor may lay down conditions or specify the objects to which the gift or bequest is to be applied. The University will strictly carry out the donor's wishes. In the case of a substantial gift the University will perpetuate the donor's name.

The University will welcome short or long term loans of suitable works of art, books and scientific or other equipment for display or use. The University will insure items lent and will look to their preservation and safety.

Intending benefactors are invited to discuss the terms and conditions with the Vice-Chancellor or the Business Manager to ensure that the gifts are applied to the general or special purposes most suited to the wishes of the benefactor and the needs of the University.

A suitable form of bequest is:

*I give to La Trobe University the sum of
dollars free of all duties to be applied for the purposes of the University
either in such manner as the Council thereof may determine or in the
following manner*

*and I direct that the receipt of the Business Manager of the University
shall be a sufficient discharge to my trustee(s) for payment of that sum.*

When the manner of application is precisely specified, it is suggested that the Council be empowered to apply the gift or bequest from time to time in any manner which in the opinion of the Council is similar to or a satisfactory substitute for the specified manner.

LIBRARY

The collections and services of the library are being developed to support the teaching and research programs of the University. During the early stage in its growth emphasis has been placed on the provision of books and periodicals directly relating to the subjects being taught. In 1975 the holdings will be approximately 220,000 volumes of books and periodicals, and some 25,000 volumes will be added during the year.

The library building, which is located on the northern side of the Agora in the centre of the academic buildings, is designed to house up to 300,000 volumes and 1,600 readers. The main entry to the building is from the concourse on the second level, and on this floor most service functions are located — the public catalogues, the reference collection and reference service point, the loans desk, the reserve book collection, the microform collection and reading equipment, and offices and workrooms for the library staff. Level three houses the general collection and the main reading area, including 32 lockable carrells for the use of research students. Level one houses the serials collection with its associated display and reading areas, the serials and government documents workroom, the research collection (which includes government documents) and its reading area, and the special collections room.

A fuller description of the library and of the services it offers to students is contained in the *Library Guide*. The rules governing use of the library are set out in the University's Regulation 20.2(1) *Use of the Library*. Copies of the Guide and the regulations are available at the loans desk.

The librarians of the reference section give individual assistance to students when requested and in co-operation with the Schools give courses of instruction in library use and subject bibliography.

LANGUAGE CENTRE

Director

Mr Robert Hooke

Secretary

Mrs Margaret McCue

The language centre was established at the beginning of 1974 and aims to provide students and staff with any help relating to language matters. Courses are offered in a variety of foreign languages (these however, not being undergraduate courses), in English for overseas students, in reading improvement and in remedial English for Australian students who are having trouble with English expression. The centre also provides courses in Modern Greek and Indonesian in co-operation with the School of Education, these forming part of certain Bachelor of Education units. Translation of documents is also handled by the centre.

In addition the centre runs many courses for people outside the University community — these include evening language courses, English for overseas students sponsored through the Colombo Plan, and a variety of *ad hoc* language courses for members of Australian Government departments.

The language centre is housed on the fourth floor of the humanities building and welcomes any enquiries relating to language matters.

COMPUTER CENTRE

Manager

Mr John Edwards

Secretary

Miss Diana Sanci

The University computer centre which is situated in the north-west annexe of the south building is equipped with a DEC-System 10 computer. This is a versatile machine which provides simultaneously multi-program batch processing, real-time capabilities, and sophisticated timesharing for up to 40 remote users. A K110 processor with 196,000 words of memory combine with disc, drum and magnetic tape peripherals to make this machine currently the most powerful DEC computer in Australia.

As well as providing services for the administrative, research and teaching functions of the University, the computer centre has a major interest in interactive graphics and a PDP15 with a VT15 graphics system forms an important part of the computer network. Computer applications in the library sphere are at present being studied, and eventually many library services will be on-line to the main computer through a PDP-11.

Card punch facilities are available to cater for the requirements of batch-oriented jobs.

Service courses in programming are conducted by the centre for academic departments. Additional courses for staff and students can be arranged by contacting the secretary of the computer centre.

THE LA TROBE UNIVERSITY BOOKSHOP

The La Trobe University Bookshop is owned by the University, and is controlled by a board of management representing various interests within the University, including students.

The shop, located on the eastern side of the Agora, is open between 8.30 am and 5.30 pm Monday to Friday all the year, and till 8 pm on Thursdays during March.

It stocks all textbooks used in the many courses offered at La Trobe, as well as a good range of general books, fiction and non-fiction, and children's books. A special feature is the large selection of paperbacks and reference books. A variety of stationery, records, cassette tapes and magazines is also available.

The bookshop aims to serve the University community, but its services are available to all, inside and outside the University, who wish to make use of them. A carefully controlled credit system is available for those who wish to pay for their purchases on a monthly basis. Special orders may be placed for books not normally held in stock. A mail-order service is provided for those who find it difficult to shop personally.

The bookshop staff are always pleased to answer any enquiries about the bookshop facilities.

AGORA FACILITIES

A central feature of the campus is a shopping/recreational centre known as the Agora. The Agora is administered by the University's commercial management committee, to which members are appointed from various sections of the University community, including students.

The following facilities are provided in the Agora:

- | | |
|--------------------------------------|---|
| Books, records, prints, stationery | — La Trobe University Bookshop |
| Savings and trading banks facilities | — The Bank of New South Wales |
| | — The State Savings Bank of Victoria |
| Saving and borrowing facilities | — La Trobe University Staff Credit Co-operative Limited |
| Travel arrangements | — AUS Travel Service |
| Student staff housing | — La Trobe University Housing Company Limited, Housing Office |
| Service for prospective teachers | — Secondary Teachers College |
| Food, drinks, light refreshments | — The Union Coffee Shop |
| | — Qol Whole Foods Pty Ltd |
| | — Mrs Nemec's Delicatessen and Grocery |

Pharmaceutical supplies	— Milne's Pharmacy
Hairdresser, tobacconist	— Renato of Venice
Drycleaning, Post Office	— Heidelberg Dry Cleaners Pty Ltd
Leathergoods, handcrafts etc.	— Mr P. Davies

The Union is responsible for the regulation of commercial activities on campus.

CAREERS ADVISORY SERVICE

Advisers Mr John Waterhouse

Mr John Goodwin

Administrative Assistant Mrs Gail Birchall

The careers advisory service is located in the north-east annex of the south building.

Students are encouraged to make full use of its facilities which include a part-time and vacation employment service, an extensive careers library, and the opportunity to discuss career plans with an experienced adviser.

Choice of career, and appropriate preparation usually covers a span of some years, from schooldays, through university and in many cases beyond graduation. Careers advisers are happy to give help and advise at any stage of this process.

UNIVERSITY COUNSELLING SERVICE

Counsellors Mr C.F. Bailey

Mr Terry O'Neill

Ms Pat Strong

Secretary Ms Kathy Goode

The function of the counselling service is to offer help either individually or in groups, to students who are having such difficulties as defining their vocational goals, settling down to effective study, adjusting to life at university, or dealing with their personal problems.

The service is available with (or in urgent cases without) an appointment to staff or students of the University and to those who are interested in becoming students. Appointments can be made in person or by telephoning extension 2956, 2957 or 2958. The counselling unit is located immediately above the telephone exchange on the first floor of the north-east annex of the south building.

UNIVERSITY HEALTH SERVICE

<i>Physician in charge</i>	Dr K. Semmens
<i>Assistant Physician</i>	
<i>Part-time Physicians</i>	Dr Ruth Williams Dr Jenny Garner
<i>Nursing Sisters</i>	Miss Sue Shields Miss Wendy Judd
<i>Secretary/Receptionist</i>	

The University health service is located on level one of the north-east annex to the south building.

For students and staff the health service provides the opportunity to discuss medical problems, vaccination before overseas travel, insurance medical examinations, and first-aid care in case of accident or medical emergency on campus. Treatment for illness may be provided, or the patient may be referred to a more appropriate place for further care. Immunization against tetanus, poliomyelitis, etc., is available.

Sports injuries may be treated initially in the sports pavilion by honorary sports medicine physicians but subsequent treatment is obtained either from private physicians or from the health service. An orthopaedic surgeon may be consulted in an honorary capacity during his weekly visit to the health service. Physiotherapists attend daily, their charges being reimbursed by the Sports Union insurance company.

For students, the University health service hopes to be of use particularly where ill-health or worry is interfering with studies, and where the stresses of undergraduate life are having an effect on a student's health. It is open during normal University hours. No charges are made. Consultation by appointment. Minor conditions may be seen without appointment in casualty department between 9.30 and 12.30 pm, and 2.30 and 5 pm.

STUDENT HOUSING SERVICE

<i>Student Housing Officer</i>	Mrs Betty Collings
<i>Secretary</i>	Mrs Patricia Robinson

The student housing service is provided to assist students in finding accommodation other than in colleges, and to advise on any relevant problems such as types available, costs, suitable areas, transport, etc.

Offers of accommodation for students are visited wherever possible to ensure reasonable domestic and study facilities, and a permanent listing of available places is kept throughout the year. These vary from furnished rooms (from \$12 a week) to private board (from \$20 a week), or varying arrangements between the two, to suit a particular student's needs.

There is also a limited number of University flats available to students. These are two, three, four and five-bedroom furnished flats mostly on campus and cost approximately \$12 a week per student. General information about other flats and houses for rental in the area is provided.

Country students should allow sufficient time to locate suitable places (possibly an overnight stay in Melbourne) and private transport is invaluable when doing so.

Enquiries should be directed to the Student Accommodation Office, La Trobe University, Bundoora, 3083. Telephone 478 3122.

THE COLLEGES

The three colleges of the University each provide a number of study bedrooms for residential students. Glenn College, which has been in operation since the opening of the University in 1967, and Menzies College which opened the following year, also provide common dining, social and recreational facilities. In Chisholm College, which opened in 1972, study bedrooms are arranged in groups of 8 to 12, each group having its own kitchen and dining area where residents may prepare and eat their meals. No central catering is provided in this college and the residence fee covers the cost of room only.

Application for College Residence

In addition to the application to enrol at the University, a separate application is required for residential accommodation in either Glenn College, Menzies College or Chisholm College. Further information and application forms may be obtained by writing to the Student Accommodation Office, La Trobe University, Bundoora, Victoria 3083.

CHILDREN'S CENTRE

La Trobe University children's centre accepts children in the age range six weeks to five years for all day or part day care. There are 35 places for children under three and a half and 25 places in the kindergarten for preschool children. The kindergarten provides the usual program for two sessions a day but children can be left for the whole day.

The younger children have some organised activities along play group lines. Staff are well qualified so the centre provides care of children which is stimulating to the child's development in a happy and relaxed atmosphere.

Fees for 1974 were:

	Hour	Day	Week
Staff	\$1.00	\$4.50	\$20.00
Students	.90	4.00	17.00

	Morning Sessions	Afternoon Sessions
Staff	\$11.00	\$9.00
Students	9.00	8.00

PUBLIC TRANSPORT

Copies of bus timetables and fare concession application forms are available at the student administration branch. Buses leave the campus from the south building. For information on tram, train and bus services in the metropolitan area, ring the transport information centre on 630141. For services in the country, ring 630202.

BUS ROUTES TO THE UNIVERSITY

(*Indicates a connection with the rail and tram routes mentioned below):

Melbourne and Metropolitan Tramways Board Route

City — Russell Street (terminus at Bourke Street), Rathdowne Street (Exhibition Buildings), North Carlton, North Fitzroy, Clifton Hill, Dennis*, Northcote, Fairfield, Ivanhoe, West Heidelberg, La Trobe University.

Ivanhoe Bus Company Route

Deepdene (Burke Road tram terminus), Ivanhoe railway station*, Heidelberg Repatriation Hospital, West Heidelberg, La Trobe University.

Dyson's Bus Service Routes

- (1) Regent railway station* or Northland, East Preston tram terminus*, La Trobe University, Janefield.
- (2) Regent railway station* or Northland, East Preston tram terminus*, La Trobe University, Greensborough railway station*.
- (3) Regent railway station* or Northland, East Preston tram terminus*, La Trobe University, Watsonia railway station*, North Watsonia,

The majority of Dyson's services do not enter the campus.

Mees' Bus Lines Route

East Rosanna (corner of Graham and Warren roads), Macleod railway station*, La Trobe University. One bus only to La Trobe University arriving at 8.45 am.

RAIL

- (1) Princes Bridge to Heidelberg and Hurstbridge railway line. Bus services depart from Ivanhoe, Macleod, Watsonia and Greensborough railway stations for La Trobe University.
- (2) Princes Bridge to Reservoir and Epping railway line. Buses link Regent railway station with La Trobe University.

TRAM

Bourke Street to East Preston tram line. Buses link the East Preston tram terminus with La Trobe University.

SPORTS UNION

The La Trobe University Sports Union was established in 1967 to assist and co-ordinate the establishment and administration of the various sporting clubs. The Sports Union Council consists of a delegate from each club. The Sports Union executive committee, elected from Sports Union Council members, administers, through the executive secretary, the Sports Union. Its offices are located in the indoor sports centre which is to the north east of Glenn College.

Facilities are available for recreational and competitive sporting activities. A sports pavilion and playing fields, tennis courts and an indoor sports centre have been established. Six squash courts are available and an indoor field house, 80 feet by 100 feet is suitable for a wide range of activities. The indoor sports centre is open from 8 am to 11 pm on week days, 9 am to 1 pm on Saturdays and 9 am to 1 pm on Sundays.

Various recreational activities are available and enquiries should be made at the office.

Staff may join the Sports Union upon application. All members are covered by accident insurance whilst participating in authorised activity.

A wide variety of sporting clubs are functioning and the following are available to members of the Sports Union: aikido, athletics, Australian rules football, badminton, baseball, basketball (mens international rules), basketball (womens international rules), boxing, canoeing, cricket, equestrian, fencing, golf, hockey (mens), hockey (womens), judo, karate, lacrosse, lawn tennis, mountaineering, netball, rowing, rugby, skiing, sky-diving, soccer, softball, squash, sub-aqua surf-riding, swimming, table tennis, tae kwon do, volleyball, weightlifting and yachting. Clubs enter teams in inter-varsity, intra-varsity and local competitions. The Sports Union also provides recreational sessions for those wishing to take part in a variety of activities on a 'drop-in-and-have-a-go' basis.

STUDENTS REPRESENTATIVE COUNCIL

The SRC consists of 19 members elected by and from all students (full-time, part-time, postgraduate and undergraduate) and exists to 'represent the students of the University on all matters affecting their interests',

The staff consists of an administrative secretary/accountant, two administrative assistants and two typists. Offices are situated in the union building.

A general election is held annually within the first four weeks of second term. The majority of the 19 SRC members are elected by the SRC to hold portfolios. They are at present: president, vice-president, treasurer, assistant treasurer, secretary, race relations officer and chairpeople of the following committees: academic affairs, activities, AUS, education, AUS F7, AUS other, clubs and societies, environment, public affairs, publications, student welfare, women's affairs.

The SRC has in the past promoted the social, cultural and intellectual life of the University through such activities as balls, forums and guest speakers, by the organization of orientation, by supporting more than 50 clubs and societies and by publishing a newspaper, *Rabelais*, and a weekly newsletter, *SRC News*.

The present SRC is continuing to promote all of the above, but as well, hopes to be able to help in unravelling some of the inconsistencies of our society by attempting to raise consciousness both on the University campus and outside in the community. The SRC is available to all students and it trusts that anyone who is having hassles will use the SRC for support.

The SRC hopes that students will involve themselves with areas of interest other than academic performance so that they will graduate from this University with a realisation of the present social situation and not merely with the piece of paper termed a 'degree'.

The SRC is affiliated with the Australian Union of Students.

Clubs and Societies

Extra-curricula activities comprise an important part of a student's university experience and to accommodate these interests, students have formed clubs and registered with the SRC as an affiliated club. Clubs and societies are able to offer their members facilities to enjoy and further their activities.

The following clubs and societies are registered with the SRC and may be contacted through the SRC office in the Union:

African freedom group, Agape, agriculture students, anarchists, anti-foreign bases action committee, apathy league, arts co-op, Asian students association, association for the international exchange of students in economics and commerce, association of tobacco chewers and body painters, ballroom dancing, chemical society, chess club, China society, christian union, commune, communist club, conservation society, contemporary dance group, democratic club, draft resisters union, drama group, ecological society, film production

group, folk club, four wheel drive, French arts group, geological society, hellenic club, historical association, horseless carriage society, Italian society, Jewish students society, labour club, liberal club, literary society, marijuana action group, Mataungan film makers, M.F. 15 Janefield project, moat theatre, moderate student alliance, motorcycle association, music society, Papua New Guinea society, philosophy society, photographic society, physics society, prisoners' action group, progressive experimental, student theatre, progressive film group, psychological society, radical feminists, radical students movement, returned school leavers, revolutionary communists club, self soarers association, sociology society, social responsibility in science, spartacists club, strawberry, vegetarian society, womens action abortion group, Yoga society.

Rabelais

Rabelais is the student newspaper which is financed by the SRC. The editorial structure in 1974 consisted of a board of editors and occasional help from whomever was interested.

Rabelais is based principally upon the contributing of articles by students and is therefore the voice of the student body reflecting student interests. As the students have been concerned with opening up the University and breaking down the ivory towers, hence *Rabelais* is, to a large degree, externally oriented in content.

As a link in the chain of alternative media, *Rabelais* is now being sent interstate and overseas.

THE UNION

The term *Union* goes back to Cambridge and Oxford where groups of students united to form debating clubs or debating unions. Facilities such as lounges, coffee rooms, toilets, naturally were necessary. Modern unions are designed as social, cultural and recreational centres within universities.

La Trobe University's Union is a student-staff union. All students are automatically members. Staff may join voluntarily. The Union provides catering services in the dining room, grill room and snack bar of the union building, and in the union coffee shop located in the Agora. Between 12.00 midday and 12.00 midnight in the union building members can drink their own liquor as there is a BYO permit.

Union services to members include a listening library, billiards, table tennis, cards, chess and television. Rooms are available free to members to hold meetings or functions. Showers, changing rooms, towels, shavers, hair dryers and typewriters are available and your printing needs are organised. There is a daily news sheet, *Ratsheet*, which carries your advertisements.

An activities committee organises cultural activities and entertainment of a wide variety. Each term it runs workshops covering areas such as stained glass to motor mechanics. Be involved, or just for information visit the activities office.

Contact-enquiries: For all information, enquiries and help do use the contact service. It is run jointly by the SRC and Union, and is serviced by student volunteers and permanent staff.

Negotiations are continuing for a liquor licence, a Union-run petrol station on campus, extensions to the present building and extensions to the Union coffee shop in the Agora.

The Union Board is responsible for Union policy. The president and eight Board members are elected by all the members at the end of first term each year. University Council appoints two members to the Board.

Any personal enquiries about the Union should be made to the contact-enquiries office (next to the dining room). Correspondence should be addressed to the secretary-manager, Mr Arthur Hayes.

COMMONWEALTH TERTIARY EDUCATION ASSISTANCE SCHEME

The Tertiary Allowances Scheme (TAS), first introduced in 1974, has been renamed the Tertiary Education Assistance Scheme (TEAS). TEAS provides means-tested living and other allowances to full-time, non-bonded Australian students admitted to or continuing approved university courses.

ELIGIBILITY

Open to *full-time* students who are Australian citizens, permanent residents of Australia, who have been granted permanent entry permits or who have applied for and are likely to be granted permanent resident status, and, who, in addition

- (1) are entering an approved university course to commence a first tertiary qualification, or
- (2) have satisfactorily completed in two years of part-time study the workload required of a full-time student in one year of study, or
- (3) have attempted one full-time year of an approved course for a first qualification provided they have passed at least half of the normal full-time workload in the year in which study was undertaken, or
- (4) have passed at least half of the normal full-time workload in the second or later years of the course.

A student whose total progress in his course falls more than half a year's work behind the point that a student undertaking the prescribed workload successfully should have reached, is not eligible for assistance.

Benefits normally will be limited to the minimum number of years of any approved course. Students transferring to another course of their own accord will be ineligible for benefits until attaining a similar state in the new course.

Students who have completed a first degree or who plan to undertake a special course may be eligible under certain circumstances.

Approved university courses include undergraduate and postgraduate Bachelor-degree courses, postgraduate diplomas, approved combined Bachelor-degree courses and Master's qualifying courses.

BENEFITS

Means-tested Living Allowance

Allowances will be paid on a graduated scale, the maximum allowance being \$1,000 a year for students living at home and \$1,600 a year for students living away from home under approved circumstances.

The maximum allowance is payable where the family's adjusted income is \$6,300 a year or less and some allowance is payable on a reducing scale for family incomes above \$6,300. For married and qualified, single independent students (including orphans and wards of the State), the means test is applied to the student's income and, where applicable, the spouse's income.

Incidentals Allowances

All students qualifying for a living allowance will receive \$100 to cover the general service fee, books and equipment.

Dependents' Allowance

A married student qualifying for a living allowance may receive an allowance of \$10 a week for a dependent spouse and \$6 a week for each dependent child.

Travel Allowance

Students, qualifying for a living allowance, who are living away from their normal places of residence in order to undertake their courses of study, may be reimbursed the costs of three return trips a year between their homes and the University.

APPLICATIONS

Application forms and information booklets may be obtained from all secondary, technical, matriculation and tertiary institutions and from the Department of Education. Applications for assistance in 1975 may be submitted to the Department of Education at anytime during 1975.

Students receiving the Tertiary Allowances Scheme in 1974 must reapply in 1975 in order to receive benefits, and will receive application forms directly from the Department of Education.

Further information may be obtained from the Regional Director, Department of Education, 450 St. Kilda Road, Melbourne, Vic. 3004.

LA TROBE UNIVERSITY RESEARCH SCHOLARSHIPS

A number of research scholarships will be awarded in 1975, tenable at La Trobe University.

ELIGIBILITY

Applicants are expected to have graduated with first-class or upper second-class honours, or equivalent qualifications, from a recognized university. Final-year students are eligible to apply. An applicant who already holds the degree of Ph D, conferred either in Australia or elsewhere, will not be granted a scholarship.

RESEARCH

The purpose of the scholarship is to assist scholars to carry out under supervision, a program of full-time advanced study and research, in a field approved by the University, leading to one of the following higher degrees: Master of Agricultural Science, Master of Arts, Master of Economics, Master of Education, Master of Science or Doctor of Philosophy.

In allocating scholarships, account will be taken of the suitability of the proposed research project in terms of the supervision and facilities available in the particular discipline.

TENURE

Scholarships are tenable as follows:

Masters candidates — up to a maximum period of two years.

Ph D candidates:

(1) Normally up to a maximum period of three years. (Only when exceptional academic circumstances have arisen is it possible to extend a scholarship beyond three years. Such extension will be for the period necessitated by the circumstances of the particular case and will not exceed 6 months.)

(2) If a Master's degree candidate is granted approval to upgrade his candidature to Ph D, his award may be extended to three years.

The scholarship is tenable in the first instance from the date of beginning work at the University, usually 1 March, until 31 December of the same year, but is renewable on 1 January each year, subject to satisfactory progress up to the maximum period shown above.

The scholarship may be terminated at any time by the research committee should the scholarship holder fail to pursue a program of full-time study and research.

STIPEND

Stipends for scholarships will be paid at the rate of \$3,000 a year. Stipends are exempt from income tax.

OTHER ALLOWANCES (under review)

The following special allowances may be claimed:

- (1) Married scholar with dependent wife and one child, \$500 a year;
- (2) For each additional child to a total of three in all, \$100 a year;
- (3) In special circumstances consideration may be given by the University to granting assistance to married scholars without children, up to \$300 a year;
- (4) The University may give consideration to the granting of assistance in special cases other than those specified above, e.g. for a married woman scholar with a child and dependent husband;
- (5) Exemption from compulsory University fees;
- (6) Thesis allowance, up to \$100.

(Where two theses are submitted, Master followed by Ph D, two claims may be made but the total will not exceed \$100.)

ADDITIONAL UNIVERSITY WORK

Scholars will be regarded as full-time research students, but may be allowed to undertake teaching duties provided that such duties do not interfere with a scholar's study program. Generally such duties may not exceed six hours a week or 180 hours in a calendar year (this includes the time required for preparation and marking).

APPLICATIONS

Applications for a La Trobe University research scholarship should be made on the appropriate application forms available from the University.

Completed applications forms should be lodged with the graduate studies officer not later than 31 October.

COMMONWEALTH POSTGRADUATE AWARDS

RESEARCH AWARDS

Each year the Australian Government makes available a number of postgraduate awards which are allocated amongst the universities by the Department of Education.

Applicants must have permanent resident status in Australia.

Applicants should be under 35 years of age and should have graduated or expect to graduate with at least upper division second-class honours in their bachelor degree courses or possess equivalent qualifications.

The maximum tenure of awards is two years for students proceeding to a Master's degree and three years for students proceeding to a doctorate.

The stipend is \$3,250 a year, plus \$520 a year for a dependent spouse, \$832 a year for a dependent spouse and first child and \$312 a year for each other child. In addition to the stipend, travelling, settling in and thesis allowance will be paid.

Applications for a Commonwealth postgraduate research award should be made on the appropriate application form available from the University. Applications should be lodged with the graduate studies officer not later than 31 October.

COURSE AWARDS

Special awards are offered by the Australian Government for students wishing to undertake full-time postgraduate study leading to a Master's degree by course work.

Applicants must have permanent resident status in Australia.

Applicants must be under 45 years of age and should have an undergraduate record at better than pass level. In general applicants should not have a break in their studies of more than ten years from the year of graduation. Preference will be given to applicants who have relevant employment experience.

Award benefits are continued for the duration of the scholar's course, subject to satisfactory progress. Scholars are expected to complete their courses in the minimum time.

The stipend and allowances are the same as for Commonwealth postgraduate research awards.

Applications for a Commonwealth postgraduate course award should be made on the appropriate form available from the University.

Applications close with the graduate studies officer on 30 September.

EDUCATION DEPARTMENT STUDENTSHIPS

Education Department studentships are available for approved courses for a degree and diploma in education. They are available to students in all Schools at La Trobe University and are awarded to be taken up at the beginning of any year of the course. Studentships are for full-time study only and are for the minimum period required to complete the course. In certain circumstances suspensions for one or possibly two years without an allowance are permitted to enable a student to make up failed units.

The studentship may be extended to include the fourth year of an honours degree. Suspensions are also granted without an allowance for students able to proceed to a Masters degree and/or Ph D.

Benefits

The award pays tuition fees and an allowance of \$1785 a year for first-year students, rising to \$2331 in the fourth year, with \$100 additional for those living away from home. For undergraduate and graduate entrants the allowances are:

completed first year	\$2279	–	\$2814
completed second year	\$3171	–	\$3497

completed third year	\$4064 — \$4200
completed degree	\$4800

Separate rates apply for those with dependants.

In addition, the award constitutes appointment into the State teaching service with an assured position as a permanent teacher after qualifying for the Diploma in Education.

A student who accepts a studentship is required to enter into an agreement which requires service with the Education Department for three years after completing the course, or one year in the case of graduate awards.

Further information is available from the principal, teachers' centre, La Trobe University or from the recruitment officer, Education Department, 480 Collins Street Melbourne (telephone 62 0711 extn 363).

STUDENT LOANS

The students' loan fund committee offers loan assistance to enrolled students under three loan programs. In all cases, a student must submit an application form outlining the nature of his financial need and provide an acceptable guarantor for the loan. It is the committee's policy that a loan should supplement other income and not serve as a student's sole source of funds.

Medium and Long-Term Loans are available to assist students whose financial difficulties are considerable and who require loans to enable them to pay general service fees, purchase prescribed books and equipment and provide essential living expenses, including child-care costs. These loans may also be approved to provide temporary assistance to students awaiting the Tertiary Education Assistance Scheme. A loan cannot be made to assist a student with the purchase or repair of a motor vehicle. Preference is given to later-year students to enable them to complete their degree.

The maximum amount which the committee will advance to a student is \$850 during one academic year, and not more than \$1700 during a course. When approving a loan application the committee specifies the period within which the loan must be repaid. In setting this period the committee takes into account a student's overall financial position and the amount of the loan. Long term loans must be repaid within two years of the completion of a course or withdrawal from the University, whichever is earlier. Medium term loans must be repaid by the first day of first term of the year following the year in which the loan was approved. Interest is charged only on loans which are not repaid by the due date.

The committee may recommend to the Bank of New South Wales that it

grant a supplementary loan. Interest is charged on the bank loan at a concessional rate.

Short Term Loans, up to a maximum of \$100, may be made available on an immediate basis to students who are experiencing temporary financial difficulties. These loans must be repaid within two months and are interest-free if they are repaid by the due date.

Travel Loans, up to a maximum of \$300, may be approved to assist students in meeting the costs of travel during term breaks and the summer vacation period. Because travel loan funds are limited, preference will be given to applicants who propose education-related travel, demonstrate thorough and realistic plans, and can document that their financial resources, with loan support, are adequate to meet the costs of their trip. Travel loans are interest-free if they are repaid by the due date.

The committee may recommend to the Bank of New South Wales that it grant a supplementary loan. Interest is charged on the bank loan at a concessional rate.

Enquiries regarding all types of student loans should be directed to the students' loan fund officer, Registrar's department, extension 2112.

Information regarding loans and other forms of undergraduate financial assistance is posted regularly on the east bulletin board in the student administration branch.

PART II ADMINISTRATIVE PROCEDURES

The student administration branch in the Registrar's department maintains details of individual student enrolments and any variations thereto, publishes the official class and examination timetables, makes appropriate arrangements for the conduct of examinations and publication of results and compiles a full record of each student's academic progress. Students are invited to call at the branch for information on all aspects of their enrolment and progress and for general information on a variety of matters such as the Tertiary Education Allowance Scheme (TEAS), transport timetables and travel concessions. The student administration branch is located on level 2 of the south building and is open from 9 am to 5 pm, Monday to Friday.

Other queries may be directed to the appropriate student advisory service: health service, counselling service, careers advisory service, student housing service; or to an adviser of studies. Refer to the index for details.

ENTRANCE REQUIREMENTS

A prospective student must satisfy or be exempt from the university entrance requirements specified by the Victorian Universities and Schools Examination Board. The normal entrance requirement is grade D or higher in at least four higher school certificate examination subjects, including English, obtained at one sitting.

In addition to the above normal entrance requirement for university entrance there are two other ways of satisfying entrance requirements. One method applies to persons who sit for the HSC examination whilst in full-time employment in Victoria; the other method applies to persons who are not less than 25 years of age in the year in which they attempt HSC subjects. Particulars of these special categories are set out in the VUSEB handbook obtainable from the secretary, VUSEB, 437 St. Kilda Road, Melbourne 3004.

In exceptional circumstances consideration may be given to a person seeking entry to the university who has not passed the English paper in the higher school certificate examination but has obtained meritorious results in other subjects in that examination, and has satisfied any prerequisite subjects specified for the School in which he or she wishes to enrol. Enquiries in the first instance should be directed to the admissions officer, telephone 478 3122 (extension 2738).

Attention is drawn to the prerequisites for entry to certain Schools and courses detailed under the Schools and Disciplines sections of this handbook.

COURSE PREREQUISITES 1975

Prerequisite subjects must be at grade D or higher at the Victorian higher school certificate examination or an acceptable equivalent unless otherwise stated. There is no minimum age requirement at La Trobe.

Agriculture: Chemistry and either physics or a branch of mathematics. Exceptions may be made in special cases. Diplomates from Dookie and Longerenong agricultural colleges or Burnley Horticultural College will be considered for selection but should seek an interview with the Dean or an adviser of studies before applying.

Behavioural Sciences: There are no special course prerequisites for admission to the Bachelor of Behavioural Science degree. However students intending to include science subjects in their degree are required to meet the subject prerequisites laid down by the science Schools.

Biological Sciences: Chemistry and at least one subject out of: physics, biology and any mathematics subject.

Education: Students are not admitted to first year. A student may enrol for education subjects either after completion of the first academic year in another School of the University or after the completion of a degree.

Humanities: There are no special course prerequisites.

Physical Sciences: *Either* two out of chemistry, physics, pure mathematics and applied mathematics; *Or* general mathematics and either chemistry or physics. Exceptions might be made for students who obtain very high marks in the examination as a whole.

Social Sciences: There are no special course prerequisites.

HOW TO APPLY

Application forms (form A) have been distributed to all Victorian secondary schools presenting candidates for the higher school certificate examinations.

A prospective student who is not attending a Victorian secondary school may obtain the appropriate form (form B) from the secretary, Victorian Universities Admissions Committee, 11 Queens Road, Melbourne 3004.

All applications close on 1 November 1974.

ADMISSIONS ADVICE

An applicant who seeks advice should contact in the first instance the Admissions Office (telephone 478 3122, extension 2738).

OFFER OF A PLACE

Offers are made through VUAC and will include details of dates on which prospective students should attend for interview and to complete the enrolment procedure.

ENROLMENT PROCEDURE

NEW STUDENTS (other than postgraduates)

Upon receipt of an offer which is to be accepted a prospective student should attend on the prescribed date to:

- (1) discuss the proposed course with an adviser of studies;
- (2) complete the registration of enrolment and other associated forms;
- (3) pay the general service fee;
- (4) have a photograph taken for a student card.

CONTINUING STUDENTS (other than postgraduates)

A student who wishes to continue in 1975 a course commenced in any School except Agriculture must seek an interview with an adviser of studies. Details of arrangements for interviews will be posted on the official notice board during October and sent to each student enrolled in 1974 and any other person previously enrolled who has secured permission to re-enrol in 1975.

Completion of the enrolment procedure requires that the following action be taken:

- (1) submission of the prescribed forms through the office of an adviser of studies;
- (2) payment of the annual general service fee by the end of the first week of first term;
- (3) notification of a residential address for official correspondence by the same date;
- (4) presentation of the student card to student administration branch for updating.

An application for re-enrolment may be rejected if there are any outstanding debts, including fees, from the previous year of enrolment.

A late enrolment charge of \$10 will be imposed if a continuing student fails to complete the re-enrolment procedure by the prescribed date.

POSTGRADUATES (and Masters Preliminary)

(1) Admission to a Course

Details of the application procedure and the appropriate forms are available from the Graduate Studies officer (level 3, centre, south building). An applicant who is accepted as a candidate will be advised of the enrolment procedure in a letter notifying the approval and terms of candidature.

(2) Continuing Enrolment

A student who is expected to continue a candidature in 1975 will be sent enrolment papers, by post, in December 1974. A late enrolment charge of \$10 will be imposed if the procedure is not completed by the prescribed date.

RESERVED PLACE — NEW STUDENTS

A student who has received an offer and:

- (a) wishes to defer entry to the University for a year or,
- (b) has completed the enrolment formalities and decides, before the end of the fourth week of first term, that entry should be deferred for a year, should complete and lodge an *Application for a Reserved Place*.

DEFERRED RE-ENROLMENT

A student, attending in 1974, and who wishes to defer re-enrolment beyond 1975 should complete an *Application for Deferment*.

Such an application may be made:

- (1) before release of examination results, in which case the application will not be processed until examination results are known;
- (2) before re-enrolment formalities have been completed, but after examination results are available;
- (3) after re-enrolment formalities have been completed but no later than the end of the first week of first term.

COMPLEMENTARY COURSE ENROLMENTS

A student may be allowed to take a subject at the University of Melbourne or Monash University concurrently with his enrolment at La Trobe University. This is known as a complementary course enrolment.

A student enrolling for a complementary course will normally be required to pay the annual general service fee appropriate to La Trobe University and will be exempt from payment of any fees at the other university. Enquiries should be directed to the student administration branch (extension 2062). A form *Application for Enrolment in a Complementary Course* must be completed and endorsed by an adviser of studies.

TRANSFER FROM ONE SCHOOL TO ANOTHER

NEW STUDENTS — TRANSFER OF AN OFFER

A student who has received an offer in one School within the University may apply for transfer to another School. This may be done during the initial interview at the enrolment centre by discussion with an adviser of studies in the School to which the transfer is sought. In some instances the

transfer will be approved immediately and the student must complete the normal enrolment procedure in the new School. In other cases the student must complete an *Application to Transfer an Offer* and this will be considered by the appropriate selection committee. The student will be advised of the decision and invited to complete the enrolment procedure for the new School if the application is successful.

CONTINUING STUDENTS

A re-enrolling student who seeks to transfer from one School to another within the University should seek an interview with an adviser of studies in the School to which the transfer is required. An *Application to Transfer to another School within the University* should be completed together with a re-enrolment procedure in the new School. In some instances the transfer application may be immediately approved. Otherwise the student will be subsequently advised of the result of his application and of any further action required to be taken.

VARIATION OF ENROLMENT

An accepted enrolment may be varied by the deletion of a subject (or subjects) and the inclusion of another subject (or subjects) or alteration of a course. A variation of an enrolment will be accepted until the end of the fourth week of first term. A form *Variation/Withdrawal of Enrolment – 1975* must be completed, approved by an adviser of studies, and lodged with student administration branch. The approval of the Dean of the School is required if a variation, relating to the substitution of one subject for another, is lodged after the fourth week of first term.

WITHDRAWAL OF ENROLMENT

NEW STUDENTS Withdrawal of acceptance of an offer (prior to end of fourth week of first term)

Should a new student who has already enrolled receive, and wish to accept, a later offer from:

- (a) another School within this University, or
- (b) another tertiary institution

or decide not to proceed with an offer already accepted at this University, a form *Withdrawal of Acceptance of an Offer* obtainable from student administration branch, should be completed and lodged with that branch.

The withdrawal is valid only if lodged before the end of the fourth week of first term. If a form is lodged after this date suitable evidence may be required to indicate that the student has not attended at all or has not attended since the end of the fourth week of first term.

NEW STUDENTS After fourth week of first term

CONTINUING STUDENTS After first week of first term

A student may apply to withdraw an enrolment by completing a *Variation/Withdrawal of Enrolment – 1975* form which is available from advisers of studies or student administration branch. Whilst not obligatory, it is suggested that a withdrawal should be discussed with an adviser of studies.

A withdrawal is not effective until the end of the week in which the form is received at student administration branch. Informal discussion with members of staff does not constitute an effective withdrawal. The student card must also be surrendered. A withdrawal will be recorded as a failure at the discretion of the chairman of examiners for that subject if the department concerned has already offered the major part (normally two-thirds) of the content of the subject.

A student may submit reasons in support of a request that a withdrawal in a subject be not counted as a failure.

PERMISSION TO RE-ENROL – ALL STUDENTS

An application for permission to re-enrol in a subsequent year may be lodged by:

- (a) a new student who completes a withdrawal of enrolment after the end of the fourth week of first term, or,
- (b) a continuing student who completes a withdrawal of enrolment after the end of the first week of first term.

A form for this purpose is available at student administration branch. The decision of the Dean of the School will be advised by mail. Should the application not be approved the student is given the option of reviving his enrolment.

RESIDENTIAL ADDRESS FOR OFFICIAL CORRESPONDENCE

The University requires a current residential address for official correspondence. An address such as 'C/- PO Box' is not acceptable; a non-resident student may not specify a La Trobe University college address or C/- a University department.

A change of this address must be submitted to the student administration branch on a *Change of Address* form. A student must also submit his student card at this time so that the address on the jacket may be altered.

STUDENT CARD

Each student will be issued with a student card. The card is issued during the first year of enrolment and updated for each year that the student enrolls

at the University. It is part of the registration procedure for a photograph to be taken during the first year; the student card is a by-product of this process.

The card must be returned to the student administration branch for amendment if a student changes his address. If the card is lost, the loss should be reported to the student administration branch without delay. A new card may be obtained on payment of a charge of \$1. A damaged jacket will normally be replaced free of charge. Without a current student card a student may not be permitted to use the University library or the Union.

OFFICIAL NOTICE BOARD

The official notice board is located on the second level of the south building; it is in two sections outside the student administration branch. Students are advised to inspect the official notice board at least once every week of each term. Annual examination results (pass grades only) are posted on the official notice board.

GENERAL SERVICE FEE

A general service fee is payable by all students enrolled in the University. The fee for 1975 will be \$84 (full time) and \$64 (part time).

A student enrolling for the first time in 1975 will also be required to pay a Union joining fee of \$20 (full time) and \$15 (part time).

REFUND OF GENERAL SERVICE FEE

A student enrolled in the University for the first time who withdraws before the end of the fourth week of first term may receive a refund of the fees paid. A student previously enrolled in the University who withdraws before the end of the first week of first term may receive a refund of the fees paid.

Note: A refund will not be made until the student card has been returned.

EXAMINATIONS

A student may present for examinations only in subjects for which an effective enrolment has been maintained and where progress during the year has been considered satisfactory by the department concerned. It is most important that student administration branch be advised of any change in enrolment immediately such change takes place.

EXAMINATION TIMETABLE

A provisional annual examination timetable will be placed on the official

notice board towards the end of second term. Students should study the timetable and advise should any clashes occur. A form for this purpose is available at student administration branch and must be lodged as soon as possible after the publication of the provisional timetable.

The final annual examination timetable is released towards the end of September when copies may be obtained from student administration branch, the Library or College offices.

Departments will advise students of times and venues for examinations to be held other than during the annual examination period.

SPECIAL CONSIDERATION FOR ILLNESS OR OTHER DISABILITY

A student who considers that his performance in examinations or course work has been or will be impaired by illness or other cause may seek special consideration by submitting an application together with appropriate medical evidence and/or other supporting statements. It is desirable that a disability be reported as soon as possible after its occurrence. Forms are available at student administration branch.

EXAMINATION GRADES AND RESULTS

The pass grades adopted by the University for the final assessment of each undergraduate pass or honours subject are: A: 80 to 100 per cent. B: 70 to 79 per cent. C: 60 to 69 per cent. D: 50 to 59 per cent. P: ungraded pass. NC: pass conceded.

The final assessment of honours-year work may be one of: H1: first-class honours. 2A second-class honours, division A. 2B: second-class honours, division B. H3: third-class honours.

In certain cases an aegrotat pass may be awarded. This is indicated by an asterisk immediately following the grade — e.g. D*. Other grades are detailed in memoranda of results.

Annual examination results (pass grades only) are posted on the official notice board. Memoranda of results are normally available at student administration about mid-December. Those memoranda not collected within seven days are posted to students' residential address for official correspondence. It is important that any change of address from that which has been recorded during the year should be advised to student administration.

CLASS TIMETABLE

Copies of the timetable will be available at the several re-enrolment and enrolment centres.

The timetable should be consulted before seeking approval of the proposed enrolment.

Amendments to the timetable are posted on the official notice board (level two, south building)

TRANSCRIPT OF AN ACADEMIC RECORD

Application for an academic record should be made at student administration. The cost is \$1.00 for the first copy and 20 cents for each additional copy. In normal circumstances academic records may be collected twenty-four hours after the application is lodged. Mail requests may be made and should include the appropriate remittance.

GRADUATION – CONFERRING OF DEGREES AND DIPLOMAS

A student entitled to have a degree or diploma conferred is required to complete a form *Conferring of an Award* which is available at student administration. The student may nominate intention to attend the graduation ceremony or to have the award conferred *in absentia*. All Diploma in Education awards are conferred *in absentia*.

A student who has met the requirements of a particular degree or diploma shall not be entitled to have that degree or diploma conferred unless:

- (a) all prescribed fees for the course have been paid, or arrangements satisfactory to the University have been made regarding such payment;
- (b) fines and impositions, if any, due by the student have been paid in full; and
- (c) any other financial obligations to the University have been met.

ARMORIAL BEARINGS



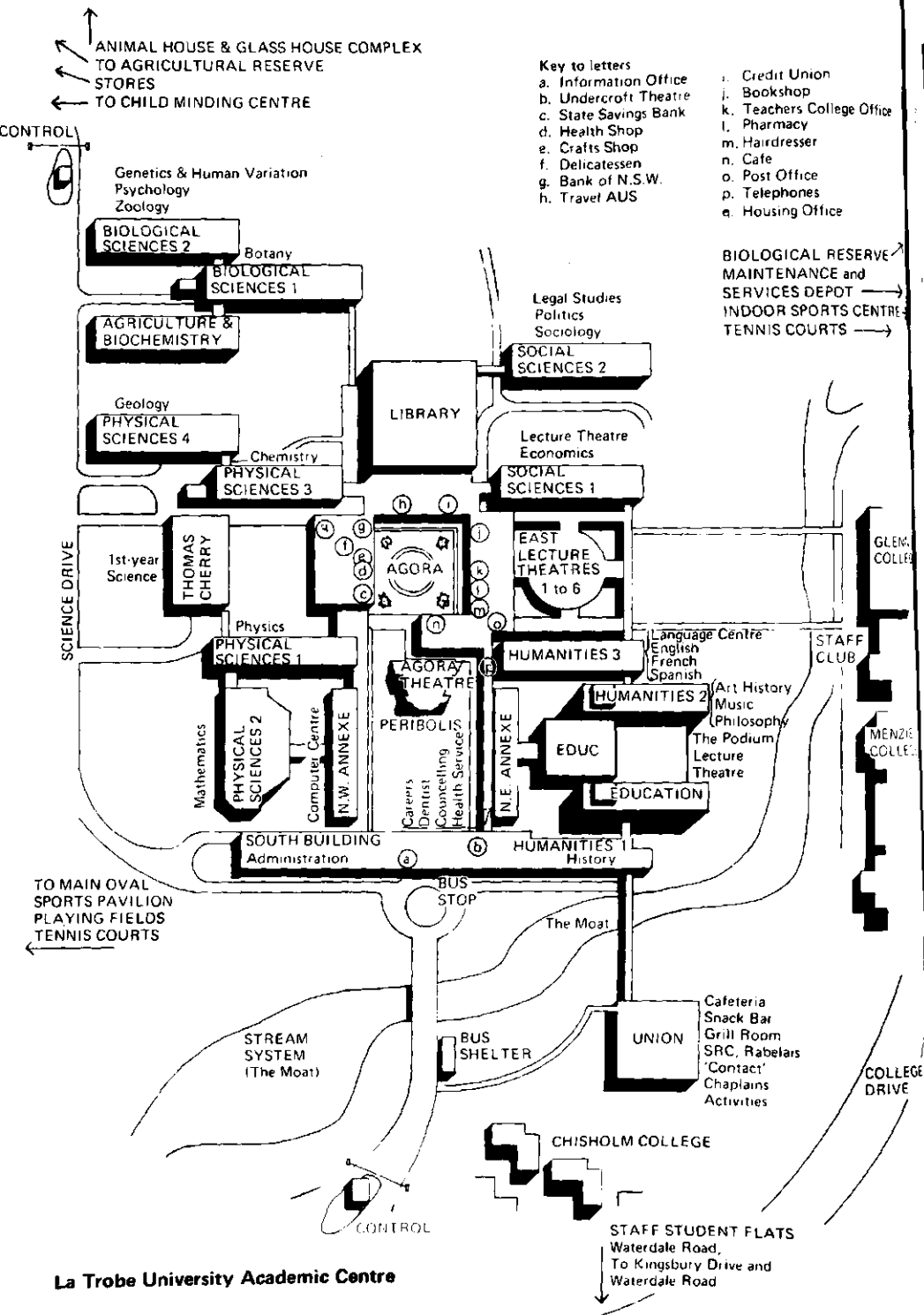
The official description of the University's armorial bearings is 'For the Arms, Argent, a chaplet of common heath proper tied azure and circling in chief a Book expanded also proper leathered Gules, over all on a fesse of the last three Escallops Silver, and for the Crest on a Wreath Argent and Gules a Parchment Scroll perched thereon an Australian Wedgetailed Eagle, wings addorsed and inverted proper, the dexter claw supporting an Escallop of the Arms. The Mantling is Gules doubled Argent and the Motto – "Qui cherche trouve" '.

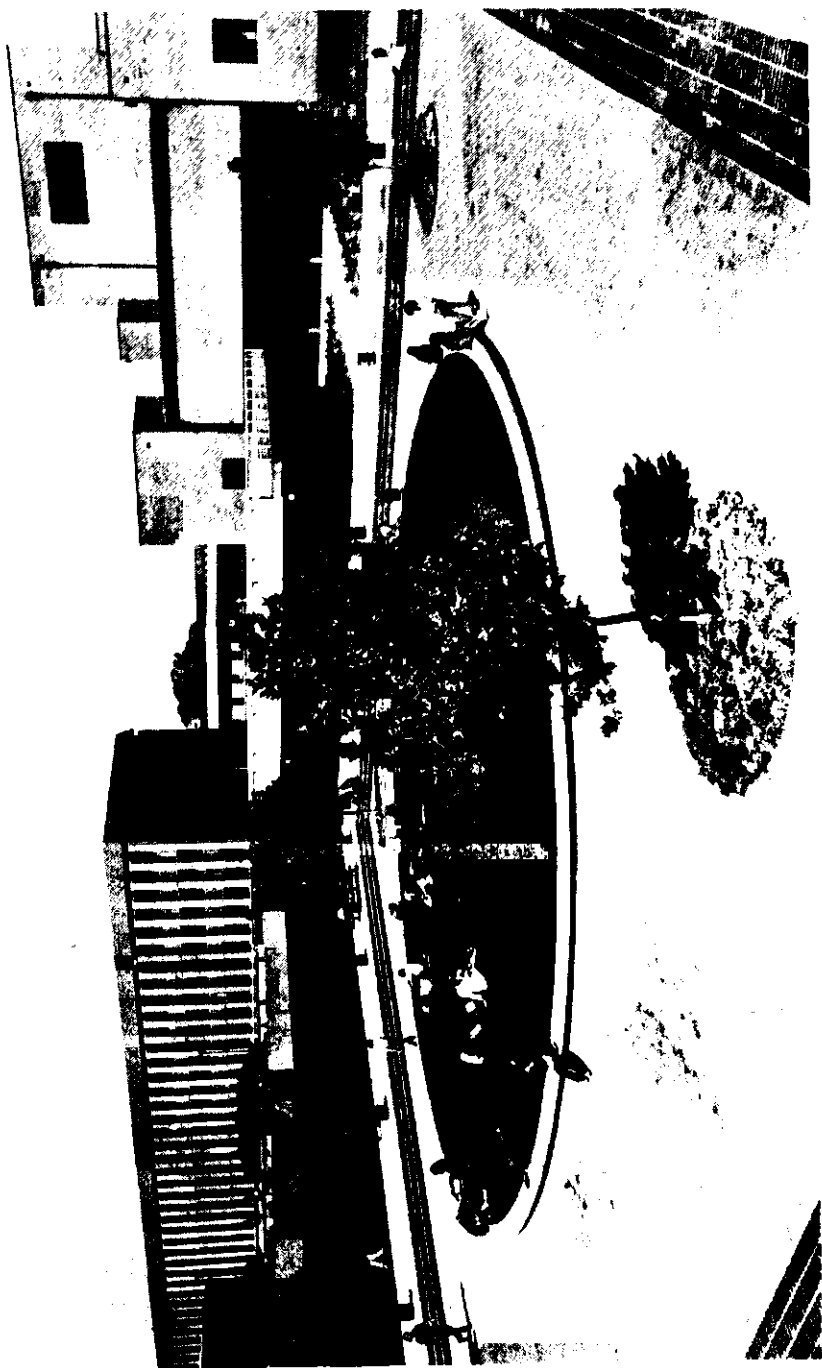
Australia is represented by the wedge-tailed eagle and Victoria by the sprigs of heath, the State's floral emblem. The open book symbolises learning and the scallop shells, which symbolise pilgrimages, are a reference to the armorial bearings of the La Trobe family.

The French motto 'Qui cherche trouve' (He who seeks will find) is a modern version of the La Trobe family motto.

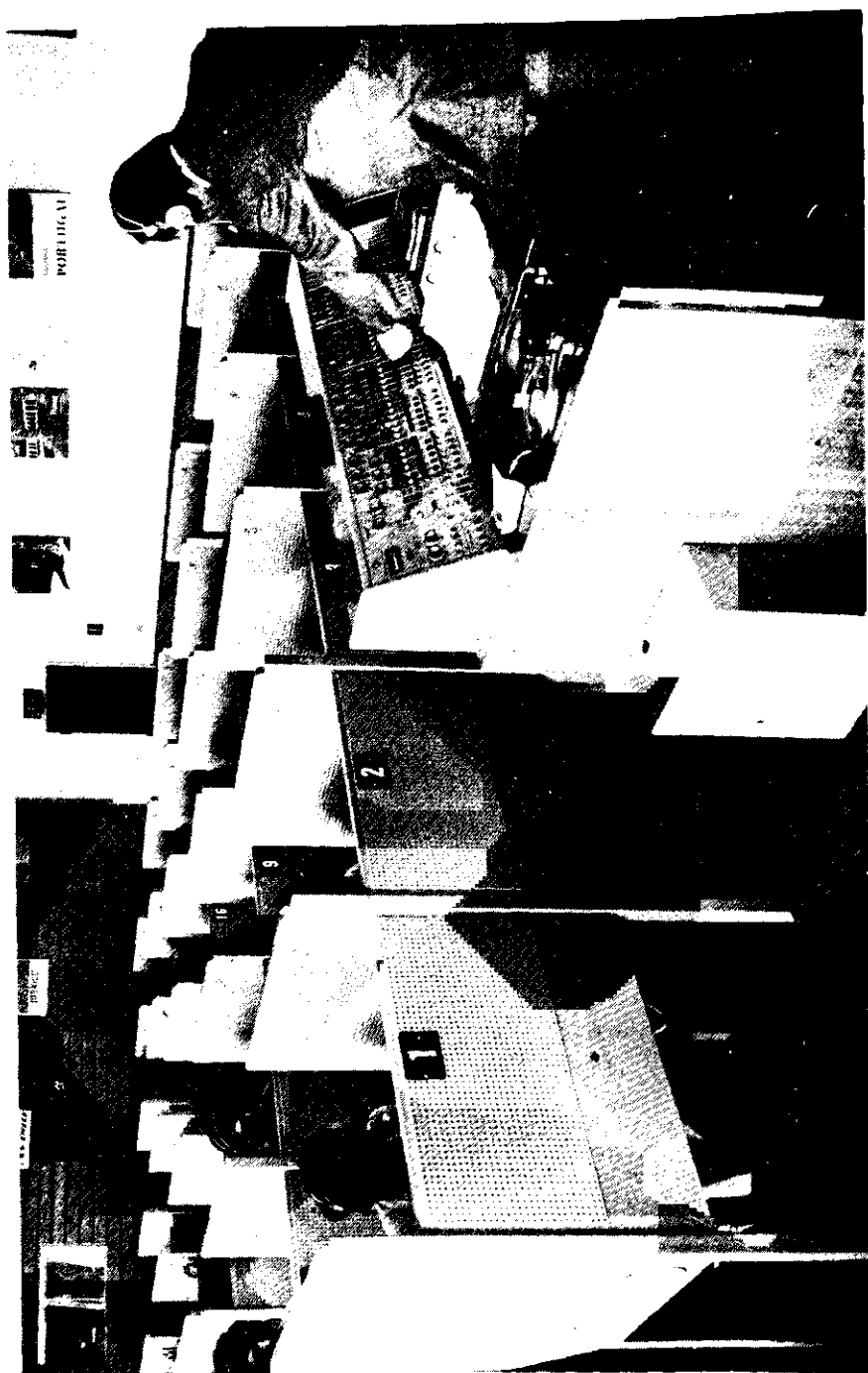


Aerial Photograph

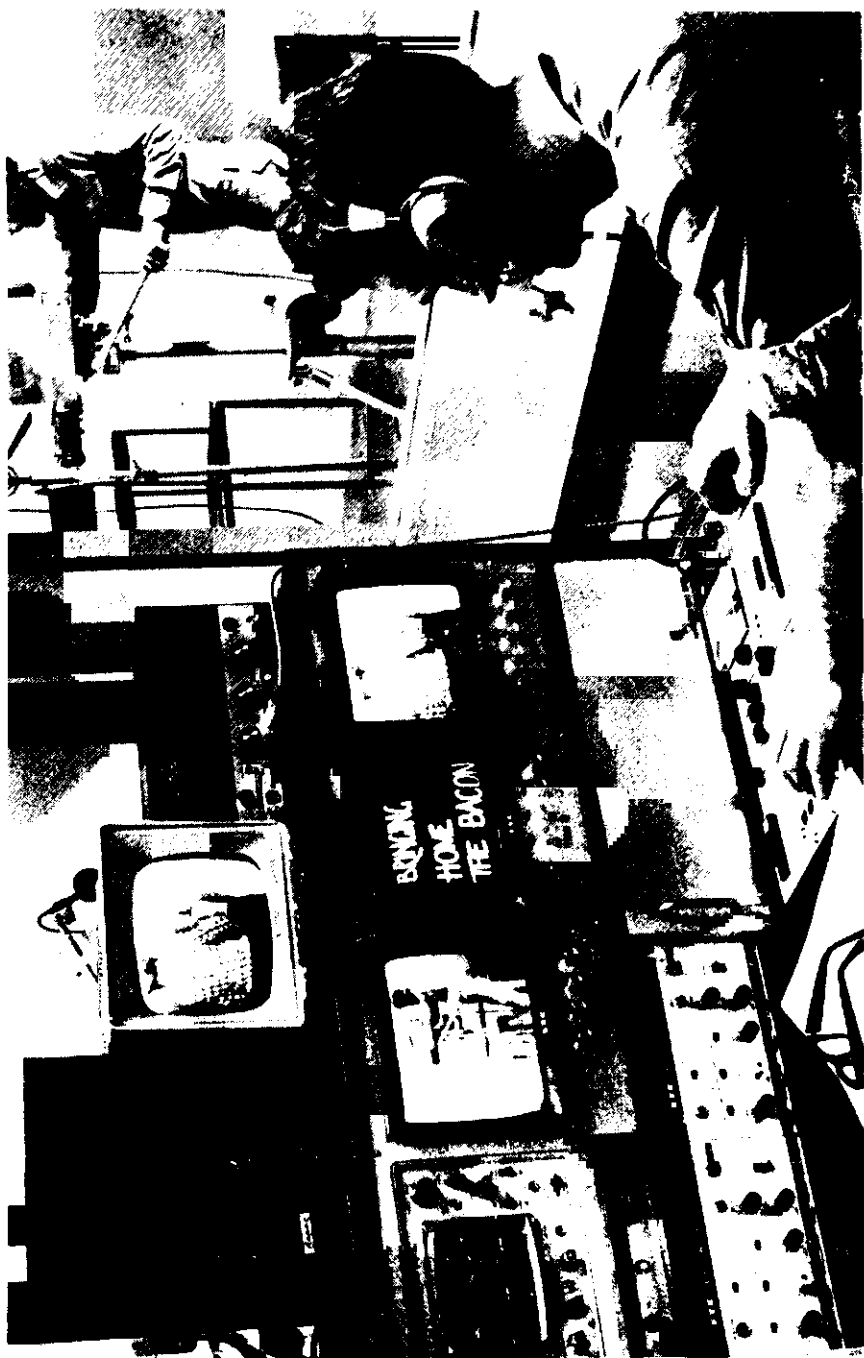




The Agora



Language Laboratory



Film Making in the Media Centre



Glenn and Menzies Colleges

PART III SCHOOL OF BEHAVIOURAL SCIENCES

The School of Behavioural Sciences was founded in 1973 and consists of the departments of genetics, psychology, sociology and zoology. Plans are under consideration for the addition of new departments at the senior undergraduate and postgraduate levels. These additions will include:

Clinical Psychology

A clinic has been established in the psychology department to provide teaching and research facilities in clinical psychology, which are normally available for honours and graduate students in the School of Behavioural Sciences.

In 1976 it is hoped the postgraduate course in clinical psychology will be available to graduates of this and other universities to enable them to obtain registration as professional psychologists.

Social Work

A limited number of graduates, who have completed an undergraduate course including psychology and sociology, will be admitted to a social-work course in 1976.

Occupational Psychology and Sociology

A course is proposed in occupational psychology and sociology, and plans are being made for it to commence in 1976, but no details are available at present.

DEGREE STRUCTURES INCLUDING PSYCHOLOGY

STUDENTS ENROLLED IN THE SCHOOL OF BEHAVIOURAL SCIENCES

(a) The School of Behavioural Sciences offers a course leading to a Bachelor of Behavioural Science degree (B B Sc) with a major in psychology. There are no prerequisites for entry to the School, but students intending to enrol in subjects provided by the Schools of Biological Sciences and Physical Sciences are required to meet the prerequisites laid down by those Schools.

The pass course requires three years of full-time study. An extra year of study is required for the honours degree, and may lead to registration as a professional psychologist after further postgraduate training or supervised experience.

(b) The pass degree comprises nine units and includes:

- (1) a sequence of three psychology units, at least one biology unit and at least one sociology unit;
- (2) not more than four units are taken at first-year level and at least two units are required at third-year level;
- (3) a student is not normally allowed to take more than three units from

outside the disciplines of genetics, psychology, sociology, and zoology; but other units may be permitted in special cases with the approval of the board of studies.

(c) At the end of first year, students may enrol for a Diploma in Education course taken concurrently with the degree course.

(d) The following subjects are available within the School of Behavioural Sciences:

First year. Psychology I, Behavioural Biology IT, Biology IB, Sociology I.

Second year. Psychology II, Genetics II, Sociology II, Zoology II.

Third year. Psychology III, Genetics III, Sociology III, Zoology III.

STUDENTS ENROLLED IN OTHER SCHOOLS

Students enrolled in Schools other than Behavioural Sciences should, of course, comply with the degree structure of their respective Schools. Such students should, however, note the next paragraph.

Concurrent Study of Biology

We feel that the fullest understanding of behaviour and of psychology requires some background in biology, therefore students enrolled for the B B Sc degree are required to pass in a biology unit. However, students enrolled in other Schools and who are taking Psychology I are strongly advised to include a biology unit in their first-year studies also. Those students who wish to go on to higher-year studies in biology (and who have the necessary prerequisites) should take Biology IB, but those students who are seeking a grounding in biology as background to studies in psychology should take Behavioural Biology IT, which is a one-year course especially designed to give the appropriate background for students in behavioural sciences. Some B B Sc students may choose to do both courses.

Neither biology unit is a prerequisite for entry to Psychology II, and students in Schools other than Behavioural Sciences may go on to higher studies in psychology without them, however it is our advice that an introduction to modern biology will complement and assist study in psychology. Further it will be assumed that students who elect to take Psychology II have completed the Behavioural Biology IT unit. Thus, taking this biology subject as part of the first-year course both complements the studies in psychology and keeps the options open for second and third-year studies.

CONCURRENT COURSES IN EDUCATION

Since 1973 at La Trobe University a concurrent course has been offered leading to the award of a Bachelor degree and a Diploma in Education and the following are some of the patterns possible in the School. Other patterns may be developed in consultation with advisers of studies of the School of Behavioural Sciences:

Pattern of courses possible with a B B Sc

Year	Major Subject	Minor Subject	Third Subject	Education
1	Psychology I	Sociology I	Behavioural Biology 1T	—
2	Psychology II	Sociology II	—	Education II
3	Psychology III	Sociology II (2 x ½ units)	—	Education III
4	—	Sociology III	Sociology III (2 x ½ units)	Education IV

Year	Major Subject	Minor Subject	Third Subject	Fourth Subject	Education
1	Psychology I	Biology IB	Sociology I	Maths I	—
2	Psychology II	Zoology II	—	—	Education II
3	Psychology III	—	—	Maths II	Education III
4	—	Zoology III	—	—	Education IV

B B SC (HONOURS) AND HIGHER DEGREES

Students wishing to obtain the degree of B B Sc (honours), M Sc, or Ph D may be accepted by the department of psychology provided their previous academic record is of high standard. Approval of the board of studies is required. Prospective candidates should contact the chairman of the department for further information.

Details of the psychology courses offered in 1975 are shown in the disciplines section of this handbook.

PART IV SCHOOL OF EDUCATION

The School of Education offers courses at the diploma, Bachelor and higher degree levels.

In the diploma program, the School has two courses — a concurrent course in which the degree and diploma are gained after four years of study, with Education II, III and IV taken in the last three years; and a one-year diploma course following a Bachelor's degree.

Quotas are at present operating in the one-year course and also in the concurrent course.

CONCURRENT COURSES IN EDUCATION

Since 1970 a concurrent course has been offered, leading to the award of a Bachelor degree and a Diploma in Education. In Humanities, Social Sciences and Behavioural Sciences, education is taken as one third of the student's time over the second, third and fourth years. In Agricultural Science, education is one-third of the student's time over the third, fourth and fifth years.

PART-TIME STUDENTS

The School of Education does not make provision for part-time students in the one-year Dip Ed course. However, graduates who wish to take a Dip Ed part-time may do so by taking the three years of the concurrent course. In unusual cases, this may be completed in two years. It should be noted that the part-time course work takes place in normal university hours and that there are no evening lectures. Enquiries for the part-time course should be made to the Sub-Dean of the School of Education or to student administration. Application forms are available from either of the above and are returnable to the Victorian Universities Admissions Committee, 11 Queens Road, Melbourne by 5 pm on Wednesday 18 December. Late applications will be accepted up to 5 pm on Tuesday 7 January 1975 but a late application fee of \$5 will be payable.

CONTENT OF CONCURRENT COURSES

EDUCATION II

An integrated course consisting of:

Problems of Education — documented studies of the major problems of education treated in an introductory theoretical fashion; one-and-a-half hour tutorial a week.

Theory and Practice of Education — a practical treatment of problems treated in the above; one-and-a-half hour workshop a fortnight.

Practical Experience — 13 days observation in schools providing background for the workshops and introducing students to the school environment.

Note: The School of Humanities at present permits Education II to be counted as a subject towards the Bachelor degree of those students who do not wish to go on with a Diploma in Education.

EDUCATION III

Electives — chosen from groups with psychological, sociological, philosophical or comparative bases. One a term; one-and-a-half hour tutorial a week.

Theory and Practice of Education — Methods A and B, terms 1 and 2; one hour tutorial a week.

Practical Experience — 15 days in schools teaching two periods a day.

EDUCATION IV

Electives and Project Work — a task concept with students and staff identifying the problems to be studied in more depth; one-and-a-half hour seminar a week.

Theory and Practice of Education — Methods A and B, terms 1 and 2; one hour tutorial a week.

Practical Experience — 17 days in schools teaching two periods a day.

OPTIONS

In each of the three years, opportunities will be available for students to follow voluntary options in which they are interested, e.g. film criticism, drama, arts and crafts, music, etc.

COURSE COMMENCEMENT DATE

As is the practice in all professional Schools, such as education and medicine, the starting time for Education II will commence before the normal academic year. For 1975, this will be 9.30 am Wednesday 5 March 1975 in east lecture theatre 2. Education III and Education IV will commence on Monday 10 March 1975.

ENROLMENT

Students wishing to enrol in the Education II course should consult advisors of studies in both Education and the School in which they are enrolled at the normal re-enrolment times.

EDUCATION

Patterns of Possible Concurrent Courses

SCHOOL OF AGRICULTURE

Year 1	Normal first-year subjects		
Year 2	Normal second-year subjects		
Year 3	Agriculture IIIA	Agriculture IIIB	Education II
Year 4	Agriculture IIIC	Parts of Agric. IVA & B	Education III
Year 5	Agriculture IVC	Remainder of Agric. IVA & B	Education IV

SCHOOL OF BEHAVIOURAL SCIENCES

Pattern of courses possible with a B B Sc

Year	Major Subject	Minor Subject	Third Subject	Education
1	Psychology I	Sociology I	Behavioural Biology IT	—
2	Psychology II	Sociology II	—	Education II
3	Psychology III	Sociology II (2 x ½ units)	—	Education III
4	—	Sociology III	Sociology III (2 x ½ units)	Education IV

Year	Major Subject	Minor Subject	Third Subject	Fourth Subject	Education
1	Psychology I	Biology IB	Sociology I	Maths I	—
2	Psychology II	Zoology II	—	—	Education II
3	Psychology III	—	—	Maths II	Education III
4	—	Zoology III	—	—	Education IV

SCHOOL OF HUMANITIES

Year	Major Subject	Minor Subject	Third Subject	Education
1	one	one	one	—
2	one	one	—	Education II
3	one (or two)	none (or one)	—	Education III
4	one (or two)	none (or one)	—	Education IV

SCHOOL OF SOCIAL SCIENCES

The following patterns are typical of the average course structure for concurrent students in the School of Social Sciences. Other acceptable patterns may be established.

A will be a major disciplinary area, B and/or C will be minor areas.

Year 1	AI	BI	CI
Year 2	AII	BII or CII	Education II
Year 3	AII	AIII	Education III
Year 4	AIII	many options as at present	Education IV

Year 1	AI	BI	CI
Year 2	AII	BII or CII	Education II
Year 3	AII	many options as at present	Education III
Year 4	AIII	AIII	Education IV

Year 1	AI	BI	CI
Year 2	AII	AII	Education II
Year 3	BII or CII	AIII	Education III
Year 4	AIII	many options as at present	Education IV

ONE-YEAR COURSES, DIPLOMA IN EDUCATION

The one-year course leading to the award of a Diploma in Education is provided for graduate students. In 1975 it is planned to work in four or five

EDUCATION

groups with an allocation of staff to each group. Students will be given an opportunity to elect the particular course they desire to undertake. However, there can be no guarantee that all students will get their first choice.

APPLICATIONS

Application forms for the one-year course are available from Victorian Universities Admissions Committee, 11 Queens Road, Melbourne, 3004, telephone 267 1877 or Student Administration La Trobe University, Bundoora, 3083, telephone 478 3122.

The closing date for applications is 5 pm on Wednesday 18 December 1974. Late applications will be accepted up to 5 pm on Tuesday 7 January 1975, but a late application fee of \$5 will be payable.

COURSE COMMENCEMENT

The one-year course will commence on Monday 3 March 1975.

PRIMARY TEACHING

Places are available in some of the one-year Dip Ed courses for students who wish to become primary teachers. These students take similar courses to other students. The main differences are that they take 'primary method' instead of specific secondary methods, and that their school experience will take place in primary schools rather than in secondary schools.

DETAILS OF COURSES

Further details of these Dip Ed courses will be issued to prospective candidates in November 1974 on application to the School of Education.

TEACHING PRACTICE (one-year and concurrent students)

The requirement for all Diploma in Education courses is a *minimum* of 45 days in the schools (approximately 15 days for each year in the concurrent course).

All students are required to keep the following records of their work in the schools:

Log Book: A small pocket notebook in which the days attended at the school are entered. This is to be signed by the teaching practice organizer in the school at the end of each week. This record is most important particularly when there is some dispute between the school and the student as to the days attended. It must be available for inspection by visiting tutors from the School of Education.

Observation Folder: A loose leaf foolscap sized folder in which all observation comments and interviews are filed. Students are expected to undertake an extensive program of observation during their times spent in the schools.

Teaching Practice Folder: This loose leaf foolscap sized folder is to contain all plans of lessons taught whether to individuals, small groups or to whole classes. They must be kept in sequence and should contain your own evaluation of each lesson as well as the supervisor's evaluation.

Note: Lesson plans must be presented to the supervisor or tutor before each lesson and the complete folder will be required from time to time for perusal by the methods staff.

SCHOOL ATTENDANCE

Students are required to spend the whole day in the school to which they are attached. While at the school, students are under the control of the school principal. Schools and the School of Education must be informed in advance when students are absent for any reason.

BACHELOR OF EDUCATION (COUNSELLING)

Entry Requirements

A person enrolling for B Ed (Counselling) shall:

- (a) possess a degree with a major study in psychology, and
- (b) possess an education or counselling qualification of the equivalent of one full-time year of study, or
- (c) have completed two years in approved experience as a counsellor, or
- (d) possess qualifications and/or experience which in the opinion of the board of studies are equivalent to the requirements of (b) or (c) above.

The applicant for enrolment shall also be required to complete a satisfactory enrolment interview.

Course Description

It will be a degree to be called Bachelor of Education (Counselling). The first year will have an equal, three way division between practicum, foundations of counselling theory, and counselling and education (B Ed electives). The second year will involve an internship of students in selected placements and one 3-hour practicum discussion group a fortnight. There will also be a requirement of a critical essay or short thesis of an exploratory research nature.

Duration of Course

It is expected that most students will complete the course within two years

and in the form stated in the Course Description (above). Of the twenty students in each year's intake, it is expected that only five will take three years to complete it part-time. For these people the counselling and education options will all be taken in one separate year.

Applications

Application forms are available from the student administration branch and the administrative officer of the School of Education. When completed, these forms should be returned to the Registrar, La Trobe University, Bundoora, 3083.

New Students

The closing date for receipt of applications for admission to the B Ed (Counselling) course is 10 December, 1974. Those formally qualified for acceptance will be interviewed in December for selection. Students will be notified of interview times by registered mail.

Course Commencement

The course commences on 3 March, 1975. Course time-tabling will be concentrated on Thursday and Friday of each week in the academic year.

Deferment, Withdrawal and Variation Procedures

These conditions are the same as those for the Bachelor of Education degree.

COURSE OUTLINE**YEAR ONE: STUDY AREA**

Counselling Practicum		Professional Practice	Theory	Counselling and Education
Term I	Group study of counselling theory	Inspection of institutions in which counselling is carried out and in which special interest areas exist e.g. psychological assessment, special education, alcoholism ...	Society and Counselling,	A sequence of three components to be taken from those offering in the B Ed course and which are considered relevant to counsellor training.
Term II	Group dynamics (leadership, membership, social applications).		Group applications of counselling theory.	
Term III	Individual and small group therapeutic learning.		Individual applications of counselling theory.	

YEAR TWO: STUDY AREA

Internship		Practicum Discussion Group	Research Experience
Term I	Placement in three differing counselling contexts, one-and-a-half days a week, changing each term.	Group discussion, involving supervisors, internees and staff in critical evaluation of counselling effectiveness. An examination of criteria to be used. Empirical and theoretical bases. One half day a fortnight.	Research proposal or essay topic, to be presented.
Term II			Data collection or reading for essay.
Term III			Synthesis and documentation.

COURSE CONTENT

COUNSELLING PRACTICUM: YEAR ONE (three hours a week)

First Term

The practicum will explore at the counselling level, the implications of the concepts arising from the counselling theory program. For example, from psychoanalytic theory, humanistic psychology and reality therapy, the issues of transference, relationship and contract, could be differentially examined.

There will be opportunity for observation within the professional practice section. In the practicum, the issues will be examined using simulation and resolution of real issues in co-counselling triads and small groups. Audio and video tape recordings will be used to help increase the participants' understanding of their personal counselling styles.

Second and Third Terms

The focus of the study will transfer to that of the full group interaction and will examine issues such as: leadership — its nature, reality, and behavioural correlates; membership — cohesion, co-operation. Use will be made of experiences designed to enhance and deepen interpersonal awareness and creativity through dance, gestalt exercises, art, music and sculpture.

Preliminary Reading

Berne, E. *Principles of Group Treatment*, Oxford Univ. Pr., New York 1968

Biou, W.R. *Experiences in Groups*, Tavistock, London 1961

Cooper, C.L. and Mangham, I.L. *T. Groups. A Survey of Research*, Wiley, Sydney 1971

Egan, G. *Encounter Groups*, Brooks and Cole 1970: *Encounter Groups: Basic Readings*, Brooks and Cole 1970

Harris, T.A. *I'm O.K., You're O.K.*, Harper, New York 1969

Rogers, C. *On Encounter Groups*, Penguin 1972

Schiffman, I. *Gestalt Self Therapy*, San Francisco 1973

PROFESSIONAL PRACTICE: YEAR ONE (three hours a week)

The aim is to provide the students with a fairly wide range of contacts with community counselling practice. Visits would be planned for inspection in the following areas:

- programs with potential for social impact;
- hospitals;
- corrective and rehabilitative institutions;
- counselling in primary, secondary, technical, independent and tertiary education institutions;
- private practitioners of counselling;
- practitioners concerned with the specially handicapped.

There will be a continuing consideration given to theoretical issues as they arise from observation of practice in institutional visits; e.g. casework, individual appraisal, psychological testing and its usage, the idea of vocational development for individuals but also as provided for in the curriculum, the role of counselling in the institution. Where it is appropriate, supervisors will be asked to take part in the first-year theory seminars.

SOCIETY AND COUNSELLING: YEAR ONE (three hours a week)

First Term

The aim of this course is to bring the counsellor trainees into contact with the writings of sociologists and with particular reference to the concepts of deviation and pathology. In this way, counselling may come to be seen as occurring within social contexts and not in isolation. These students who wish to take this area of study further will be encouraged to consider the relevant units offered by other Centres in their *Counselling and Education* course work, e.g. *Family Influences*, *Curriculum Studies* etc.

Areas to be Covered

Grand theory — an examination may be made of the writings of people such as Spencer, Marx, Toennies, Comte and Weber.

Home Background influences — the work of people such as Martin Deutsch, Elanor Leacock, and Oscar Lewis would be examined.

School influences — writers relevant for study would include Rosenthal, Illich, Goodman and Silberman.

Special Interest Areas — sociology of counselling, ageing, feminism.

Preliminary Reading

Leacock, E.B. *The Culture of Poverty: A Critique*, Simon and Schuster, New York 1971

Nesbitt, R. *The Sociological Tradition*, Penguin 1972

Silberman, C. *Crisis in the Classroom*, Vintage, New York 1971

FOUNDATIONS OF COUNSELLING THEORY: YEAR ONE (three hours a week)

The aim of this theoretical study is to examine counselling theory as it has become manifest in the work of psychologists and to look at the philosophical and psychological traditions from which they may have been derived. The application of counselling theory to group settings will be examined in second term. Third term will be spent studying the individualized applications of counselling theory.

Second Term

Guidance — Super, Roe, Holland. The computer applications to information dispensing. Simulation of problem-solving strategies.

EDUCATION

Encounter groups – Rogers, Bradford, Gibb and Benne, Egan, Lieberman, Yalom and Miles, Clark

Family therapy, group communities – Synanon, Alcoholics Anonymous, communal living, Tavistock, Esalen.

Preliminary Reading

Bradford, L., Gibb, J. and Benne, K. T. *Group Theory and Laboratory Method*, Wiley, New York 1964

Buhler, C. and Allen, M. *Introduction to Humanistic Psychology*, Wadsworth, California 1972

Burton, A. *Encounter*, Bass, San Francisco 1969

Crites, J. *Introduction to Vocational Psychology*, McGraw-Hill, New York 1969

Fagan, J. and Shepherd, I.L. *Gestalt Therapy Now*, Science Behaviour, California 1970

Maslow, A. *Further Reaches of Human Nature*, San Francisco 1973

Osipow, S.H. *Theories of Career Development*, Appleton Century Crofts, New York 1968

Yablonsky, L. *Synanon: The Tunnel Back*, Penguin Baltimore 1969

Third Term

Diagnostic theorists – Thorne, Freud, Jung

Humanist-existential theorists – Rogers, Carkhuff, Maslow, Jourard, Janov, Berne

Gestalt theorists – Perls, Stevens, Fagan and Shepherd

Behaviourists – Wolpe, Ellis, Bandura, Lazarus and Lovas

Psychodrama – Moreno, Kahns

Chemotherapy

Rational-emotive therapy – Ellis

Reality therapy – Glasser

Play therapy

Preliminary Reading

Bugental, J.F.T. *Challenges of Humanistic Psychology*, McGraw-Hill, New York 1967

Carkhuff, R.R. *The Development of Human Resources*, Holt, New York 1971

Krumboltz, J.D. and Thoresen, C.E. *Behavioural Counselling*, Holt, New York 1969

Maslow, A. *Towards a Psychology of Being*, Van Nostrand, New York 1971

Perls, F. *Gestalt Therapy Verbatim*, Real People Pr. 1969

Patterson, C. *Theories of Counselling and Psychotherapy*, Harper, New York 1966

Rogers, C. *Client-Centred Therapy*, Boston, Houghton and Mifflin 1951

COUNSELLING AND EDUCATION: YEAR ONE (three hours a week)

The students will be required to take a sequence from within the Bachelor of Education course and to make that choice appropriate to the B Ed (counselling) degree; for example, curriculum studies, the study of innovation, creative education, task force, home school relations, etc.

INTERNSHIP: YEAR TWO (one-and-a-half days a week)

Each student to be placed with a counselling practitioner, who will involve the student meaningfully in his or her work.

Observation of the student's performance will be made by video or audio tape recordings of counselling performance, by rating from clients and supervisor and by physiological responses. It is required that the practical involvement of the student in the internship be documented.

Counselling is also to be carried out by the teaching staff. Similar observations will be made available to the practicum discussion group.

PRACTICUM DISCUSSION GROUPS: YEAR TWO (three hours a fortnight)

Groups which involve teaching staff, students and their supervisors in a review of the internship experience. The aim is the professional development of both the trainers and trainees through the integration of theory and practice.

RESEARCH EXPERIENCE: YEAR TWO (two hours a week)

This section of the course is designed to sensitize students to the problems of research and investigation into the counselling process. Students will be expected to acquire the ability to read research reports intelligently and to make informed choices as to the research styles appropriate to particular aspects of counselling.

A short thesis or an essay will be required. Total length 6,000 to 10,000 words. The thesis can be an empirical or naturalistic study. The essay can be one which is related to social science research methodology and which could, for example, examine the field and conclude with a detailed description of a research model, one which examines the theoretical implications of empiricism, or one which provides a critical analysis of theory and practice.

Preliminary Reading

- Babchuck, N. 'The role of the researcher as participant observer and participant observer in the field situation', *Human Organization*, 21 (3), 1962, 225-228
- Campbell, D. and Stanley, J. 'Experimental and quasi-experimental designs in education', in Gage, N.L. (Ed) *Handbook of Research on Teaching*, Rand McNally, Chicago 1963
- Oettinger, A. *Run, Computer, Run — The Mythology of Education Innovation*, Collier 1971

BACHELOR OF EDUCATION

Qualifications for Entry

A person enrolling for Bachelor of Education shall:

- (a) have qualified for a degree, diploma or similar credential in a program requiring at least three years of full-time study (or equivalent) at a university or other recognised tertiary institution; and
- (b) (1) possess a teaching qualification approved by the board of studies of the School of Education, the course for which is at least the equivalent of one year's full-time study; *OR*
(2) have completed at least three years of teaching or administrative work in an educational institution.

Notwithstanding the provisions of the foregoing paragraph the Academic Board, on the recommendation of the board of studies of the School of Education, may admit to candidature a person who possesses qualifications or experience or both which are in the opinion of the Academic Board equivalent to those required in the foregoing paragraph.

Course Requirements

The course is based on units, details of which are set out on the following pages. Each unit is taken over one term of nine weeks duration. A candidate must complete nine units for the degree. In certain cases more units may be prescribed or candidates may be accelerated as a result of outstanding performance, so that fewer units, but no less than nine, would be required. Such decisions could be made any time after completion of the first year of enrolment. Students will normally take one or two units a term – a maximum of six units a year. The minimum time in which the course may be completed is five terms and the maximum is ten terms part-time. The course is designed on a part-time basis, but in special cases, requests to take the course full-time may be considered. If you wish to make such a request, you should do so with a supporting letter accompanying your application for admission.

Students are asked to study the course-unit titles and details and complete the *Proposed Course Components* form for 1975. The proposals for units will not be binding but, taken with those for other applicants, will enable the School to assess the likely demand for units. To assist students, the following brief statement of the course structure is offered.

Units

Each student is required to take a course of three related units. These courses are offered by all centres. A student must take four units from one centre – this total may include a three-unit course as described above. Research practica (all centres) can be taken in any term providing the

prerequisites have been completed. Reading courses may also be arranged. Where prerequisites are required, they are stated in the unit outline.

Applications

Application forms and *Proposed Course Component* forms are available from the student administration branch and the administrative officer of the School of Education. When completed, these forms should be returned to the Registrar, La Trobe University, Bundoora, 3083.

New Students

The closing date for receipt of applications for admission to the B Ed course is 5 pm on 10 January 1975. If you are offered a place in the quota, this will be posted to you by 23 January. You are required to confirm your acceptance of the offer by 30 January. If further places become available, a second round of offers will be made.

Students are required to come to the School of Education on 12, 13 or 14 February 1975 for course advising, after which, and on these dates, students must complete their formal enrolment with the University.

Continuing Students

All continuing students must come to the School of Education for course advising on 11 or 12 December 1974 after which, and on these dates, students must complete their formal re-enrolment with the University.

Course Commencement

The B Ed course commences on 3 March 1975. Unless otherwise notified, all classes are held in the evenings commencing at 5 pm and are of approximately three hours duration.

Deferment, Withdrawal and Variation Procedures

If intending for some good reason to discontinue or vary enrolment within the B Ed course, the student should call at the student administration branch and complete the appropriate form.

CENTRE FOR COMPARATIVE AND INTERNATIONAL STUDIES IN EDUCATION

THREE UNIT COURSES

comparative methods in education study
early childhood education
education in developing countries
education in Indonesia

Simkin *et al*
Goldman
Burns *et al*
Kelabora

ONE UNIT COURSES

First Term

educational planning in developing countries
education for international understanding
education in India I
introductory foreign language study: Indonesian
Marx and education in Russia and China
reading course
research practicum

Collins
Burns
Newman
Kelabora
Price

Second Term

education in China I
education in India II
education in Japan I
education in Latin America I
education in USSR I
reading course
research practicum

Price
Newman
Collins
Simkin
Price

Third Term

education and non-western world views
education in China II
education in Japan II
education in Latin America II
education in USSR II
reading course
research practicum

Newman
Price
Collins
Simkin
Price

CENTRE FOR THE STUDY OF EDUCATIONAL COMMUNICATION AND MEDIA

THREE UNIT COURSES

classroom media

Lar

film criticism	Flaus
film history	Bertrand
media research	Mills
studies in television	Counihan
the rhetoric of the media	Mills

ONE UNIT COURSES

First Term

individual practical work in media	
individual reading in media	
introduction to media	
mass media socialization	

Staff
Edgar

Second Term

film production I	
history through film I	
individual practical work in media	
individual reading in media	
simple TV in education and the community I	
television I	
visual learning in education	

Drummond
Bertrand

Newton, Counihan
Newton
Edgar

Third Term

film production II	
history through film II	
individual practical work in media	
individual reading in media	
simple TV in education and the community II	
television II	

Drummond
Flaus

Newton, Counihan
Counihan

CENTRE FOR THE STUDY OF INNOVATION IN EDUCATION

THREE UNIT COURSES

innovation in education	
processes of change in Victorian education	

Szorenyi *et al*
Mathews

TWO UNIT COURSE

First and Second Terms

the study of innovation	
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Turner

ONE UNIT COURSES

First Term

curriculum studies I	
reading course	
research practicum	

White

EDUCATION

Second Term

curriculum studies II
social meaning of community schools
reading course
research practicum

White
Hinkson

Third Term

culture, society and education
evaluating innovation
innovation in the education of adults
reading course
research practicum

Hinkson
Szorenyi
Wesson

CENTRE FOR THE STUDY OF TEACHING AND HUMAN INTERACTION

THREE UNIT COURSE

language development and learning

Rado

ONE UNIT COURSES

First Term

confluent education
creative education I
humanistic education I
reading course
research practicum
research on the teaching process I

Hubbard
Lett, Williams
Neville *et al.*

Gasson

Second Term

creative education II
humanistic education II
intensive introductory foreign language study
reading course
research practicum
research on the teaching process II

Lett, Williams
Neville *et al.*
Rado

Gasson

Third Term

bilingualism in the community
creative education III
humanistic education IIIA
humanistic education IIIB
primary education
reading course

Rado
Lett, Williams
Neville *et al.*
Neville *et al.*
Gasson, Brown

research practicum	
research on the teaching process III	Gasson
the professional status of the state school teacher	Duckers

CENTRE FOR THE STUDY OF URBAN EDUCATION

THREE UNIT COURSES

curriculum and process in urban education	Claydon <i>et al.</i>
ethnic subcultures and education	Townsend <i>et al.</i>
socialization and educational opportunity	Poole <i>et al.</i>
theory and practice of teaching English as a second language	Staff

TWO UNIT COURSES

First and Second Terms

introduction to urban education	Lever <i>et al.</i>
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ONE UNIT COURSES

First Term

reading course
research practicum

Second Term

reading course
research practicum

Third Term

strategies of school-community relations	Craft
reading course	
research practicum	

B Ed task force core course: units over two years for task force teams.

GENERAL UNITS

THREE UNIT COURSE

Nil

TWO UNIT COURSES

First and Second Terms

education and social values	Crittenden
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Second and Third Terms

significant theory builders in education	Crittenden, Claydon
the logic of the curriculum	Crittenden

EDUCATION

ONE UNIT COURSES

First Term

adolescence	Simkin
introduction to computer uses in education I	Marsh
introductory statistics for Education	Staff
juvenile delinquency	Knight
philosophy of education: reading-seminar course	Claydon

Second Term

interpretation and design of experiments and surveys in education	Staff
introduction to computer uses in education I	Marsh
juvenile delinquency: research practicum	Knight

Third Term

introduction to computer uses in education I	Marsh
the Australian schools commission	Staff

Note: A research practicum is available in introduction to computer uses in education.

CENTRE FOR COMPARATIVE AND INTERNATIONAL STUDIES IN EDUCATION

THREE UNIT COURSES

COMPARATIVE METHODS IN EDUCATION STUDY I (First Term)

Mr K. Simkin

This course is designed for students intending to pursue cross-cultural or cross-national studies in education and will cover the following areas:

- (a) comparative methods of inquiry;
- (b) the development of comparative education;
- (c) alternative approaches to comparative educational study;
- (d) the application of a comparative approach to current educational issues.

Prerequisites: nil.

Requirements: Students will be expected to submit a seminar or term paper.

Preliminary Reading

Jones, P. *Comparative Education*, Univ. of Queensland Pr. 1971

Noah, H. and Eckstein, M. *Toward a Science of Comparative Education*, Macmillan, New York 1969

COMPARATIVE METHODS IN EDUCATION STUDY II (Second Term)**Mr K. Simkin**

This is a course designed to introduce students to the study of educational institutions and behaviour at the national level of comparison. The emphasis will be on an examination of the contributions currently being made from the social sciences to the understanding of key problems in macro-analysis. The course will cover the following areas:

- (a) The description and classification of national education systems;
- (b) The description and explanation of quantitative differences in educational outputs of different countries.
- (c) The measurement and explanation of qualitative differences in educational performance between different educational systems. This will include an examination of recent attempts to compare the levels of achievement of secondary-school students in a number of countries in mathematics and science subjects.

Prerequisites: Comparative Methods in Educational Study I or equivalent.

Requirements: Students will be expected to submit a seminar paper or term project or paper.

Preliminary Reading

Harbison, F. and Myers, C. *Education, Manpower and Economic Growth*, McGraw-Hill, New York 1964

Boocock, S. *An Introduction to the Sociology of Learning*, Houghton Mifflin, Boston 1972

Husen, T. (Ed.) *International Study of Achievement in Mathematics*, 2 vols, Wiley, New York 1967

COMPARATIVE METHODS IN EDUCATIONAL STUDY III (Third Term)**Mr K. Simkin and staff**

This is a course which allows students to do individual or group research in a number of areas, e.g.

- (a) an evaluation of the relevance of alternative approaches to the comparison of educational systems;
- (b) an evaluation of the relevance of alternative approaches to the examination of current educational issues in a cross-cultural or cross-national context.

The course members will meet together at the beginning of the term, then individually with the lecturer to discuss the progress of their research projects. At a weekend workshop at the end of term, research papers will be presented and discussed by students and staff members of the centre for comparative and international studies in education.

Prerequisites: Comparative Methods in Educational Study I and II.

Requirements: Students are required to submit an individual or group research

EDUCATION

project or paper.

Preliminary Reading

Jones, P. *Comparative Education*, Univ. of Queensland Pr. 1971

Noah, H. and Eckstein, M. *Towards a Sociology of Comparative Education*, Macmillan, New York 1969

EARLY CHILDHOOD EDUCATION (Three Units; First, Second and Third Terms), Professor R. Goldman

Advanced work on early childhood development involving the study of current research on early learning, a critique of early childhood programs and experimental alternatives, and procedures for evaluating programs. A comparative study of recent developments in the Soviet Union, the People's Republic of China, as well as in Britain, USA, and Australia.

Prerequisites: Normally a Kindergarten Teacher's Diploma (or its equivalent) and four years successful teaching in the pre-school age group. Candidates possessing the Diploma of Advanced Studies in Education (of the Institute) will be given preference.

Requirements: A two-and-a-half hour weekly seminar. Assessment will be on written work covering assignments or projects to be determined in consultation with Professor Goldman.

Preliminary Reading

Reading list to be provided by Professor Goldman.

EDUCATION IN DEVELOPING COUNTRIES I (First Term)

Miss R. Burns *et al.*

This course introduces students to the problems of economic, social and educational development in several areas of the world. The course will cover the problems confronted by educational planners in attempting to provide suitable educational provision for growing populations, the radical critiques of traditional educational organizations in developing countries, and the alternative futures open to developing countries in the provision of education. Students will be able to apply one or more theoretical perspectives or group research projects.

Prerequisites: Nil.

Requirements: Students will be required to submit one paper or project.

Preliminary Reading

Adams, D. and Bjork, R. *Education in Developing Areas*, McKay, New York 1969

Anderson, C.A. and Bowman, J. *The Social Context of Educational Planning*
Freire, P. *Pedagogy of the Oppressed*, Penguin 1972

EDUCATION IN DEVELOPING COUNTRIES II (Second Term)Miss R. Burns *et al.*

Details as for first term.

Prerequisites: Education in Developing Countries I.**Requirements:** One paper or project.**Preliminary Reading:** As for Education in Developing Countries I.**EDUCATION IN DEVELOPING COUNTRIES III (Third Term)**Miss R. Burns *et al.*

Details as for first term.

Prerequisites: Education in Developing Countries I and II.**Requirements:** Students will be required to submit one project or paper. The project will be an individual or group research paper. Instead of following the seminar course, students may take this course as a research practicum; they should consult the tutors.**EDUCATION IN INDONESIA I (First Term)**

Mr L. Kelabora

This course is aimed at reaching some understanding of the development of a national education system in Indonesia since 1945. The course will start with a short introduction to the country, the people of Indonesia, and their cultures, and the development of the education system during the colonial period. Attention will then be focussed on the attempts, soon after 1945, to develop a national education system and extend it to every part of the country. The topics to be dealt with will include the efforts to restructure the existing education system and to adjust it to the new revolutionary environment, the work of the Ki Hadjar Dewantara's commission on education, the debate on the Education Act of 1950, the structure and the process of education in the early 1950's, and the position of the private education systems.

Requisites: Nil.**Requirements:** Students are advised to study one aspect of Indonesian education in detail and prepare an assignment of at least 3,000 words. They will also be required to prepare and read one or two seminar papers during the course.**Preliminary Reading**Kahin, G. McT. *Nationalism and Revolution in Indonesia*, Cornell Univ. Pr. 1966Zainu'ddin, A. *A Short History of Indonesia*, Cassell 1968

EDUCATION IN INDONESIA II (Second Term)

Mr L. Kelabora

This is a follow-up of Education in Indonesia I and will continue the study of the nature and development of the Indonesian education system in some depth.

Prerequisites: See Education in Indonesia I.

Requirements: See Education in Indonesia I.

Preliminary Reading

Feith, H. *The Decline of Constitutional Democracy in Indonesia*, Cornell Univ. Pr. 1964

McVey, R.T. (Ed), *Indonesia*, HRAF Pr. 1967

EDUCATION IN INDONESIA III (Third Term)

Mr L. Kelabora

This unit will critically examine some of the contemporary problems of education in Indonesia and the solutions that have been or are being offered. For example, problems of colonial traditions in the education system; ideological problems; problems of planning and changes; cultural problems; administrative and financial problems; and problems relating to the specific levels of the education system.

Prerequisites: Education in Indonesia II or approved equivalent.

Requirements: Weekly two to three-hour seminars. Students are advised to study one aspect of Indonesian education in detail and prepare an assignment of at least 3000 words. They will also be required to prepare and read one or two seminar papers during the course.

Preliminary Reading

Polomka, P. *Indonesia Since Sukarno*, Penguin 1971

Kroef, J.M. van der *Indonesia Since Sukarno*, Asia Pacific Pr. 1971

ONE-UNIT COURSES: FIRST TERM

EDUCATIONAL PLANNING IN DEVELOPING COUNTRIES (One Unit, First Term), Dr K. Collins

This course will examine the various factors which play major roles in educational planning in developing countries. An attempt will be made to define development, including discussion on the views of Rostow and Marx, and the 'vicious circle' and 'beneficent circle' theories of development. Attention will focus on long term planning, short term planning, and a combination of both. The inter-relationship of politics, economics and education will also be studied, as will manpower needs. Other topics and

issues which would fall into the thrust of this course would include population and education; regional forces for continuity and change; effects of colonization by Europeans; effects of language diversity; rural and urban development and education; teacher shortage; common educational problems in the developing nations; and educational planning for national development.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration and at least one major piece of work.

Preliminary Reading

Adams, D. and Bjork, R. *Education in Developing Areas*, McKay 1969

Adams, D. *Education and Modernization in Asia*, Addison-Wesley 1970

Anderson, C.A. and Bowman, J. *The Social Context of Educational Planning*

EDUCATION FOR INTERNATIONAL UNDERSTANDING (One Unit, First Term) Miss R. Burns

Beginning with an examination of the meaning of the concept, as related to the more narrow idea of 'development education' to its consideration as a fundamental aim of all education, two related notions will then be dealt with: prejudice and development. The way in which prejudice develops and operates in the classroom with respect to migrant and other ethnic minority groups in Australia, and to other cultures different to our own, will be dealt with, and some ways of introducing and integrating lessons designed to break down prejudice and develop more enlightened approaches to other people will be explored.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration. Assessment will be based on a project or paper to be determined by consultation with the tutor.

Preliminary Reading

Lambert, W.E. and Klineberg *Children's Views of Foreign Peoples*, Appleton-Century-Crofts 1967

Warren, N. and Jahoda, M. (Eds). *Attitudes*, 2nd edn, Penguin 1973

Lippman, L. *Words or Blows*, Pelican 1973

EDUCATION IN INDIA I (One unit, First Term)

Dr R. Newman

This course will be an attempt to understand the social and cultural background to Indian education. It will examine such topics as caste, Hinduism, language problems, and development. An understanding of the

diverse character of Indian society and the multitude of problems — social, economic, and political — will be the main aim. A background in Indian history will be very useful but not a prerequisite. Sessions will be split between discussion and lecture with each participant expected to give one or more oral reports to the class on some assigned reading.

Requirements: Weekly seminars of two to three hours duration. Assessment will be on the basis of attending and participating in discussions and on either a 10 page paper or private discussion of two works of the student's choice with the instructor.

Preliminary Reading

Prabhavananda and Isherwood, trans *Bhagavad Gita*, Mentor Classics 1960

Karve, D.D. *The New Brahmins*, Univ. of California 1963

Nair, K. *Blossoms in the Dust*, Praeger 1962

Singer and Cohn (Eds) *Structure and Change in Indian Society*, American Folklore Society 1959

Srinivas, M.N. *Social Change in Modern India*, 1966

INTRODUCTORY FOREIGN LANGUAGE STUDY: INDONESIAN (One Unit, First Term) Mr L. Kelabora

This unit will concentrate on language training. The basic skills to be delineated and developed will include reading, comprehension, conversation, translation, and the understanding of the internal structures of the language. The unit is aimed, first of all, at providing students with an opportunity to gain further insight into the cultures of Indonesia through the understanding of the basic structures of its language. Therefore, the course will meet some of the needs of the (future) teachers of Indonesian and/or Asian studies. Secondly, the course is also designed to lay the basis for a more thorough and advanced study of the language for higher-degree work. It will allow for the initial development of the skills required of students working with source materials in Indonesian, or doing field work in Indonesia. Modern language laboratory techniques will be used to teach the course.

Prerequisites: Nil.

Requirements: A total of five hours commitment a week will be required: 1. pattern drilling (one hour); 2. conversation and pronunciation (one hour); 3. reading, listening and comprehensive (one hour); 4. translation, (one hour); 5. grammar (one hour).

Assessment will be on the basis of the student's performance. Regular assignments and class tests will be the main features.

MARX AND EDUCATION IN RUSSIA AND CHINA (One Unit, First Term)**Dr R. Price**

This course will examine the implications for education of Marx's theories, particularly his concepts of alienation, freedom, class struggle, ideology as false consciousness, and communism as the transcendence of alienation. Soviet Marxism and Mao Ze-dong Thought will be considered, both in relation to Marx's writings, and to educational theory and practice in the USSR and China respectively. The focus will be on the aims of education and the conception of education as a process and its role in society. But students will also be encouraged to apply their general analysis to particular problems, such as Soviet and Chinese attempts to combine education with productive labour, or the influence of ideology on Soviet or Chinese school curricula.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration. Assessment will be based both on work in class and on one major piece of writing.

Preliminary ReadingMarx, K. *Economic and Philosophic Manuscripts of 1844*,*The German Ideology: part 1:* Feuerbach*The Grundrisse* — (Ed) D. McLellan, 1971Marcuse, M. *Soviet Marxism*, 1958/1968Ze-Dong, Mao *Four Essays on Philosophy*, 1966Grant, N. *Soviet Education*, 1964Price, R.F. *Education in Communist China*, 1970**ONE-UNIT COURSES: SECOND TERM****EDUCATION IN CHINA I (One Unit, Second Term)****Dr R. Price**

This course will cover the period 1949-74. The educational implications of the various models of development tried in China will be examined. Stress will be laid on the relations between education and political and economic events.

Prerequisites: Marx and Education in Russia and China, or by consent of the tutor.

Requirements: Weekly seminar of two to three hours duration and at least one major piece of work.

Preliminary ReadingPrice, R.F. *Education in Communist China* 1970Prybyla, J.S. *The Political Economy of Communist China*, 1970Selden, Mark *The Yen'an Way in Revolutionary China*, 1971Schurmann, F. *Ideology and Organization in Communist China*, 1968

EDUCATION IN INDIA II (One Unit, Second Term)

Dr R. Newman

This unit will look directly at the development of Indian education from earliest times to the present. Starting with traditional Hindu and Muslim education it will examine English society of the period 1600 - 1800 and the institutions transferred from that society to India. The idea will be to understand the nature of the transfer – who, what, when and how. Present problems will also be examined – forming cultural and linguistic policies, and the effect of rural and urban differences.

Prerequisites: Education in India I, or consent of the tutor.

Requirements: Weekly seminars of two to three hours duration. Assessment will be on the basis of attending and participating in discussions and on either a 10-page paper or private discussion of agreed-on works with the instructor.

Preliminary Reading

Clive, J. *Thomas Babington Macaulay*, 1973

McCully, B.T. *English Education and the Origins of Indian Nationalism*, 1966

Rudolph and Rudolph, *Education and Politics in India*, 1972

EDUCATION IN JAPAN I (One Unit, Second Term)

Dr K. Collins

This course will examine the various factors which have influenced the development of education in Japan. Development will be traced from the early history of Japan up through the modern era, and the effect of social, traditional, political, and economic influences will be examined. The developments which have occurred in primary, secondary and tertiary education up to the present time will also be examined and discussed, together with the effect of outside influences. Special emphasis will be placed on the cycles of development which Japan has experienced over the centuries.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration and at least one major piece of work.

Preliminary Reading

Adams, J. *Education and Modernization in Asia*, Addison-Wesley 1970

Coleman, J. *Education and Political Development*, Princeton Univ. Pr. 1968

Dore, R. *Education in Tokugawa Japan*, Routledge and Kegan-Paul 1965

Hall, R.K. *Education for the New Japan*, Yale Univ Pr. 1949

Passin, H. *Society and Education in Japan*, Columbia Univ. Pr. 1964

Webb, H. *An Introduction to Japan*

EDUCATION IN LATIN AMERICA I (One Unit, Second Term)**Mr K. Simkin**

This is a general course designed to introduce students to the economic, social and political background to the educational systems and problems common to most of the Latin American countries. During the course, comparisons will be made with education systems in Australia on topics including structure, goals, selection processes, retention rates, curriculum and characteristics of students and teachers. The course will examine some of the recent critiques of education in both Latin America and Australia.

Requirements: Weekly seminar of two to three hours duration. Assessment will be the submission of a seminar paper or term project or paper.

Preliminary Reading

Lindquist, S. *The Shadow: Latin America in the Seventies*, Penguin 1973

Halper, S. and Sterling, J. *Latin America : The Dynamics of Social Change*, 1972

Gale, L. *Education and Development in Latin America*, 1969

Browne, R. and Simpkins, W. (Eds) *Social Science Perspectives on Australian Education*, Angus and Robertson, Melbourne 1972

Illich, I. *Deschooling Society*, Penguin 1973

EDUCATION IN USSR I (One Unit, Second Term)**Dr R. Price**

The course will consist of a series of seminars, topics for which will include pre-revolutionary theory and practice in education; economic policies and their educational implications; educational experiment in the first decade; labour and education; educational planning and administration; tertiary education; curricula; teachers.

Prerequisites: Marx and Education in Russia and China, or approval of the tutor.

Requirements: Weekly seminar of two to three hours duration and at least one piece of work.

Preliminary Reading

Fitzpatrick, S. *The Commissariat of Enlightenment*, 1970

Grant, N. *Soviet Education*, 1964

Hans, N. *The Russian Tradition in Education*, 1963

Korol, A.G. *Soviet Education for Science and Technology*, 1958

Nove, A. *An Economic History of the USSR*, 1969

Redl, H.B. *Soviet Educators on Soviet Education*, 1964

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ONE-UNIT COURSES: THIRD TERM

EDUCATION AND NON-WESTERN WORLD VIEWS (One Unit, Third Term)

Dr R. Newman

To understand the processes of thought in non-western societies or to attempt to do so, requires a re-thinking of one's own view of the world. This course will examine different world views through anthropology and literature in order to try to achieve a more universal (and less mono-cultural) mode of thought. Such understanding is necessary in studying other cultures, particularly those that differ greatly from our own, and is certainly vital to coming to terms with educational (or any other) problems that exist within those societies.

Requirements: The course will be a series of discussion seminars with each participant reporting on one particular work to the others. Assessment will be a short paper based on readings or private discussion of issues and writings with the instructor and participation in seminars.

Preliminary Reading

Castaneda, C. *The Teachings of Don Juan*, 1968; *A Separate Reality*, 1971; *Journey to Ixtlan*, 1972.

Turnbull, C. *The Lonely African*, 1962

Achebe, C. *Novels on Nigeria*, 1958 - 1966

Tutuola, A. *Palm-Wine Drunkard*, 1964

LeGuin, U.K. *The Lathe of Heaven*, 1971

Wabei, T. *Kulubob* (a New Guinea play), 1970

EDUCATION IN CHINA II (One Unit, Third Term)

Dr R. Price

This course is intended as a follow-up to Education in China I. See Education in China I for details.

EDUCATION IN JAPAN II (One Unit, Third Term)

Dr K. Collins

This course extends and develops ideas and concepts introduced in Education in Japan I. Major emphasis will be placed on recent developments in Japanese education with topics such as curriculum development; state versus private universities; religion and education; pre-service and in-service teacher training; and educational research and development being examined.

Prerequisites: Education in Japan I.

Requirements: Weekly seminars of two to three hours duration.

Preliminary Reading:

Adams, J. *Education and Modernization in Asia*, Addison-Wesley 1970

Coleman, J. *Education and Political Development*, Princeton Univ. Pr. 1968
 Dore, R. *Education in Tokugawa Japan*, Routledge and Kegan-Paul 1965
 Hall, R.K. *Education for the New Japan*, Yale Univ. Pr. 1949
 Passin, H. *Society and Education in Japan*, Columbia Univ. Pr. 1964
 Webb, H. *An Introduction to Japan*
 plus selected articles of — Japanese Interpreter; Social and Political Ideas in Japan; Japanese Ministry of Education publications.

EDUCATION IN LATIN AMERICA II (One Unit, Third Term)

Mr K. Simkin

This course examines selected topics relating education to social, economic and political developments in several countries of Latin America. These topics will include: (a) education and development; (b) education and nation building; (c) education and the development of values; (d) education and radicalism.

In each topic the situation in specific Latin American countries will be compared with that in other countries in which similar problems have arisen and alternative solutions adopted. Students will be encouraged to reflect on the implications of the Latin American educational scene for Australia and *vice versa*.

Prerequisites: Education in Latin America I or equivalent.

Requirements: Weekly seminar of two to three hours duration. Students will be required to present a seminar paper for discussion and evaluation.

Preliminary Reading

Harbison, F. and Myers, C. *Education, Manpower and Economic Growth*, McGraw-Hill, New York 1964

Halper, S. and Sterling, J. *Latin America: The Dynamics of Social Change*, 1972

Illich, I. *Deschooling Society*, Penguin 1973

Havighurst, R.J. and Moreira, J. *Society and Education in Brazil*, Univ. of Pittsburgh Pr. 1965

Kahl, J. *The Measurement of Modernism: A Study of Values in Brazil and Mexico*, Univ. of Texas Pr., Austin 1968

EDUCATION IN USSR II (One Unit, Third Term)

Dr R. Price

This course is intended as a follow up to Education in USSR I. See Education in USSR I for details.

CENTRE FOR THE STUDY OF EDUCATIONAL COMMUNICATION AND MEDIA

THREE-UNIT COURSES

CLASSROOM MEDIA (Three Units)

Dr Rede Lar

Electronic media as an informative educational tool is better understood in terms of both medium and message. Selection and use of films, television, slides and other media will be considered with regard to practical classroom application in addition to a theoretical basis for communicating more effectively visually.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration and at least one piece of work a term will form the basis of assessment.

Preliminary Reading

Hockings, P. *Visual Anthropology*, 1974

Heider, K. *Films for Anthropological Teaching*, 1972

Grove, P. and Clement, E. *Bibliographic Control of Nonprint Media*, 1972

Wells, A. *Picture Tube Imperialism*, 1971

Videofreex, *The Spaghetti City Video Manual*, 1973

Spradley, J. and McCurdy, D. *The Cultural Experience*, 1972

FILM CRITICISM (Three Units)

Mr J. Flaus

In the first term, the theme of this course will be film mimetic. It will address itself to the troubled issue of imitation in art – the relationship between the work and its subject – as it is applied to film. Selected films will be used to examine some notions of representation and expression of artifice and contrivance, of reality, realism and 'documentary'.

The second-term theme will be film aesthetic. In an attempt to clarify standards and methods of film criticism the class will examine such elusive values as 'merit', 'taste', 'success', 'excellence', in relation to selected films.

The theme of the third term will be film generic. The notion of genre will be examined along with the related terms 'rhetoric', 'convention', 'predictability'. Examples of film genres will be viewed and analysed.

A basic purpose of the course is to help teachers in secondary schools to gain an accurate grasp of crucial concepts that affect the study of film.

Prerequisites: Nil.

Requirements: Assessment will be based on course attendance and the submission of a written report or its equivalent.

Preliminary Reading

Aristotle *Poetics*, any edn

Auerbach, E. *Mimesis*, Princeton Univ. Pr. (Chapter 1)

Wollen, P. *Signs and Meaning in the Cinema*, Secker and Warburg 'Cinema One' series No. 23

Arnheim, R. *Film as Art*, Univ. of California Pr.

Frye, N. *Anatomy of Criticism*, Princeton Univ. Pr., Essays 1 and 4.

FILM HISTORY (Three Units)

Dr Ina Bertrand

The outline of the history of cinema, all over the world, from the first screenings of Lumière films to the beginning of the 60's. The aim of the course is to give the students an understanding of the character, principal traits and the stages of the development of the most powerful mass medium of the twentieth century. The accents will be put on (a) the double character of the cinema; mass medium of communication and a new form of art; (b) the social, practical, economic and technical conditions of the development of the cinema; (c) the three creators of films: film makers, critics and/or theoreticians, spectators; (d) the mutual relationship of cinema and other arts; (e) the cinema as an image of reality and changing times. As there will be insufficient opportunity for screening at regular meetings, students taking this course should be prepared to put aside some further time for viewing selected films.

Prerequisites: Nil.

Requirements: Assessment will be based on course attendance and the submission of a written report or its equivalent.

Preliminary Reading

Northrop, F. *Anatomy of Criticism*, Princeton Univ. Pr. 1957

Knight, A. *The Liveliest Art*, Mentor 1957

Warshaw, R. *The Immediate Experience*, Athenaeum 1970

Linden, G.W. *Reflections on the Screen*, Wadsworth 1970

MEDIA RESEARCH (Three Units)

Dr I. Mills

This course aims at an examination of research methodology appropriate to the media. It will examine, in particular, the appropriateness of subjective method, raising the dual question of the consideration of facts and of perspectives of facts. Because of the nature of the media, the course will

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concentrate its main energies on the question of subjective methodology by examining some theories of subjective method, e.g. those of C.G. Jung; some instances of applied subjective method, e.g. those of R.D. Laing; some examples of the use of subjective method in the media, e.g. John Hopkings' *Talking to a Stranger*; current research projects of both staff and students.

Prerequisites: Nil.

Requirements: Weekly three-hour seminar. One essay a term.

Required Texts

Kuhn, T.S. *The Structure of Scientific Revolutions*, Univ. of Chicago Pr. 1962

Poole, R. *Towards Deep Subjectivity*, Penguin 1972

Husserl, E. *The Crises of European Sciences and Transental Phenomenology*, trans. D. Carr, Northwestern Univ. Pr. Evanston 1970

Jung, C.G. *Synchronicity: An Acausal Connecting Principle*, Routledge and Kegan Paul 1972

Laing, R.D. and Esterson, A. *Sanity, Madness and the Family*, Tavistock 1964

Metzner, R. *Maps of Consciousness*, Collier 1971

Barzun, J. and Graff, H.F. *The Modern Researcher*, Harcourt Brace 1957

STUDIES IN TELEVISION (Three Units)

Mr M. Counihan

This course is based on the view that the vexed question of television's influences and effects can only be considered in the context of a theory or model of the television process as a whole. The course will therefore attempt an integrated study of all aspects of the prevailing television system, and of the various theories and research strategies relevant to this project. Teachers, especially, are concerned with the relations between formal schooling and other sources of social learning, such as television, and with the extent to which this ubiquitous medium should be regarded as competitor and/or ally. The course will be roughly divided into three main areas: introduction to major theories of mass communications and the related mass culture debate; television programs, the sounds and images of television discourse; the reception (decoding) of, and responses to, television messages, viewing behaviour and the structure of the television audience.

Prerequisites: Nil.

Requirements: Assessment will be based on individual and group research projects as negotiated with the tutor.

Preliminary Reading

Borthes, R. *Mythologies*, Paladin 1973

de Fleur, M. *Theories of Mass Communications*, McKay 1970

McLuhan, M. *Understanding Media*, any edn, Routledge, Kegan Paul 1964

- McQuail, D. (Ed), *Sociology of Mass Communications*, Penguin 1972
- McQuail, D. *Towards a Sociology of Mass Communications*, Collier-McMillan 1969
- Western, J. and Hughes, C. *The Mass Media in Australia*, Univ. of Queensland Pr. 1971

THE RHETORIC OF THE MEDIA (Three Units)

Dr I. Mills

This course is concerned with an examination of the art of persuasion as practised in the mass media. The educative and propaganda techniques of the mass media will be looked at in the light of theories of classical and contemporary rhetoric. Rhetoric was once an established part of the educational process. It will concentrate on the rhetorical theories of Aristotle and Kenneth Burke and the application of these theories to the mass media. The theme of the course will be the media's exploitation of alienation and the unconscious. It will include a consideration of traditional principles of rhetoric such as persuasion, identification, mystification, formal appeal and coded terms.

Prerequisites: Nil.

Requirements: Weekly three-hour seminar. One essay a term.

Preliminary Reading

- The Rhetoric of Aristotle*, trans. Lane Cooper, Appleton-Century Crofts 1960
- Burke, K. *A Rhetoric of Motives*, Univ. of California Pr. Berkeley 1969
- Burke, K. *Language as Symbolic Action*, Univ. of Calif. Pr. Berkeley 1968
- Burke, K. *A Grammar of Motives*, Univ. of Calif. Pr. Berkeley 1962
- Marx, K. and Engels, F. *The German Ideology*, C.J. Arthur (Ed), International Publishers 1947

ONE-UNIT COURSES: FIRST TERM

INTRODUCTION TO MEDIA (One Unit, First Term)

Staff

An intensive introduction to aspects of film and television making, criticism and aesthetics and mass communication research. The emphasis will be on content and the course will cover the following topics: the world — the rhetoric of religion and politics; journalism — graphic communication; theatre — costume, architecture; film, television; radio — popular music, advertising; media of the future — E.S.P., satellites; a happening — multi-media synthesis; student projects.

Prerequisites: Not open to students who have taken other Media components.

Requirements: Weekly attendance at seminars.

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Preliminary Reading

The Bible, 1st, 3rd Chapters of Genesis

Buber, M. *I and Thou*, Clark 1970

Garma, C.C.C. *The Practice of Zen*, Harper Row 1959

De Chardin, P.T. *Activation of Energy*, Harcourt Brace 1970

Freud, S. *Civilization and its Discontents*, Norton 1962

Gergen, K.J. *The Concept of Self*, Holt, Rinehart and Winston 1971

Grotowski, J. *Towards a Poor Theatre*, Simon and Schuster 1968

McLuhan, F. *War and Peace in the Global Village*, Bantam Books 1968

Polanyi, M. *The Tacit Dimension*, Doubleday 1966

Slater, P. *The Pursuit of Loneliness*, Beacon 1970

MASS MEDIA SOCIALIZATION (One Unit, First Term)

Dr Patricia Edgar

Aims: This course will involve an examination of mass media influences. In particular, we will consider mass media violence, mass media sex role stereotypes, the formation of public opinion, the process of news production and other media socialization processes. Selected films and television programs will be viewed as examples for critical analysis. This course will be structured to include a research exercise.

Prerequisites: Nil.

Requirements: Weekly attendance at seminars and films.

Preliminary Reading

McQuail, D. *Towards a Sociology of Mass Communication*, Macmillan paperback, 1969

Halloran, Elliot and Murdock, *Demonstrations and Communication: a Casey Study*, Penguin 1970

Elliot, P. *The Making of a Television Series*, Constable paperback, 1972

Edgar and Freeman, *Media She*, Heinemann 1974

Larsen, O. (Ed.) *Violence and the Mass Media*, Harper and Rowe Paperback, 1968

Halloran, J.D. (Ed.) *The Effects of Television*, Panther 1970

ONE-UNIT COURSES: SECOND TERM)

FILM PRODUCTION I (One Unit, Second Term)

Mr P. Drummond

The curriculum in film is solidly based in the liberal arts. The course provides the opportunity for students to develop creative talents through class exercises and production experience using motion picture cameras for both documentary and dramatic subject matter. The aim is to help the

student develop a disciplined awareness of technique and style in relation to content. The underlying assumption is that the individual's development as a creative artist is a continuing process. This course should be of particular interest to teachers involved in film teaching in schools.

Prerequisites: Introduction to Media or practical experience.

Requirements: Weekly attendance at seminars or practical demonstrations. Written report or its equivalent will be the basis for assessment.

Preliminary Reading

Robker, L. *Elements of Film*, Harcourt, Brace and World 1968; *A-Z of Movie Making*, Studio Vista 1970

Reisz, K. *The Technique of Film Editing*, Focal 1968

Smallman, K. *Creative Film Making*, Collier 1969

Mascelli, J. *The Five C's of Cinematography*, Cinegraphic Prod. 1965

Lowndes, D. *Film Making in Schools*, Watson-Guptill 1969

HISTORY THROUGH FILMS I (One Unit, Second Term)

Dr Ina Bertrand and Mr J. Flaus

Some films (reconstructions of the past, or compilations from older films) have been produced with an historical purpose, others (newsreels, and fictional or factual films contemporary with the events they depict) do not set out to depict history but become a part of it nevertheless. Films in this course will be selected as representative of the above categories, and will be subjected to content analysis to determine their value in the study and teaching of history, (and social studies or humanities or general studies). This will lead to the discussion of the theoretical and methodological issues involved.

Prerequisites: None, though it would be desirable for students to have some history in their degree, and/or experience in teaching history.

Requirements: One 3-hour meeting a week consisting of a film screening and discussion. Assessment is based on one seminar paper and one essay.

Preliminary Reading

Elton, A. 'Films as source material for history', in *Aslib. Proc.*, 7, (4), 1955

Leyda, J. *Films Beget Films*, Allen and Unwin 1964

Elton, G.R. *The Practice of History*, Collins 1969 (section 2: research)

Becker, C. 'What are historical facts?' in Meyerhof, H. *The Philosophy of History in Our Time*, Anchor 1959

SIMPLE TV IN EDUCATION AND THE COMMUNITY I (One Unit, Second Term), Mr M. Counihan and Mr R. Newton

This course will explore the potential of simple portable television systems

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as a communication medium in schools and communities. Instruction in the use of portable video will be combined with discussion of such notions as 'the communications revolution', 'public access' 'information', 'community' etc., and of various overseas and local experiments in community video. For practical experience the class will form working groups to carry out school and community video projects.

Prerequisites: Nil.

Requirements: Assessment will be based on the practical work and a written report. Weekly two-and-a-half to three-hour seminars.

Preliminary Reading

Kirk, J. *et al.* *Cat's Video Training Manual*, Tomatoe Pr. 1974
Shamberg, M. *Guerilla Television*, Holt, Rinehart and Winston 1971
Hopkins, J. *et al.*, *Video in Community Development*, Ovum 1972
National Film Board of Canada *Challenge for Change* (periodical)
Weiner, P. *Making the Media Revolution*, Macmillan 1973
Gerbner, G. *et al.*, *Communications Technology and Social Policy*, Wiley 1973

TELEVISION I (One Unit, Second Term)

Mr R. Newton

The aim of this course is to introduce students to television production, the principles involved in major studio production, the practical operation of a closed circuit studio and the use of portable video equipment. Students will work on all aspects of production such as writing, design, camera operation and direction. It should be of value to those who want to teach about television and to those who intend to use it in their teaching and be of particular value to drama teachers.

Prerequisites: Introduction to Media or practical experience.

Requirements: Weekly attendance at seminars and assessment will be based on practical work and a written report.

Preliminary Reading

Gibson, A. *The Use of Educational Television*, Hutchinson 1970
Tindall *The Electric Classroom*, McGraw-Hill 1973
Radical Software (periodical), Raindance Corp. New York
National Film Board of Canada, *Challenge for Change*, (newsletter)
Shomberg, M. *Guerilla Television*, Raindance Corp 1971

VISUAL LEARNING IN EDUCATION (One Unit, Second Term)

Dr Patricia Edgar

Description: Visual language and visual literacy are terms which are being

used increasingly in education. This course will attempt to answer such questions as the following: What is the meaning of visual literacy? to what extent is the process of thought carried on independently from spoken or written language? how can visual experience be incorporated into the curriculum? what would be their purpose? what has been the function of audio visual materials in education? how successful have they been? how could a program in visual education be developed?

There will be nine seminar discussions, followed by a practical session each week. Students will be expected to take part in all practical work, as well as presenting a paper for discussion.

Prerequisites: Nil.

Preliminary Reading

Arnheim, R. *Visual Thinking*, Univ. of California Pr. 1969

Debes, J. 'Some foundations for visual literacy', *Audio Visual Instruction*, vol. 13, 1968

Eisner, E. and Ecker, D. *Readings in Art Education*, Blaisdell Publish. 1966

Apter, M. *The New Technology of Education*, Macmillan 1968

Jefferson, B. *Teaching Art to Children*, Allyn and Bacon 1969

Moorhouse, C.E. (Ed.) *Visual Education*, Pitman 1974

ONE-UNIT COURSES: THIRD TERM

FILM PRODUCTION II (One Unit, Third Term)

Mr P. Drummond

The individual production of films by student film makers according to their particular interests. Students may choose to work on group film making projects. A higher standard of film making is expected in this advanced course with attention being given to script layout, translation of ideas into effective visuals; simplicity in the expressing of cinematic subjects, interview and editing techniques.

Prerequisites: Film Production I.

Requirements: Assessment will be based on practical work.

Preliminary Reading

Wollen, P. *Signs and Meaning in the Cinema*, Secker and Warburg 1969

Jinks, W. *The Celluloid Literature*, Glencoe 1971

Gelmis, J. (Ed) *The Film Director as Superstar*, Doubleday 1970

Bluestone, G. *Novels into Film*, Univ. of California Pr. 1957

Whannell, P. and Harcourt, P. (Eds) *Studies in the Teaching of Film Within Formal Education*, British Film Institute 1968

HISTORY THROUGH FILMS II (One Unit, Third Term)

Dr Ina Bertrand and Mr J. Flaus

This unit will study examples of film biography by Visconti, Rossellini, Eisenstein, Ford and Von Sternberg. We will be concerned with the educational implications of the cinema's tendency to treat the matter of history without the discipline of history. The principal manifestation of this tendency is the development of historical personages within narrative and dramatic parameters in order to create 'characters'; these characters become in turn configurations of an historical ethos, movement or period.

Prerequisites: History Through Film I or consent of the tutor.

Preliminary Reading

Elsaesser, T. 'Narrative Cinema and Audience-Oriented Aesthetics,' British Film

Institute pamphlet

Nowell-Smith, G. *Visconti*, Secker and Warburg

Guarner, J.L. *Rossellini*

Namier, L. *Vanished Supremacies*, Peregrine

SIMPLE TV IN EDUCATION AND THE COMMUNITY II (One Unit, Third Term) Mr M. Counihan and Mr R. Newton

Prerequisites: Simple TV in Education and the Community I.

Requirements: Weekly seminar of two-and-a-half to three hours duration. Students will be required to do practical work and assessment will be based on the practical work and a written report.

Preliminary Reading

See Simple TV in Education and the Community I.

TELEVISION II (One Unit, Third Term)

Mr R. Newton

An advanced television production course. This is to enable students who have made an elementary study of television to attempt production projects.

Prerequisites: Television I.

Requirements: Weekly seminar and practical work.

Preliminary Reading

See Television I.

CENTRE FOR THE STUDY OF INNOVATION IN EDUCATION

THREE-UNIT COURSES: FIRST, SECOND AND THIRD TERM

INNOVATION IN EDUCATION

Mr N. Szorenyi et al.

This course provides an opportunity for students to look at innovations in some depth. It is considered important to start with experience of particular innovations and personal concerns for change and to move to deeper insights into the experiential and cultural factors involved constantly returning to implications for particular practical situations.

Based on the interests and personal situations of the students and close consultation between staff and students, participations in other units offered by the centre, or parts of them, will frequently be included when suitable, as part of this course.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration and at least one serious piece of work a term. Each student will have close contact with a member of staff in the individual development and coordination of his work over the year. Students who gain credit towards Innovation in Education through participation in one or more other of the innovation centre units cannot also gain credit for these same courses as separate courses.

Preliminary Reading

Dennison, G. *The Lives of Children*, Penguin

Malinowski, B. *The Dynamics of Culture Change*, Yale Univ. Pr.

Goodman, P. *New Reformation*, Vintage

PROCESSES OF CHANGE IN VICTORIAN EDUCATION

Mrs Rivkah Mathews

Focussing on decisive moments in the history of Victorian education, this course will examine the pattern of schools and the origin and aims, overt and covert, of each part of the system. Based on an inter-disciplinary approach, it will examine areas such as the relationship between church and state, the background to compulsory, though free, primary education, the reasons for introduction of technical and secondary education, the Ned Kelly mateship tradition and the significance of the educational reforms of the 1960's.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration and at least one piece of serious work a term.

Preliminary Reading

- Bessant, B. and Hyams, B.K. *Schools for the People*, Longman 1972
Schoenheimer, H.P. *Good Australian Schools*, Vic. Tech. Teachers Assoc. 1973
Dow, G.M. (Ed) *Parent, Pupil and School*, Cassell 1966
Ward, R. *The Australian Legend*, Oxford Univ. Pr. 1958
McQueen, H. *A New Britannia*, Penguin 1970

TWO-UNIT COURSES: FIRST AND SECOND TERM

THE STUDY OF INNOVATION (Two Units)

Dr M. Turner

The course will consider the following: what is innovation; the categorization of innovations; some contributions from contemporary sources to the study of innovation – critique (e.g. innovation as attitude change); some models of innovation (e.g. the product-diffusion model); innovation as social response and action; can a social system/institution learn; the teacher(s) as innovator(s); forms of study of change, e.g. classical experimental research, action research; problems in the study/practice of educational innovation.

Prerequisites: Another course in the innovation centre. This course is intended primarily for possible higher-degree applicants or others aiming at examining and/or undertaking educational innovations.

Requirements: Attendance at weekly seminars of two to three hours duration and at least one serious piece of work a term. In association with this two-unit course, a student may take a reading course or research practicum either concurrently in second term, or in third term.

Preliminary Reading

- Emery, F. and Oeser, O. *Information, Decision and Action*, Melbourne Univ. Pr.
Rogers, E.M. *Diffusion of Innovations*, Macmillan
Hayle, E. 'How does the curriculum change?' (1) A proposal for inquiries; (2) Systems and strategies, *J. Curric. Studies*, 1, (2), 132 - 141, 1969; 1, (3), 230 - 239, 1969
Malinowski, B. *The Dynamics of Culture Change*, Yale Univ. Pr.
Kuhn, T. *The Structure of Scientific Revolutions*, Univ. Chicago Pr.

ONE-UNIT COURSE: FIRST TERM

CURRICULUM STUDIES I (One Unit, First Term)

Mr D. White

This course is a general introduction to the issues involved in curriculum development and change in education today. The topics discussed will

generally be those which concern members of the class, and may include, as well as the subject matter of syllabuses, forms of organization, teacher-pupil relationships, out-of-school experience and the like. Recent attempts to resolve some of the problems of education such as the community school, will be discussed and critically examined. Various theoretical analyses and arguments will be drawn upon to assist in the critical examination.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration and at least one piece of work.

Preliminary Reading

Simpkins, W.S. and Miller, A.H. *Changing Education*, McGraw-Hill 1972

Freire, P. *Pedagogy of the Oppressed*, Penguin 1972

Young, M.F.D. (Ed) *Knowledge and Control*, Collier-Macmillan 1971

Hopper, E. (Ed) *Readings in the Theory of Educational Systems*, Hutchinson 1971

ONE-UNIT COURSES: SECOND TERM

CURRICULUM STUDIES II (One Unit, Second Term)

Mr D. White

This course will take up in more detail and depth the themes originating in Curriculum Studies I. Depending upon the interests and experience of the members of the class, a number of groups may form to study particular problems for varying lengths of time, within a general content of discussion. Some of these problems may be, for example, those of teaching particular subjects, primary or tertiary level curriculum problems, girls and women in schools and society, migrant education, working with adults.

Prerequisites: Curriculum Studies I.

Requirements: Weekly seminar of two to three hours duration and at least one piece of work.

Preliminary Reading: References will be made known as the problems emerge.

SOCIAL MEANING OF COMMUNITY SCHOOLS (One Unit, Second Term)

Mr J. Hinkson

Some specific aspects from among the following will be studied: the social theory of community and its relevance to modern life; changes in socialization practices and the concept of childhood since the Middle Ages; types of schools and their social functions since the Middle Ages; community schools – theory and practice; technological society and the community schools – a look at some contradictions.

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Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration and at least one piece of work.

Preliminary Reading

Aries, P. *Centuries of Childhood*, Vintage

Dennison, G. *The Lives of Children*, Vintage

Goodman, P. *Compulsory Mis-Education*, Penguin

Nisbet, J. *Community and Power*, Galaxy

ONE-UNIT COURSES: THIRD TERM

CULTURE, SOCIETY AND EDUCATION (One Unit, Third Term)

Mr J. Hinkson

Characterizations of Australian culture, and its relationships with the social structure. The role of the state in Australia, and the beliefs which reinforce this. Educational view points and practices in this context. Social and cultural conflict and change in education.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration and at least one piece of work.

Preliminary Reading

Turner, I. (Ed) *The Australian Dream*, Sun

McQueen, H. *A New Britannia*, Penguin

Conway, R. *The Great Australian Stupor*, Sun

Horne, D. *The Lucky Country*, Penguin

EVALUATING INNOVATION (One Unit, Third Term)

Mr N. Szorenyi

This course will provide an opportunity to do one or both of two things: look generally at evaluation procedures for programs, or evaluate a particular program that students are associated with or have time to become associated with.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration and at least one piece of work.

Preliminary Reading

White, J., The concept of curriculum evaluation, *J. Curric. Studies*, Nov. 1971

Whitrock and Wiley *The Evaluation of Instruction*, Holt, Rinehart and Winston
1970

INNOVATION IN THE EDUCATION OF ADULTS (One Unit, Third Term)**Mrs G. Wesson**

This course is for those who are, or intend to be, working with adult students. It will review present provisions in adult education and consider what factors are important in planning for adult education in the future — the factors influencing adult student expectation; open access for adult students.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration and at least one serious piece of work.

Preliminary Reading

Rogers *Adult Learning*, Penguin, 1968

Knowles, M.S. *The Modern Practice of Adult Education*, Association Pr. 1971

Duncan, W.G.K. *Adult Education in Australia*, 1944

TAFE in Australia, Vol. 1, Aust. Govt. Publishing Service, Canberra, 1974

Note: Students intending to enrol in this course are urged to visit as many night classes, community centres, libraries, CAE's, discussion groups, as possible.

CENTRE FOR THE STUDY OF TEACHING AND HUMAN INTERACTION**THREE-UNIT COURSE: FIRST, SECOND AND THIRD TERM****LANGUAGE DEVELOPMENT AND LEARNING (Three Units)****Dr Marta Rado**

This course is designed to introduce students to linguistic theories that bear upon the role of language in the curriculum, the teaching-learning process and the education of the migrant child. In the first term, linguistic theories of language acquisition will be discussed and their implications for teaching and learning as they affect the child's development in all subject-matter areas will be examined. Second term will include the analysis of language as a vehicle for communication and as content in itself. Particular attention will be paid to the role of standard languages, the choice of styles and language planning. In term three, the concepts of bilingualism and bilingual education will be discussed.

Prerequisites: Nil.

Requirements: Weekly seminars of three hours duration. Assessment will be based on one major submission a term.

EDUCATION

Preliminary Reading

Crystal, D. *Linguistics*, Penguin 1971

Palmer, F. *Grammar*, Penguin 1971

Slobin, D.I. *Psycholinguistics*, Scott Foresman 1971

Burling, R. *Man's Many Voices*, Holt Rinehart and Winston 1970

Fishman, J.A. *Sociolinguistics*, Newbury House 1970

Anderson, T. and Boyer M. (Eds) *Bilingual Schooling in the United States*, Southwest Educational Development Laboratory, Austin 1970

John, V. and Horner, V. *Early Childhood Bilingual Education*, Modern Language Association of America 1971

Note: Only Linguistic Theories of Language Acquisition will be offered during third term 1975. The entire course will be offered in 1976, commencing first term.

ONE-UNIT COURSES: FIRST TERM

CONFLUENT EDUCATION (One Unit, First Term)

Dr R. Hubbard

Confluent education deals with the integration (or confluence) of cognitive and affective elements in the teaching learning process. School curricula tends to emphasize cognitive objectives — knowledge and problem solving or inquiry processes, and to ignore affective feelings and emotions, objectives. Confluent education seeks to redress this imbalance by developing processes to facilitate affective as well as cognitive skill development, and to develop learning experiences which involve students feelingly as well as thoughtfully. In this course, cognitive and affective processes will be investigated and learning experiences which integrate thought and feeling will be devised.

Prerequisites: Nil.

Requirements: Weekly seminar of three-hours duration and three short seminar reports will be the basis of assessment.

Preliminary Reading

Borton, T. *Reach, Touch and Teach*, McGraw-Hill 1970

Brown, G. *Human Teaching for Human Learning*, Viking 1971

Jones, R. *Fantasy and Feeling in Education*, Harper and Row 1970

Rogers, C.R. *Freedom to Learn*, Merrill 1968

CREATIVE EDUCATION I (One Unit, First Term)

Dr W. Lett, Mr A. Williams

An initial study of the concept will lead into more detailed explorations of the creative process, research, biographical descriptions of creative persons,

the means of facilitating creativity, and the qualities of an environment which supports creative growth. At intervals, workshops will be conducted to explore in practice aspects of the creative process. Visits to institutions and talks with people identified as contributing creatively to society will be arranged. Relationships between psychopathology and creativity will be studied.

Prerequisites: Nil.

Requirements: Weekly seminar of three hours duration; visits to institutions and one major work submission will form the basis of assessment.

Preliminary Reading

Gilchrist, M. *The Psychology of Creativity*, Melbourne Univ. Pr. 1972

Torrance, E.P. *Rewarding Creative Behaviour*, Prentice-Hall 1965

Vernon, P.E. (Ed) *Creativity*, Penguin 1970

HUMANISTIC EDUCATION I (One Unit, First Term)

Mr B. Neville *et al.*

This course will be devoted to an examination of some humanistic models of man, the assumptions underlying them, and the contributions of humanistic research and speculation to an understanding of the self, motivation, communication and the educative process.

Prerequisites: Nil.

Requirements: Weekly seminar of three hours duration. Assessment will be one 3,000-word assignment.

Preliminary Reading

Bugental, J.F.T. *Challenges of Humanistic Psychology*, McGraw-Hill 1967

Maslow, A.H. *Towards a Psychology of Being*, Van Nostrand 1962

Rogers, C.R. *On Becoming a Person*, Constable 1969

Egan, C. *Encounter Groups*, Brooks and Cole 1970

Huizinga, J. *Homo Ludens: A Study of the Play Element in Culture*, Beason 1955

Reidy, J.J. *The Sensitivity Phenomenon*, Abbey 1972

RESEARCH ON THE TEACHING PROCESS I (One Unit, First Term)

Dr I. Gasson

This course will concentrate on the nature of teaching and on a critical examination of representative studies of teacher-pupil behaviour, verbal and non-verbal.

Prerequisites: Nil.

Requirements: Weekly seminar of three hours duration. Students must also be prepared to attend a weekend seminar should such an alternative be arranged. Students will be expected to prepare for discussion, and to complete, one major assignment.

Preliminary Reading

Amidon, E.J. and Hough, J.B. (Eds) *Interaction Analysis: Theory, Research and Application*, Addison-Wesley 1967

Flanders, N.A. *Analyzing Teaching Behaviour*, Addison-Wesley 1970

Gage, N.L. (Ed) *Handbook of Research on Teaching*, Rand McNally 1963

Good, T.L. and Brophy, J.E. *Looking in Classrooms*, Harper and Row 1973

ONE-UNIT COURSES: SECOND TERM

CREATIVE EDUCATION II (One Unit, Second Term)

Dr W. Lett, Mr A. Williams

The extension of creativity into the expressive curriculum; the relationship between these and human communications, and the interaction of these factors with the imagination and with creative problem solving will be explored.

Prerequisites: Creative Education I.

Requirements: Weekly seminar of three hours duration; a weekend will be required for a workshop integrating the expressive curriculum with aspects of communication. Field work such as working with schools will be scheduled. Assessment will be based on one major work submission.

Preliminary Reading: See Creative Education I.

HUMANISTIC EDUCATION II (One Unit, Second Term)

Mr B. Neville *et al.*

This course is concerned with the study of the forces operating in human groups, with particular attention to intra-personal and inter-personal processes, leadership, the distribution of power and the transfer of learning into teaching. If the enrolments are numerous it is expected that the emphasis in this section of the course will vary according to staff.

Prerequisites: Humanistic Education I.

Requirements: Ordinarily three hours a week; weekend workshops may be required. One 3,000-word assignment.

Preliminary Reading: See Humanistic Education I.

INTENSIVE INTRODUCTORY FOREIGN LANGUAGE STUDY (One Unit, Second Term) Dr Marta Rado

This course offers a nine-week intensive introductory study in one of a

number of foreign languages for students interested in working on educational problems affecting migrant groups (the languages initially being Italian or Greek). For teachers of migrant groups, the course offers the opportunity to gain insight into the processes involved in learning a second language; to gain a better understanding of the cultures of migrants; to learn to communicate at a basic level with migrant children and their parents; to gain insight into the process of learning a second language. This unit will be organized in conjunction with the University's language centre and will involve language laboratory work and personal tuition.

Prerequisites: Language Development and Learning Part I.

Requirements: Three hours a week and two work submissions will be required.

Preliminary Reading

Speroni, C. and Golino, C.L. *Basic Italian*, Holt 1972

Bien, P., Rassias, J. and Bien, C. *Demotic Greek*, Univ. of New England Pr. 1972

RESEARCH ON THE TEACHING PROCESS II (One Unit, Second Term)

Dr I. Gasson

This course will continue the examination of relevant topics started in term one and will consider the methods of preparing a small research project, involving methods of data collection.

Prerequisites: Research on the Teaching Process I.

Requirements: Weekly seminar of three hours duration. Students must also be prepared to attend a weekend seminar should such an alternative be arranged. Students will be expected to prepare for discussion, and to complete, one major assignment.

Preliminary Reading: See Research on the Teaching Process I.

ONE-UNIT COURSES: THIRD TERM

BILINGUALISM IN THE COMMUNITY (One Unit, Third Term)

Dr Marta Rado

This course will examine aspects of issues arising in a bilingual situation as they affect the individual in the community. Topics will include language acquisition theories and bilingualism; linguistic independence; sociolinguistics and bilingualism; language functions; language loyalty — shift and maintenance; national bilingualism.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration and one submission of work will form the basis of assessment.

EDUCATION

Preliminary Reading

Bilingualism in the modern world, *J. of Social Issues*, 23, 2, 1967

Weinreich, U. *Languages in Contact*, Mouton 1966

CREATIVE EDUCATION III (One Unit, Third Term)

Dr W. Lett, Mr A. Williams

This course will provide a workshop for the development of creative teaching methods, curriculum materials and design of learning spaces and environments. The question of evaluation of the creative product will be built into the course content, and products for evaluation by the students will be determined during the courses, as will the nature of the evaluation.

Prerequisites: Creative Education I and II.

Requirements: The equivalent of three hours a week, leading to a major submission in curriculum development.

Preliminary Reading

Gilchrist, M. *The Psychology of Creativity*, Melbourne Univ. Pr. 1972

Torrance, E.P. *Rewarding Creative Behaviour*, Prentice-Hall 1965

Vernon, P.E. (Ed) *Creativity*, Penguin 1970

HUMANISTIC EDUCATION IIIA OR IIIB (One Unit, Third Term)

Mr B. Neville *et al.*

Part A of the course will consist of workshops in the two related areas of simulation and game-playing and psychodrama, sociodrama and role playing, with an analysis of their theoretical bases and an examination of their limitations and potential as teaching techniques.

In Part B, issues to be determined include the validity and substance of the learnings assumed to take place in small groups, the societal well-springs of their popularity, and the effectiveness of their translation to the classroom. Humanistic models of man will be contrasted with other models that may better elucidate what happens between people in classrooms.

Prerequisites: Humanistic Education II

Requirements: Ordinarily three hours a week; weekend workshops may be required. One 3,000-word assignment.

PRIMARY EDUCATION (One Unit, Third Term)

Mr J. Brown and Dr I. Gasson

The course will be a series of seminars concerned with modern developments in primary education with particular emphasis on the curriculum; what is its purpose; what are its essential elements; who should decide on its form and

content; the role of the teacher; should his role be to teach, to actively facilitate learning or to be a passive resource; staff-pupil organization; is the 'one teacher — one class — one room' model desirable; what does team teaching offer; what is open education.

Requirements: Weekly seminar of three hours duration. Assessment will be on the basis of a 3,000-word essay or equivalent.

Preliminary Reading

Bassett, G.W. *Innovation in Primary Education*, Wiley 1970

Brown, M. and Precious, N. *The Integrated Day in the Primary School*, Ward Lock 1970

Centre for Curriculum Renewal and Educational Development Overseas

Children at School: Primary Education in Britain Today, Heinemann 1969

Silberman, C.E. *The Open Classroom*, Vintage 1973

RESEARCH ON THE TEACHING PROCESS III (One Unit, Third Term)

Dr I. Gasson

This course will mainly consist of conducting a small research project.

Prerequisites: Research on the Teaching Process II.

Requirements: Weekly seminar of three hours duration. Students must also be prepared to attend a weekend seminar should such an alternative be arranged. The completion of a small research project will be required.

Preliminary Reading: See Research on the Teaching Process I

THE PROFESSIONAL STATUS OF THE STATE SCHOOL TEACHER

(One Unit, Third Term), Mr A. Duckers

This course is intended for experienced classroom practitioners. The nature and validity of teachers' claims for an enhanced professional status will be examined in relation to an analysis of 'profession' as a sociological concept. Possibilities for a national and lasting solution to teachers' current difficulties regarding their professional status will be explored at the theoretical level. The relationship of classroom practitioners to educationalists and educational administrators will be an important focus: (a) some analysis of 'profession' as a sociological concept; (b) an examination of the teacher role; (c) teachers' claims to professional status; (d) the need for a rational solution to teachers' current difficulties regarding professional status.

Prerequisites: A significant period as a classroom teacher (say 5+ years).

Requirements: Weekly seminar of two to three hours duration and one piece of work.

Preliminary Reading

- Bessant, B. and Spaul, A.D. *Teachers in Conflict*, Melbourne Univ. Pr. 1972
Corwin, R.G. *Militant Professionalism*, A.C.C. 1970
Jackson, J.A. (Ed) *Professions and Professionalisation*, Cambridge Univ. Pr. 1970
Johnson, T.J. *Professions and Power*, Macmillan 1972

CENTRE FOR THE STUDY OF URBAN EDUCATION

**THREE-UNIT COURSES: FIRST, SECOND AND THIRD TERM
CURRICULUM AND PROCESS IN URBAN EDUCATION (Three Units)**
Mr L. Claydon *et al.*

An examination of the phenomenon of popular schooling in relation to urbanization and industrialization, and of what must be involved in education for all in a credentialled society, against the background of social mobility and community fragmentation. The course also examines certain normative bases to educational theorising in the context of predominating philosophical positions.

Prerequisites: Nil.

Requirements: Weekly seminars of two to three hours duration. Assessment will be based on seminar assignments and the completion of one essay.

Preliminary Reading

- Bowen, J. and Hobson, P.R. *Theories of Education*, Wiley 1974
Bremer, J. *School Without Walls*, Prentice-Hall 1972
Claydon, L.F. *Renewing Urban Teaching*, Cambridge Univ. Pr. 1973
Claydon, L.F. (Ed.) *The Urban School*, Pitman 1974
Leacock, E.B. *Teaching and Learning in City Schools*, Basic Books 1969
Midwinter, E.C. *Social Environment and the Urban School*, Ward Lock 1972

ETHNIC SUBCULTURES AND EDUCATION (Three Units)

Mr H. Townsend *et al.*

The origin, present distribution and characteristics of ethnic groups in Australia; the history and present organisation of migrant education, with overseas comparisons; organisation of T.E.S.L.; bilingualism; multi-cultural needs. A more general consideration of population movements and the impact of multi-cultural situations, e.g. the Irish and Italians in Australia, recent migration within Europe, etc.

Requirements: Weekly seminars of two to three hours duration. Assessment will be based on the completion of two essays over the year.

Preliminary Reading

Castles, S. and Kosack, G. *Immigrant Workers and Class Structure in Western Europe*, Oxford Univ. Pr. 1973

Greer, C. *The Great School Legend*, Basic Books 1972

Report on the Survey of Child Migrant Education in Schools of High Migrant Density in Melbourne, V.E.D., 1973

Smolicz, J.J. and Wiseman, R. *Quarterly Review of Australian Education*, 4, 2 and 3, 1971

Townsend, H.E.R. *Immigrant Pupils in England: the L.E.A. Response*, N.F.E.R. 1971; *Organisation in Multiracial Schools*, N.F.E.R., 1972

SOCIALIZATION AND EDUCATIONAL OPPORTUNITY (Three Units)

Dr Millicent Poole *et al.*

An examination of processes involved in socialisation, in Australia, USA and Britain, especially as these relate to the development of verbal and cognitive processing styles and to particular motivational, learning and achievement patterns. Special attention is devoted to family influences, and to the interaction of family and school influences upon children's educational opportunities.

Prerequisites: Introduction to Urban Education.

Requirements: Weekly seminar of two to three hours duration. Assessment will be based on seminar assignments and the completion of one essay a term.

Preliminary Reading

Bernstein, B. *Class, Codes and Control*, Routledge and Kegan Paul, 1971, 1972, vols 1 and 2

Craft, M. (Ed.) *Family, Class and Education: A Reader*, Longman 1970

Hunt, J. (Ed.) *Socialization in Australia*, Angus and Robertson 1973

Williams, F. (Ed.) *Language and Poverty*, Markham 1970

THEORY AND PRACTICE OF TEACHING ENGLISH AS A SECOND LANGUAGE (Three Units) Staff

An introduction to the theory and practice of teaching English as a second language, with special reference to the needs and resources of migrant children in urban schools.

Prerequisites: Students may be required to take Introduction to Urban Education; however, each case will be considered on its merit.

Requirements: Weekly seminar of two to three hours duration. Assessment will be based on seminar assignments and the completion of one essay per term.

EDUCATION

TWO-UNIT COURSE: FIRST AND SECOND TERM

INTRODUCTION TO URBAN EDUCATION (Two Units)

Miss Constance Lever *et al.*

Diverse approaches to the *definition* of the central problems in urban education. *Context* of the problems : urban-rural contrasts; impact on cities of such historical processes as industrialisation and bureaucratisation; alienation and anomie. *Causes* of the problems : varying theories. How alternative approaches to the above indicate different directions in the search for solutions.

Requirements: Weekly seminars of two to three hours duration. Assessment will be based on seminar assignments and the completion of one essay a term.

Preliminary Reading: A collection of papers by urban centre staff and others will be available as introductory readings for this course.

ONE-UNIT COURSE: THIRD TERM

STRATEGIES OF SCHOOL-COMMUNITY RELATIONS (One Unit)

Professor M. Craft

An introductory examination of theoretical viewpoints which advocate a closer integration of school and community, and a critical review of practical modes of achieving such relationships. This review will include consideration of community involvement, community-oriented curricula, 'pastoral care' and more recent systems of school welfare provision.

Prerequisites: Introduction to Urban Education

Requirements: Weekly seminar of two to three hours duration. Assessment will be based on seminar assignments and the completion of an essay.

Preliminary Reading

Craft, M. *et al.* (Eds) *Linking Home and School*, 2nd edn, Longman 1973

Schools in Australia, Karmel Report, Government Printer 1973

Lawdon, D. *Social Change, Educational Theory and Curriculum Planning*, U.L.P. 1973

Midwinter, E.C. *Social Environment and the Urban School*, Ward Lock 1972

Poster, C. *The School and the Community*, Macmillan 1971

TASK FORCE CORE COURSES (Six Units)

Mr L. Claydon *et al.*

A 'closed' form of B Ed recruitment is by interview selection only, following response to special advertisements. Candidates accepted are seconded from their present posts to work as teams in particular city schools, this work being served by a two year 'core course' of six units value. Further units are gained by auditing or taking additional urban centre courses.

GENERAL UNITS

TWO-UNIT COURSES: FIRST AND SECOND TERM EDUCATION AND SOCIAL VALUES (Two Units)

Professor B. Crittenden

In this course, a number of social-moral issues in the practice of education will be examined from a philosophical point of view. Topics will be selected from among the following: characteristics of educational value; education as a human right; authority and freedom in education; democratic theory and the practice of education; the school and social reform; equality and equal educational opportunity.

Prerequisites: Nil.

Requirements: Weekly seminars of two hours duration for two terms. Several short papers during the course and one longer essay. Assessment made primarily on the basis of written work.

Selected Reading

Crittenden, B. *Education and Social Ideals*, Longman Canada 1973

Dewey, J. *Democracy and Education*, Macmillan 1916

Fineberg, J. *Social Philosophy*, Prentice Hall 1973

Gribble, J. *Introduction to Philosophy of Education*, Allyn and Bacon 1969

Peters, R.S. *Ethics and Education*, Allen and Unwin 1966

TWO-UNIT COURSES: SECOND AND THIRD TERM SIGNIFICANT THEORY BUILDERS IN EDUCATION (Two Units)

Professor B. Crittenden and Mr L. Claydon

A discussion of three comprehensive and historically significant educational theorists: Plato, Rousseau and Dewey. In this context reference will be made to a selection of recent influential writings in educational theory. Special attention will be given to the way in which each author's views on the nature of man, knowledge, and society are reflected in his account of education.

Prerequisites: Nil.

Requirements: One two-hour seminar each week. Two essays. Assessment made primarily on the basis of written work.

Prescribed Reading

Bowen, J. and Hobson, P. (Eds) *Theories in Education: Studies of Significant Innovation in Western Educational Thought*, Wiley 1974

Claydon, L.F. (Ed.) *Rousseau*, Macmillan 1969

Dewey, J. *Democracy and Education*, Macmillan paperback

Plato, *The Republic*, Penguin paperback

THE LOGIC OF THE CURRICULUM (Two Units)

Professor B. Crittenden

A discussion of philosophical questions affecting the design, use and justification of a curriculum in liberal education. The course will include aspects of the following topics: interpretations of man and the shape of education; aims, purposes and curriculum decisions; needs and interests of the individual or the society as determinants of curriculum; rationality and understanding as criteria of teaching and learning in education; the question of objectivity; forms of thought and the design of the curriculum; the nature of liberal education: can a common curriculum be justified? the political role of liberal education: conservative or critical?

Prerequisites: Nil.

Requirements: Weekly seminar of two hours duration. Several short papers during the course and one longer essay. Assessment made primarily on the basis of written work.

Preliminary Reading

Archambault, R.D. (Ed) *Philosophical Analysis and Education*, Routledge and Kegan Paul 1965

Broudy, H.S., Smith, B.O. and Burnett, J.R. *Democracy and Excellence in America Secondary Education*, Rand McNally 1964

Gutten, R.S. and Bandman, B. (Eds) *Philosophical Essays on Curriculum*, L.B. Lippincott Co. 1969

Martib, J.R. (Ed) *Readings in Philosophy of Education: A Study of Curriculum* Allyn and Bacon 1970

ONE-UNIT COURSES: FIRST TERM

ADOLESCENCE (One Unit, First Term)

Mr K. Simkin

This is a course designed to introduce students to the study of adolescent attitudes and behaviours relevant to the problems of being a student or a teacher in a secondary school. The course will cover the following topics: (a) Psychological and sociological definitions of adolescence and explanations of adolescent behaviours and attitudes. (b) The function of adolescence for individuals and societies: implications of adolescence for educational structures (c) The impact of adolescent peer groups on the individual in the school.

Prerequisites: Nil.

Requirements: Criteria for assessment and evaluation procedures will be worked out in consultation with students.

Preliminary Reading

Boocock, S. *Introduction to the Sociology of Learning*, Houghton Mifflin 1972

Coleman, J. *The Adolescent Society*, Free Pr. 1961

Friedenberg, E. *The Vanishing Adolescent*, Dell 1964

Grinder, R. *Adolescence*, Wiley 1973

Hunt, F. (Ed) *Socialization in Australia*, Angus and Robertson 1973

INTRODUCTION TO COMPUTER USES IN EDUCATION I (One Unit, First Term) Ms Barbara Marsh

This course assumes no previous familiarity with computers. It has theoretical and practical strands: students will be expected to show a reasonable grasp of both. Within the practical strand, the course covers use of SPSS (a typical social science statistical program package), and the BASIC programming language (students elect which of these to cover in depth after an introduction to both). It is hoped that students will gain an understanding of *how* digital computers can be used in education, both in the classroom and in more traditional quantitative educational research.

Prerequisites: Nil.

Requirements: Weekly seminar plus practical work. One piece of written work or its equivalent.

Preliminary Reading

How it Works — The Computer, Ladybird Books 1971

Oettinger, A. and Marks, S. *Run, Computer Run — The Mythology of Education Innovation*, Collier 1971

INTRODUCTORY STATISTICS FOR EDUCATION (One Unit, First Term)
Staff

This course is a basic introduction to the use and understanding of statistics in education. The first part of the course is concerned with descriptive statistics — the measurement of central tendency, variability and relationships. The latter part contains an introduction to probability and statistical inference. The course will be illustrated by relevant examples, largely drawn from recent education research in Australia.

Prerequisites: Nil.

Requirements: Weekly seminars are expected to be of two to three hours duration and assessment is to be based on written assignments.

Preliminary Reading

Glass, G.V. and Stanley, J.C. *Statistical Methods in Education and Psychology*, Prentice Hall 1970

JUVENILE DELINQUENCY (One Unit, First Term)

Dr A. Knight

This course seeks the development of a sociological perspective on the problems of delinquent behaviour. A theoretical framework will be developed to analyse how the structural (or institutional) forces in society become reflected in the rates and character of official deviance. Attention will be given in particular to the relationship between student and school system.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration. Assessment to be based on one seminar assignment and the completion of an essay.

Preliminary Reading

Giallombardo, R. *Juvenile Delinquency: A Book of Readings*, Wiley 1972

Knight, A. 'School determinants of delinquent behaviour,' in Claydon, L. (Ed) *The Urban School*, Pitman 1974

Polk, K. and Schafer, W.E. *Schools and Delinquency*, Prentice-Hall 1972

Ryan, W. *Blaming the Victim*, Vintage 1971

Schafer, W.E. and Olexa, C. *Tracking and Opportunity: The Locking-Out Process and Beyond*, Chandler 1971

PHILOSOPHY OF EDUCATION: READING/SEMINAR COURSE (One Unit, First Term) Mr L. Claydon

The course is built upon reading in the analysis of key educational concepts. There will be an introductory seminar of a methodological nature. An interim seminar will discuss an agreed topic in the light of reading. One or two final seminars will be devoted to presentation of designs for papers on topics of the students' own choice, after which the papers will be worked up for written presentation as an assignment.

Prerequisites: Nil.

Requirements: Weekly seminars are expected to be of two to three hours duration. Assessment is likely to be based on seminar assignments and the completion of an essay.

Preliminary Reading

Archambault, R.D. (Ed) *Philosophical Analysis and Education*, Routledge and Kegan Paul 1965

Hirst, P. and Peters, R.S. *The Logic of Education*, Routledge and Kegan Paul 1970

Peters, R.S. (Ed) *The Concept of Education*, Routledge and Kegan Paul 1967

Scheffler, I. *Conditions of Knowledge*, Scott Foresman 1965

Smith, B.O. and Ennis, R.H. (Eds) *Language and Concepts in Education*, Rand McNally 1964

ONE - UNIT COURSES: SECOND TERM
INTERPRETATION AND DESIGN OF EXPERIMENTS AND SURVEYS IN
EDUCATION (One Unit, Second Term) Staff

The first part of the course will discuss sampling for experiments and surveys in education → including basic sampling theory and methods for drawing simple and complex random samples. The next part deals with experiments, where research hypotheses are tested using data obtained from samples. Selected inferential methods will be discussed including t-tests and analysis of variance. This section will also include a discussion of the design of experiments in education. The final part deals with surveys in education. All sections of this component will be illustrated by examples largely drawn from recent education research in Australia.

Prerequisites: Introductory Statistics for Education.

Requirements: Weekly seminar of two to three hours duration. Assessment to be based on written assignments.

Preliminary Reading

Glass, G.V. and Stanley, J.C. *Statistical Methods in Education and Psychology*,
 Prentice-Hall 1970

INTRODUCTION TO COMPUTER USES IN EDUCATION I (One Unit,
Second Term) Ms Barbara Marsh

See first-entry term for details.

JUVENILE DELINQUENCY: RESEARCH PRACTICUM (One Unit, Second
Term) Dr A. Knight

See first-term entry for details.

Prerequisites: Juvenile Delinquency I.

ONE-UNIT COURSES: THIRD TERM
INTRODUCTION TO COMPUTER USES IN EDUCATION I (One Unit,
Third Term) Ms Barbara Marsh

See first-term entry for details.

THE AUSTRALIAN SCHOOLS COMMISSION (One Unit, Third Term)
Staff

The various factors which influenced the creation of the Australian Schools Commission, the activities of various interest groups prior and subsequent to its establishment and the Report of the Interim Committee will be studied. The focus for discussion will be an investigation of the Reports expressed

values and perspectives, concept of equality of opportunity, needs and priorities. An attempt will be made to evaluate the Commission program for libraries, disadvantaged schools, special education, teacher development and innovation.

Prerequisites: Nil.

Requirements: Weekly seminar of two to three hours duration. Each student is expected to present a discussion paper with paper written in essay form for final assessment.

Preliminary Reading

Cleverly, J. and Lawry, J. *Australian Education in the Twentieth Century*, Longman 1972

Commonwealth Parliamentary Debates, Establishment of a Schools Commission. States Grants (Schools) Bill, 1973

Karmel, P. *et al.*, *Schools in Australia*, Govt. Printing Service, 1973

McLaine, A.G. and Selby Smith, R. *Fundamental Issues in Australian Education*, Novak 1971

HIGHER DEGREES

The School of Education offers two higher degrees, one at the Masters level (M Ed), the other at doctoral level (Ph D). Studies for both degrees may be pursued on either a full-time or a part-time basis. Copies of the full regulations governing these degrees may be obtained on request.

The responsibility for determining the eligibility of applicants, conditions of candidature, the award of the degree, and the related matters within the governing regulations rests with the masters degree committee and the Ph D committee. Formal applications for admission to candidature must be made to the Registrar. Mr S.T. Boeyen, graduate studies officer, may be contacted for information about fellowships and scholarships available to higher degree students in the School of Education.

PREREQUISITE QUALIFICATIONS FOR HIGHER DEGREES

It is expected that the two most usual channels by which applicants will be admitted to candidature are (a) possession of a first degree and B Ed with some demonstration of capacity for research. Usually at least five units of the B Ed work must be achieved at merit level to qualify the student to proceed to masters work; (b) possession of an honours degree or higher qualification in a discipline other than education, provided that the nature of the higher degree research builds substantially on that discipline.

In cases where the candidate does not possess basic teacher training qualifications or has done no courses in education, some preliminary studies at the Bachelor of Education level would normally be required. Details of such preliminary work must be approved by the higher degrees committee of the School of Education, and by other University committees in some cases.

Both the Master of Education degree and the Ph D are examined by thesis. However, the School reserves the right to require students to undertake extra work or reading where this seems desirable.

MASTER OF EDUCATION BY COURSEWORK

A coursework M Ed in the field of comparative and international studies in education is offered. It includes a study of the relevant Asian language, together with studies of education in the geographical area concerned. Further details are available on request from the administrative officer, School of Education.

MASTERS PRELIMINARY COURSE

Each year a few students are accepted by the School to undertake a Masters preliminary course. This course is based on units offered in the B Ed and is designed for students whose entry qualification falls short of those outlined above. Acceptability for the masters preliminary course is determined by the board of studies of the School of Education in the case of each student, but a first degree is essential, together with appropriate experience. Candidates who have a teacher training qualification would normally be required to do the B Ed degree rather than a masters preliminary course.

PART V THE BACHELOR'S DEGREE: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

The Schools of Humanities and Social Sciences offer courses leading, at both the pass and honours levels, to the degree of Bachelor of Arts: in addition, the School of Social Sciences offers pass and honours courses leading to the degree of Bachelor of Economics. Though a BA can be taken in either School, the regulations and courses for it differ in the two cases. Students are therefore urged to read with care the explanations set out below of degree requirements and course patterns for the School in which they plan to enrol.

For an intending BA student, the choice of School will depend mainly on what he wishes to take as his 'major' study, the major being the discipline in which in most cases at least half a student's work will be done. A full description of the range of disciplines available as majors in each School is set out in the special sections below. To avoid one source of confusion it should especially be observed that three disciplines, history, mathematics and philosophy, are available in both the Schools of Humanities and Social Sciences but that the possible combinations for intending majors in these fields are different in each case. Thus a student who wishes to combine a major in history, mathematics or philosophy with a study of English or modern languages should enrol in Humanities; on the other hand, a major in history, mathematics or philosophy combined with economics, legal studies, politics or sociology should be taken in Social Sciences.

'Progress Requirements' laid down by each School stipulate certain minimum achievements necessary before a student may continue his studies after the first year. These requirements are administered by School progress committees, and are set out in appendix A.

Each School appoints academic advisers of studies, whose approval is required before a student's proposed pattern of enrolment is accepted, and who are available throughout the year to advise students on problems which may arise concerning their course structure. Advisers may be contacted through the appropriate dean's office.

SCHOOL OF HUMANITIES

THE PASS DEGREE

For the Bachelor of Arts pass degree, a student must complete a course of subjects having a total work value of nine units (a unit is a measure of work value; each subject is allocated a number of units indicating its work value as

laid down by the department which teaches it. The unit value of each subject taught in the School is set out in the Table of Subjects, at the end of this handbook). The course is designed to be completed in three years of full-time study, though part-time study is also possible. Stipulations as to the time allowed for completion of full-time or part-time degrees are fully set out under Academic Progress Rules, at the end of this handbook.

Three units are normally taken at each of the students' three year levels and should be so arranged that a major of four, five or six units (up to seven in the case of mathematics) is taken from one of the disciplines or areas of study offered by the School. The major should consist of one unit at first year, at least one unit at second year and at least two units at third-year level, except in the case of English, where the major *must* be of at least five units, including two at third year. If a student decides to take only four units of English, he will be obliged to take a major of four in another discipline, and so can take only one of his four English units at third-year level.

However students may take a course structure made up of three sequences of three units, at first, second and third-year levels, instead of a course involving a major sequence, if they so desire. Nine disciplines are available as majors: art history, English, French, history, Italian, mathematics, music, philosophy, Spanish and sociology (for approved students). At present five areas of study are offered: Latin American studies, North American studies, Romance languages, philosophy of science, and religious studies.

A student may seek to offer one or more subjects (approved complementary courses) at the University of Melbourne concurrently with subjects at this University – see Complementary Course Enrolments on page 40.

In the normal course pattern, a student takes at first-year level three subjects with a total work value of three units. The field or area of study in which he wishes to major is chosen at the end of first year. Subjects with a total work value of three units are then taken at each of the second and third-year levels. At second-year level one or two, and at third-year level one, two or three units taken are chosen from those available in the field which the student is majoring except in the case of English as explained above. The following samples (only four of many possible combinations) serve to illustrate how course structures may be arranged.

1. A sample major in Spanish:

- First-year level:** Spanish IA, English I, History IA.
- Second-year level:** Spanish IIA, Spanish IIB, History IIA.
- Third-year level:** Spanish IIIA, Spanish IIID, History IIIB.

2. A sample major in philosophy:

- First-year level:** Philosophy IA, History IA, Politics I.
- Second-year level:** Philosophy IIFA (half unit), Philosophy IIFB (half unit), History IIA, Politics IIA.

Third-year level: Philosophy IIIFC, Philosophy IIILA, Philosophy IIIFE, Philosophy IIISB, Philosophy IIIHA, Philosophy IIH8, (all half units).

3. A sample major in Latin-American studies:

First-year level: Spanish IA, Sociology I, Philosophy I.

Second-year level: Spanish IIA, History-Sociology II (Brazil), Philosophy IIFA (half unit), Philosophy IIFB (half unit).

Third-year level: Spanish IIIA, Spanish IIID, Portuguese III.

4. A sample course with no major, involving three sequences of three units:

First-year level: English I, History IA, Philosophy IA.

Second-year level: English IIB, History IIB, Philosophy IIMX.

Third-year level: English IIIA, History IIIC, Philosophy IIIE.

It should be noted that, while the major must be taken from a discipline or area of study offered by the School of Humanities, some supporting subjects may be taken from the offerings of other Schools. This matter is further explained under Choice of Subjects, below.

Certain general provisions apply to all courses. At the first-year level, a student may not take subjects in any one discipline totalling a work value of more than one unit, except in mathematics, where up to two units may be taken. The course as a whole must not include subjects from any one discipline having a total work value of more than six units, although, as stated above, students majoring in mathematics may take up to seven units in that discipline. A student may not, except with permission of the School, in any one year attempt subjects which have a total work value of more than three units. He may not enrol for a subject at second-year level unless he has completed or is currently enrolled for subjects which would complete the first year of his course, or enrol for any subject without having completed the prerequisites for that subject. At first-year level, a student must take one unit in a subject other than language or literature, unless he secures special permission to do otherwise.

Completion of a subject requires satisfactory performance at the annual examination as well as attendance at such lectures and tutorials and completion of such exercises and laboratory work as may be required. If a student has not complied with the requirements for any subject, he may be refused admission to the annual examination in that subject.

BACHELOR OF ARTS – DIPLOMA IN EDUCATION

After completion of the first year of the BA degree course in the School, students may take a concurrent course which will enable them to qualify for the degree of Bachelor of Arts and the Diploma in Education. This involves an additional year of study, and some modification of the course patterns described above. For details of education courses see the entries in this handbook under School of Education.

A student who qualifies at this University for the degree of Bachelor of Arts may also apply to the School of Education for admission to the one-year course for the Diploma in Education.

CHOICE OF SUBJECTS

First Year

In his first year, a student takes three units at first-year level. At least two of these must be first-year units of the School of Humanities. The subjects, with a value of one unit, from which these can be chosen are: Art History I, Cinema Studies I, English I, French I, History IA, IB, IC, ID, IE, IF, IG or IJ, Italian I, Mathematics IA, IB or IC, Music IA or IB, Philosophy IA, IB or ID and Spanish I.

A student's third unit could be another of the above subjects, or any other first-year subject offered in the University (except Social Sciences IA–IB and Social Sciences IA–IC). This third unit could be an approved complementary course from another university.

Students should note that not more than one first-year unit can be taken in any discipline except mathematics, in which up to two units may be taken.

Some subjects from other Schools commonly taken by Humanities students include: Politics I, Economics I, Sociology I, Biology IA or IB, Legal Studies I, Psychology I, Physical Sciences IH.

Second Year

In the second and third years a student takes subjects of six-units work value: three at second-year level and three at third-year level. These include four or five units towards a major in a chosen discipline or area of study, at least two of which must be at third-year level.

The other units may be chosen from any discipline or disciplines, providing prerequisites are satisfied. A student may apply for permission to take subjects from another School, or approved complementary courses from another university.

Two general requirements for second and third-year enrolments are that students may not take more than three units in any year without special permission, and that a student cannot enrol for a subject at second-year level unless he has completed or is currently enrolling for subjects which would complete the first year of his course.

Students seeking permission to follow a special pattern of enrolment should in the first instance seek the advice of the dean's assistant.

THE HONOURS DEGREE

The course for the degree with honours consists of subjects meeting the requirements for the pass degree with:

(a) such additional studies in the second and third years of the courses as may

be prescribed by the board of studies of the School, and

(b) a fourth year in the major study, unless permission is given for a course to be taken in a complementary subject with the approval of the chairmen of departments concerned.

Except in the case of mathematics a student will normally be admitted to an honours course at the beginning of his third year.

For further details of honours courses, students should consult the appropriate subject and area of studies entries in this handbook.

SCHOOL OF SOCIAL SCIENCES

In reading the following pages, students should bear in mind that a 'discipline' is a group of subjects taught by a department — e.g., history, sociology — and each subject has a work value which is expressed in units (sometimes referred to themselves as 'subjects'). A unit represents a full year's work in a subject (half-units, representing a half-year's work, are also taught). Subjects are taken at first, second and third-year level (and, for honours degrees, at fourth-year level); the levels are designated by the Roman numerals I, II, III or IV, and the respective subjects by letters or combinations of letters, e.g. History IIIA, Sociology IIIDB.

Courses of study in the School of Social Sciences have been designed with three objectives particularly in mind: to give comprehensive training in either one or two disciplines studied in a sequence of subjects described in the regulations as a 'major study', to ensure a substantial knowledge of some other aspects of the social sciences, and to help the student to move through his degree course in a progressive way so that he feels throughout that it has coherent meaning.

As in the School of Humanities, courses for a pass degree are designed to be completed in three years of full-time study but they can also be taken part-time. See departmental entries for further information concerning honours courses.

ENROLLING FOR COURSES

Before enrolling, students selected for admission and re-enrolling students should carefully read the relevant sections of this handbook and any supplementary instructions provided.

A wide variety of subjects is available. Some of the School's disciplines may not be familiar from secondary school experience, for example, politics and philosophy, and some of the subjects known by titles like Social Sciences IA or Social Sciences IB or Social Sciences IC. Information on the content of subjects is set out in later sections of this handbook.

The choice of first-year subjects which forms the basis of the degree as a whole, is important. The School's advisers of studies are available to help students to decide, but this advice will be of greater value if students have already made themselves familiar with the range of subjects and considered what their fields of interest are likely to be.

Before enrolling, or re-enrolling, all students must attend an interview with an adviser of studies and obtain signed approval for the subject selected. Enrolment cannot be completed until this is done.

THE BACHELOR OF ARTS PASS DEGREE

For the Bachelor of Arts pass degree, a student must complete a course of subjects having a total work value of nine units. The course is designed to be completed in three years of full-time study, though part-time study is also possible. Stipulations as to the time allowed for completion of full-time or part-time degrees are fully set out under 'Academic Progress Rules', on p. of this handbook.

In each of the three years of the course a full-time student making normal progress takes and passes subjects to the value of three units, at first, second and third-year levels respectively. These subjects are so arranged that the student takes either one sequence with a work value of five units in one of the disciplines offered in the School — economics, history, legal studies, mathematics, philosophy, politics and sociology — or two sequences of subjects, having a work value of four units each, from two of those disciplines. The sequences constitute the 'major study' referred to above.

Students enrolling for the first time in 1975 should note that the School of Social Sciences is at present considering a modification of its degree regulations to enable a pass degree to be gained by studying two sequences of subjects having a work value of three units each, and three other subjects having a work value of three units. If this change comes about it will not affect such students' enrolment in 1975, but it will have a bearing on their future courses of study.

First Year

Under the existing regulations, the normal degree course is as follows. In his first year of study, the student will take subjects having a work value of three units at first-year level: for example, Politics I, Sociology I, Economics I. These subjects must be chosen from different disciplines, except that a student who elects to take a mathematics subject may also take an additional subject in mathematics having a work value of half a unit and combine it with Social Sciences IA in lieu of the other interdepartmental subject, Social Sciences IB. The subjects chosen must be from the disciplines offered in the School, and at least one of them must be chosen from either economics, legal studies, politics, or sociology. (In special cases the board of studies may grant

permission for one subject (work value one unit) to be taken from another School in the University, or from another university).

Second Year

In the second year of study, the student will take subjects having a work value of three units at second-year level. Following the example begun above, that student may choose Politics IIA, Sociology IIA, and the half-units Sociology IIMT and IICM. Again, whatever other combination of subjects may have been chosen at this level, it must include at least one of: economics, legal studies, politics and sociology.

Third Year

In the third year of study the student in question may choose *either* Politics IIIA, Sociology IIIA, and the half-units Sociology IIIUS and IIISP (this will constitute a major sequence of subjects having a work value of five units in Sociology) *or* Politics IIIA and IIIB and Sociology IIIA. This will constitute two major sequences each consisting of subjects having a work value of four units.

Choice of Subjects

It will be seen that a student following the sample course outlined above need not choose which subjects he will take as a major sequence (or sequences) until he has completed his first year. But it should also be noted that he will be limited in his choice of major sequence to one or two of the subjects he has begun in first year, and that if he elects a major sequence of five units he will have to take one other of those subjects at second or third-year level (with certain exceptions described below). If he decides that he wishes to begin another sequence entirely he will need to take a first-year subject in that discipline in the succeeding year, and in that case he will lose credit for one of the first-year subjects he has already passed (this is on the assumption that he has passed all three). By special permission of the dean, however, a student who has elected to take a major sequence of five units may choose to take, as a second-year unit, a first-year unit offered in the School of Social Sciences, or a first-year language unit offered in the School of Humanities. If he does this, his choice of a third-year unit will be limited to one of the third-year interdepartmental subjects, Social Sciences IIIA, IIIC or IIIE, unless the second-year units in one of the subjects he has chosen at first-year level may be treated as either second or third-year units; this is the case with some units in, e.g. philosophy and legal studies. The student who is allowed to take one unit of a foreign language cannot at present take a second-year unit in that language, but this rule, too, may be modified for the future.

With the exceptions already noted above, subjects may be taken only in disciplines offered within the School of Social Sciences. If the degree structure is modified in 1975 it may allow a wider choice to students; and

students wishing to enrol in the School of Social Sciences in 1975 – for example, to take a major sequence in politics, economics or legal studies – but wishing also to study English, or art history, or music or a language, should inquire at the time of enrolment whether the degree structure has been so modified as to allow this.

The maximum total work load normally permitted at any level is three units; but special cases are governed by rules set out under the heading 'Academic Progress' page 000. Normally a student may not enrol in any unit at second or third-year level unless he has completed at least one-and-a-half units at the preceding level and is currently enrolled for such units as will enable him to complete the number of units requisite to be taken at that level.

At present the following first-year units are offered in the School (at least one unit must be chosen from those marked with an asterisk*):

*Economics I, History IA, IB, IC, ID, IE, IF, IG, *Legal Studies ILS, ICC, Mathematics IA, IC, Philosophy I, *Politics I, Social Sciences IA/IB, Social Sciences IA/IC, Social Sciences IA/Mathematics IF, Social Sciences IA/Mathematics IE, Social Sciences IA/Mathematics ID, *Sociology ICA, ICP, IDM, IGV, ILAC, IME, ISA, ISS, ITW, History-Philosophy I, Psychology I.

Note: Social Sciences IA is a half unit which can be combined with any of the half units Social Sciences IB or Social Sciences IC or Mathematics IF or Mathematics IE or Mathematics ID. But Mathematics IE can only be taken together with Mathematics IC and Mathematics ID can only be taken together with Mathematics IA.

Students intending to major in economics are advised to take either Mathematics IA or Mathematics IC or Social Sciences IA/IB or Social Sciences IA/IC or Social Sciences IA/Mathematics IF.

BACHELOR OF ARTS – DIPLOMA IN EDUCATION

After completion of the first year of the BA degree course in the School students may take a concurrent course which will enable them to qualify for the degree of Bachelor of Arts and the Diploma in Education.

This includes an additional year of study and some modification of the course patterns described above. For details of education courses see the entries in this handbook under School of Education.

A student who has qualified at this University for the degree of Bachelor of Arts may apply to the School of Education for admission to the one-year course for the Diploma in Education.

HONOURS DEGREE

The honours degree will entail a fourth year of more advanced study, and in the second and third years extra work may be required of honours students. A student will not have to decide in his first year whether he wishes to take

honours. For further details of honours courses, students should consult the appropriate subject entries in this handbook.

THE BACHELOR OF ECONOMICS PASS DEGREE

For the Bachelor of Economics pass degree, a student must complete a course of subjects having a total work-value of nine units. The course is designed to be completed in three years of full-time study, though part-time study is also possible. Stipulation as to the time allowed for completion of full-time or part-time degrees are fully set out under Academic Progress Rules on page 330.

Three units are normally taken at each of the student's three year levels and these units must be so arranged that a major of at least five units is taken from economics. However, if he wishes, a student may count certain second and third-year mathematics subjects as economics subjects to make up the major.

Apart from economics, the following disciplines are available in the School: history, legal studies, mathematics, philosophy, politics, psychology and sociology. Interdepartmental social sciences units are available as single subjects in first year and third year.

At first-year level a Bachelor of Economics student must take Economics I. The student must also take either Social Sciences IA or Accounting IAC together with either Social Sciences IB or Social Sciences IC or a half unit of mathematics, depending on his background and interests. (Social Sciences IB presupposes no mathematical knowledge, Social Sciences IC presupposes an ability to cope with Leaving standard mathematics, Mathematics IF presupposes a strong Leaving standard mathematics, Mathematics IE presupposes HSC General Mathematics and Mathematics ID presupposes a good result in any HSC Mathematics subject). If Accounting IAC is chosen as an alternative to Social Sciences IA in first year, then Social Sciences IA must be taken as a half unit at second-year level.

The third first-year unit can either be selected from subjects offered at first-year level within the School or students may select subjects offered by any other department in the University subject only to the approval of that department. For a student taking Mathematics IE this third unit must be Mathematics IC and for a student taking Mathematics ID this third unit must be Mathematics IA.

At second-year level a B Ec student must take second-year economics subjects to a work value of at least two units, which must include Economics IIMA and Economics IIMI (two half units). The third unit may be selected

from the range of second-year units and half units available in economics and other disciplines within the University and for which the student has the prerequisites. In some circumstances, however, a second-year student may, with the permission of the chairman of the department of economics, take a first-year unit offered in the School.

At third-year level, a B Ec student must take third-year economics subjects to a work value of at least two units, which must include Economics IIIA or Economics IIIMAH and Economics IIIMIH. The third unit may be selected from the range of third-year units and half units offered by the Economics department or by any other department within the University for which the student has the prerequisites.

The following possible course structures serve to illustrate how a course structure may be arranged:

EXAMPLE I

First-year level: Economics I, Accounting IAC, Social Sciences IC, Legal Studies IA.

Second-year level: Economics IIMA, Economics IIMI, Economics IIES, Economics IIME, Accounting IIAC, Social Sciences IA.

Third year level: Economics IIIA, Econometrics IIIIEK, Econometrics III OR Accounting IIICR, Economics IIIMM

EXAMPLE II

First-year level: Economics I, Social Sciences IA/IB, Politics I

Second-year level: Economics IIMA, Economics IIMI, Economic History IIEH, Economics II IL, Politics IIA.

Third-year level: Economics IIIMAH, Economics IIIMIH, Economics IIIED, Economics IIIOS, Social Sciences IIIC

EXAMPLE III

First-year level: Economics I, Social Sciences IA/IC, Physics I

Second-year level: Economics IIMA, Economics IIMI, Econometrics IIME, Mathematical Statistics II, Accounting IIAC

Third-year level: Economics IIIA, Econometrics IIIOR, Economics IIICS, Econometrics IIIIEK, Econometrics IIIME

The maximum total work value normally permitted at any level is three units. The rules governing special cases are outlined under 'Academic Progress Rules'.

A student may not enrol for any subject at one level until he has completed or is concurrently enrolled to complete the requirements for the previous level of his course.

Completion of a subject requires satisfactory performance at the annual examination as well as attendance at such lectures and tutorials and completion

of such exercises as may be required. If a student has not complied with the requirements for any subject, he may be refused admission to the annual examination in that subject.

Further information about economics courses is given in the Disciplines section. Before enrolling or re-enrolling a student should consult any supplementary instructions which may have been issued.

BACHELOR OF ECONOMICS – DIPLOMA IN EDUCATION

After completion of the first year of the B Ec degree course in the School, a student may take a concurrent course which will enable him to qualify for the degree of Bachelor of Economics and the Diploma in Education. This involves an additional year of study, and some modification of the course patterns described above. For details of education courses see the entries in this handbook under School of Education.

A student who has qualified at this University for the degree of Bachelor of Economics may apply to the School of Education for admission to the one-year course for the Diploma in Education.

CHOICE OF SUBJECTS

FIRST YEAR

In first year, a student takes three units at first-year level. At present the following units are offered in the School: Economics I, History IA, IB, IC, ID, IE, IF, IG, Legal Studies ILS, ICC, Mathematics IA, IC, Philosophy I, Politics I, Social Sciences IA/IB, Social Sciences IA/IC, Social Sciences IA/Mathematics IF, Social Sciences IA/Mathematics IE, Social Sciences IA/Mathematics ID, Sociology I, History-Philosophy I, Psychology I, but students may take one unit from any discipline offered within the University.

For a B Ec student, one of the three units must be Economics I. He must also take Social Sciences IA/IB or Social Sciences IA/IC or Social Sciences IA/Mathematics IF, or Social Sciences IA/Mathematics IE or Social Sciences IA/Mathematics ID. A student may substitute Accounting IAC for Social Sciences IA but in this case he must take Social Sciences IA at second-year level.

Note that Social Sciences IA is a half unit which can be combined with any of the half units Social Sciences IB or Social Sciences IC or Mathematics IF or Mathematics IE or Mathematics ID. But Mathematics IE can only be taken together with Mathematics IC and Mathematics ID can only be taken together with Mathematics IA.

Mathematics subjects are very valuable to any student of economics; for some important branches of economics in which a student may later wish to specialize, a knowledge of mathematics is essential.

To proceed to the second-year unit in any discipline students must have

passed a unit in that discipline at the first-year level, except that a student who has passed Politics I before 1974 is permitted to enrol for a history unit at second-year level.

SECOND YEAR

In second year, a student takes subjects to a work value of three units, of which one unit must be Economics IIMA and Economics IIMI (two half units); at least one further unit (in the form of two half units) is selected from other second-year economics subjects.

The third unit must normally be a second-year unit (or two half units) for which the student has the prerequisites. (In some circumstances, however, a second-year student may, with the permission of the chairman of the department of economics, take a first-year unit offered in the School.) No more than two of the following may be taken: Economics IIAC, Economics IIBD, Economics IIEM, Economics IIIE.

A student may not enrol for a subject at second-year level unless he has completed (or is concurrently enrolled for) subjects which would complete the first year of his course. Prerequisites and corequisites for the subjects offered in second year are indicated in the economics and other departmental entries.

THIRD YEAR

In third year, a student takes third-year economics subjects to a work value of at least two units, which must include either the full-unit subject Economics IIIA, or Economics IIMAH and Economics IIIMH.

Apart from mathematics subjects which may be counted as economics, the second and third units in the third-year course may be drawn from other third-year economics subjects (all half units). Alternatively the third unit may be drawn from other third-year subjects available within the university (including the interdepartmental subjects). No more than two of the following may be taken: Economics IIIMM, Economics IIICF, Economics IIICR.

A student may not enrol for a subject at third-year level unless he has completed (or is concurrently enrolled for) subjects which would complete the second year of his course. Prerequisites and corequisites for the subjects offered in third year are indicated in the economics and other departmental entries.

THE HONOURS DEGREE

The honours course requires an extra year of full-time study. To a great extent the first three years of the honours course are the same as the pass course, and it is not necessary for a student to decide in first year whether he wishes to take honours. However, a student should give notice of his wish to take an honours course as early as possible.

In the second and third year extra work may be required of an intending honours student. In second year, if he is not taking Economics IIME, he is generally advised to take Economics IISC. In third year the student must take Economics IIIMIH and Economics IIIMAH instead of Economics IIIA. Students who decide to do honours after completing Economics IIIA will be required to do extra work before commencing fourth year.

Admission to the final honours year depends on performance during the three years of the pass degree.

CRITERIA FOR ENTRY TO FOURTH-YEAR HONOURS COURSE

(1) A student will be eligible if in third year he got at least two Bs, or one B and two Cs, in full units; or the equivalent, where half units are taken.

(2) In other cases eligibility will be assessed as follows:

(a) Economics units and half units (including interdepartmental units and mathematical units, in the sense of full subjects, regarded as part of the economics course):

A = 3 points in the case of a unit, $1\frac{1}{2}$ points in the case of a half unit.

B = 2 points in the case of a unit, 1 point in the case of a half unit.

C = 1 point in the case of a unit, $\frac{1}{2}$ point in the case of a half unit.

(b) Other units and half units, except Social Sciences IA and its accompanying half unit; A or B = 1 point per unit or $\frac{1}{2}$ point per half unit.

The half unit accompanying Social Sciences IA; A or B = 1 point.

(c) A student will require for admission to the honours course at least 6 points, including at least one A or B in an economics unit.

CHOICE OF SUBJECTS

A fourth-year B Ec student is required to write a long essay on a subject giving scope for both critical appraisal and constructive thought. In order to start work on the long essay he is required to return to the University at the beginning of February.

Apart from the long essay, the fourth year involves course work to the value of three-and-a-half units. Certain fourth-year subjects are compulsory if a student is to proceed to a higher degree in economics. Such students should consult carefully with the department before choosing their fourth-year subjects.

PASS DEGREE IN BOTH ARTS AND ECONOMICS

A student who has been awarded either the Bachelor of Arts or the Bachelor of Economics degree may complete the other degree by undertaking an approved course equivalent to a further two years of full-time study.

PART VI GRADUATE STUDIES

In 1975 a number of students will be accepted for graduate studies. Graduates may apply at any time to be admitted as candidates for the degrees of Master of Arts, Master of Economics, Master of Education or Doctor of Philosophy. An appropriate honours degree will normally be the preliminary requirement for admission to any postgraduate degree course. In some disciplines it may be possible to complete the work for the master's degree by thesis, by course work, or by a combination of the two. In most disciplines it is possible to read for a master's degree on a part-time basis.

Persons seeking enrolment for a higher-degree course should first contact the chairman of the appropriate discipline to discuss their particular research interests, as consideration of an application for a higher-degree course will depend on the availability of facilities and suitable supervisors. The candidature of each prospective student must be approved by the appropriate higher-degree committee before the student can be admitted to the University.

Further information on the fields of research pursued and the facilities available appears under descriptions of the appropriate disciplines.

PART VII DISCIPLINES

The following pages contain details of the disciplines in which subjects are offered. The disciplines are listed in alphabetical order. Examination requirements, lectures and other work requirements and information on postgraduate studies are all included. Details of incompatible, companion and prerequisite subjects are set out in the table of subjects. Unless otherwise specified books marked with an asterisk are available as paperbacks.

The handbook relating to the Schools of Agriculture, Biological Sciences and Physical Sciences contain the details of the disciplines offered in those Schools.

ART HISTORY

This year, 1975, the department initiates third-year courses. Below is the full offering of courses.

First Year

Art History I

Second Year

IIA Greek Painting	IIC 19th Cent. French Painting
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IIB Classical Tradition	IIE Greek Sculpture
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IID 20th Cent. Movements	IIF Renaissance
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Third Year

IIIA Greek Painting	IIIB Rome 1600 - 1650
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IIID 20th Cent. Movements	IIIC 19th Cent. French Painting
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IIIG Theory and Method of Art History	IIIE Greek Sculpture
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	IIIF Renaissance
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IIIH Individual Readings (half unit) may be taken in the first or second half of the year

ART HISTORY I (Full Unit)

The first-year course (one unit) will serve both as an introductory course to second and third-year studies and as a basic survey of the history of European art for those students majoring in related disciplines.

The course will consist of:

- (1) An introduction to the major styles of the history of European Art, e.g. Greek and Roman, Italian Renaissance, Rococo, 20th century etc.
- (2) Studies of selected artists and works of art chosen from the periods of Section 1 to demonstrate the methodology of art history, e.g. stylistic analysis, iconography etc.

ART HISTORY

Prerequisite: None.

Class Requirements: Two lectures a week. One tutorial a week. Assessment will be by means of essays, class tests and end of year examination.

Prescribed Texts

Gombrich, E.H. *Story of Art*, Phaidon 1972

Pevsner, N. *Outline of European Architecture*, Penguin 1968

Tomory, P.A. *Foundations of European Art*, Thames and Hudson 1969

Recommended Reference

Murray, P. and L. *Dictionary of Art and Artists*, Penguin 1968

Further Reading: Available from the department in January 1975.

ART HISTORY IIA/IIIA: Greek Painting (Half Unit)

Dr Ian D. McPhee

This course will be given in the first half of the year. It may be followed by any of the courses offered by the department in the second half of the year, although it forms a logical sequence with Art History IIE/IIIE.

The course will concentrate on the development of Greek vase-painting from the 10th century BC, but the remains of monumental painting will also be discussed.

Prerequisites: Art History I.

Class Requirements: Three hours a week consisting of two lectures and one tutorial. Assessment will be by class and written work.

Prescribed Reading

Boardman, J. *Greek Art*, London 1972

Devambez, P. *Greek Painting*, Contact History of Art 1962

Boardman, J. *Attic Black Figure Vases: A Handbook*, London 1974

Robertson, C.M. *Greek Painting*, Skira 1959

Cook, R.M. *Greek Painted Pottery*, London 1972

The student is strongly urged to buy the first three books in the above list which are available in paperback.

ART HISTORY IIB: The Classical Tradition in European Art – 5th to 19th Centuries AD (Half Unit)

Professor Peter Tomory, Dr Robert W. Gaston

This course will be given in the first half of the year.

Classical influence in architecture, sculpture and painting will be studied in European art of the centuries prescribed. Both formal and literary aspects will be fully discussed.

Prerequisites: Art History I.

Class Requirements: Three hours a week, including one lecture and/or seminars/tutorials according to enrolment. Assessment will be by class and written work.

Preliminary Reading

Either

Rowland, B. *The Classical Tradition in Western Art*, Oxford 1963

Or

Vermeule, C. *European Art and The Classical Past*, Oxford 1964

Further reading lists will be given in class.

ART HISTORY IIC/IIIC: French Painting in the 19th Century (Half Unit)

Mrs Lucy M. Ellem

Major movements from Romanticism to Symbolism will be studied with particular emphasis on the principal artists.

Prerequisites: Art History I.

Class Requirements: Three hours a week, including one lecture and/or seminars/tutorials according to enrolments. Assessment will be by class and written work.

Preliminary Reading

Novotny, F. *Painting and Sculpture in Europe 1780 - 1880*, Pelican 1971

Chapters 2,8,12,15 and 16.

Prescribed Reading: Available from the department in January 1975.

ART HISTORY IID/IIID: Major Movements in 20th Century Painting (Half Unit)

Selected movements from Fauvism to Pop Art will be studied to give a coherent account of the major aspects of European 20th century painting.

Prerequisites: Art History I.

Class Requirements: Three hours a week, including one lecture and/or seminars/tutorials according to enrolments. Assessment will be by class and written work.

Preliminary Reading

Haftmann, Werner *Painting in the XXth Century*, 2 vols, Praeger 1966

Prescribed Reading: Available from the department in January 1975.

ART HISTORY IIE/IIIE: Greek Sculpture (Half Unit)

Dr Ian D. McPhee

This course will be offered in the second half of the year. It will consist of a chronological survey of Greek sculpture from the Geometric period until the end of the Hellenistic period.

Prerequisite: Art History I.

Class Requirements: Three hours a week consisting of two lectures and one tutorial. Assessment will be by class and written work.

Prescribed Reading

Boardman, J. *Greek Art*, London 1972

Carpenter, R. *Greek Sculpture*, Chicago 1960

Pollitt, J. *Art and Experience in Classical Greece*, Cambridge 1972

Richter, G.M.A. *The Sculpture and Sculptors of the Greeks*, Yale 1970

The student is strongly urged to buy the first two books on this list.

ART HISTORY IIF/IIIF: Renaissance Art in Italy and Northern Europe (Half Unit)

Dr Robert W. Gaston

This course will be given in the second half of the year. Studies of selected artists and styles of painting, sculpture and architecture, particularly in Italy 1400 - 1600. Attention will be given also to documentary sources, artists' writings and artistic theory in the Renaissance.

Prerequisites: Art History I.

Class Requirements: Three hours a week including one lecture and/or seminars/tutorials according to enrolment. Assessment will be by class and written work.

Preliminary Reading

Burke, P. *Culture and Society in Italy 1420 - 1540*, Batsford 1972

Baxandall, M. *Painting and Experience in 15th Century Italy*, Oxford 1972

Freedberg, S.J. *Painting In Italy 1500 - 1600*, Pelican History of Art Series 1971

Huizinga, J. *The Waning of the Middle Ages*, Pelican 1965

Prescribed Reading: Available from the department in January 1975.

ART HISTORY IIIB: Art in Rome C. 1600 - 1650 (Half Unit)

Professor Peter Tomory

Artistic activity during this period will be studied with the main emphasis on painting. The aim is to study the international cross-currents which made Rome the creative centre of Europe.

Prerequisites: Any second-year art history subject.

Class Requirements: One lecture/tutorial session (two hours) and one seminar a week. Assessment will be by class and written work.

Preliminary Reading

Wittkower, R. *Art and Architecture in Italy 1600 - 1750*, 3rd edn, London 1973. Chapters 1 - 4 and 6 - 14.

Blunt, A. *Art and Architecture in France 1500 - 1700*, London. Chapter 6.

Rosenberg, J., Slive, S., Ter Kuile, E.H. *Dutch Art and Architecture 1600 - 1800*, London 1972. Chapters 3 and 10.

Gerson, H. and Ter Kuile, E.H. *Art and Architecture in Belgium 1600 - 1800*, London 1960. Chapter 5.

A full reading list will be given in class.

ART HISTORY IIIG: Theory and Method of Art History (Half Unit)

Dr Robert W. Gaston

This course will be given the first half of the year. A seminar designed to encourage reflection on the assumptions, the methods and the conclusions of art history. Students will examine selected works of art from antiquity to the 20th century which raise crucial problems of methodology. The points of contact between art history and other disciplines, e.g. psychology, sociology, and history will also be investigated.

Prerequisite: Any second-year art history subject.

Class Requirements: Three hours a week. Assessment will be by class and written work.

Preliminary Reading

Gombrich, E.H. *Meditations on a Hobby Horse*, Phaidon 1963

Gombrich, E.H. *Symbolic Images: Studies in the Art of the Renaissance*, Phaidon 1972

Panofsky, E. *Meaning in the Visual Arts*, Doubleday, Anchor 1955

Prescribed Reading: Available from the department in January 1975.

ART HISTORY IIHH: Individual Readings (Half Unit)

The aim of this course is to allow selected students to make a more detailed study of an artist, theme, movement, etc.

CATALAN

Prerequisites: Any second-year art history subject.

Approval will be given only to art history majors of high aptitude and motivation. Written applications should be made to the chairman after discussion with the staff member responsible for the chosen period.

BEHAVIOURAL BIOLOGY

BEHAVIOURAL BIOLOGY I(T) (One Unit)

Mr P.A. Rawlinson

Syllabus: The course aims to give a biological background for behaviour studies in Psychology II: an introduction to the structure and function of cells; the basic principles of genetics; the genetics of behaviour; evolution and natural selection; the evolution of mammals; mammalian physiology; animal ethology.

Prerequisites: Nil. Confined to students also taking Psychology I.

Class Requirements: Three 1-hour lectures a week for three terms. One tutorial a week for the genetics component (first term), demonstration and practical sessions in association with the other components.

Prescribed Reading

Adams, P. *et al. Biology Today*, CRM Book, California 1972

Recommended Reading

Parsons, P.A. *The Genetic Analysis of Behaviour*, Methuen, London 1967

Taylor, G.R. *The Science of Life*, Panther paperback, London 1967

Others may be recommended during the course.

Note: The details of this subject may be amended at the end of 1974, the first year in which it was offered, and students proposing to enrol in this subject should check with the department of psychology concerning any change for 1975.

CATALAN

The Catalan language is spoken in Catalonia proper, Valencia, Andorra, Roussillon, the Balearics and in the city of Alghero in Sardinia by over seven million people, a population greater than that of Albania, Denmark, Finland, Iceland, Ireland or Norway. It is the vehicle of an ancient and distinguished literature which is still flourishing today. The Spanish department offers a course in Catalan language and literature, Catalan III/IV to students of French or Spanish in their third or fourth year. Further information is available from the Professor of Spanish.

CINEMA STUDIES

CINEMA STUDIES I (Full Unit)

Staff, Centre for the Study of Educational Communication and Media

The course will discuss the fundamental elements of film: movement, the script, the image, editing, sound, lighting, acting and direction. It will attempt to illustrate how the combination of these elements constitutes a particular form of artistic communication which might be described as the rhetoric of film. Hence, the main thrust of the course will be a concentration on film's unique mode of communication with an audience. For this purpose, the elements of film mentioned above will be examined in relation to four rhetorical dimensions: invention, memory, form, and expression.

Prerequisites: None; however the course is open only to first-year students.

Requirements: One lecture and one discussion period each week, together with viewing of selected films. Assessment on the basis of discussion papers and essays.

Prescribed Reading

Bazin, A. *What is Cinema?* Ed. and trans. by H. Gray, Univ of California 1967

Stephenson, R. and Debrix, J.R. *The Cinema as Art*, Penguin 1965

McCann, R.D. (Ed) *Film: A Montage of Theories*, Dutton 1966

Bobker, L. *The Elements of Film*, Harcourt Brace 1965

Huss, R. and Silverstein, N. *The Film Experience*, Delta 1968

Gianetti, L. *Understanding Movies*, Prentice-Hall 1972

Balazs, B. *Theory of the Film*, Roy 1952

Arnes, R. *Film and Reality*, Penguin 1974

ECONOMICS

In the first year economics majors must take Economics I, described below, which is a prerequisite for all further studies in economics. B Ec students must also take Social Sciences IA and either Social Sciences IB or Social Sciences IC or a half unit of mathematics. A student may substitute Accountancy IAC for Social Sciences IA. In this case the student must take Social Sciences IA in second year. Accountancy IAC is only available to students who combine it with both Economics I and Social Sciences IB or Social Sciences IC or a mathematics half unit.

In his second year, a B Ec student must take economics subjects to a work value of at least two units, of which one unit must be Economics IIMA and Economics IIMI (two half units).

To make up an economics major, Mathematical Statistics II, Pure Mathematics II, Applied Mathematics II, or General Mathematics II, may be counted as an economics unit. However, Mathematical Statistics II is incompatible with

Econometrics IIES (economic statistics), and Econometrics II IM (introductory mathematics for economists) is incompatible with any mathematics subject.

Second-year subjects offered by the economics department are described below.

In his third year, a B Ec student must take Economics IIIA or Economics IIIMAH and Economics IIIMIH and at least one additional economics (or mathematics) unit. One other unit may be a third-year interdepartmental subject. Third-year subjects offered by the economics department are described below. The interdepartmental subjects are described under the Social Sciences heading.

Satisfactory completion of all specified work is a condition for completing courses in all years. Attendance at tutorials is also a condition for completing Economics I, Social Sciences IA, Social Sciences IB and Social Sciences IC.

Further information about the B Ec degree is given on pages 124 to 127.

The subjects offered by the economics department are detailed below. Section 1 gives details of the core subjects while section 2 gives details of the optional half units in accounting, econometrics, economic history and economics. Most of the half units offered by the department will be taught in one half of the academic year, as indicated in the following table:

First Half

(10 March 1975 to 20 June 1975)

Second Half

(7 July 1975 to 18 October 1975)

Core Subjects

Economics IIMI	Economics IIMA
Economics IIIMIH	Economics IIIMAH

Optional Subjects

Accounting IAC	
Accounting IIAC	
Accounting IIEM	Accounting IIICR
Econometrics IIIME	Econometrics IIIES
Econometrics IIIM	Econometrics IIIES
Econometrics IIIIEK	Econometrics IIIIE
Econometrics IIIME	Econometrics IIIOR
	Economic History IIIEH
	Economics History IIIIEH
Economics IIBD	
	Economics IIIE
	Economics IIIR
Economics IIIICS	Economics IISC
Economics IICF	Economics IIIMM
Economics IIIED	Economics IIIDS
Economics IIIHT	
Economics IIIIL	Economics IIIIE

Those subjects taught in the first half of the year will be examined during the fortnight 23 June 1975 to 4 July 1975, unless specified otherwise.

ECONOMICS I (Full Unit, Core Subject)

Mr W. Horrigan

This unit is primarily an introduction to economic theory. Initially, the subject matter of the discipline is considered, together with its relevance for dealing with contemporary social problems.

Initially the course is concerned with the aggregate economy, developing from the nature of business cycles a theory of national income and output. Both the internal and external economies are examined in an attempt to achieve a broadly based introduction to macro-economic policy.

Micro-economic theory is also introduced. Elementary concepts of optimality and consumer behaviour are extended into a theory of corporate activity. The various forms of market competition are considered.

Throughout the course there will be a constant attempt to introduce students to important aspects of economic policy.

Prerequisite: None. This is an introductory course in economics.

Class Requirements: Two lectures a week for three terms. ONE tutorial a week for three terms.

To obtain a pass in the subject, satisfactory performance will be required in tutorials and in such essays, exercises and tests as may be set throughout the year.

Examination: One 3-hour paper.

Prescribed Reading

*Samuelson, P.A., Hancock, K.J. and Wallace, R.H. *Economics*, Australian Edition, 2nd edn, McGraw-Hill 1974

*Lipsey, R.G. *An Introduction to Positive Economics*, 3rd edn, Weidenfeld and Nicolson 1971

Additional Reading: In order to get a broader perspective, students should read either:

Robinson, Joan and Eatwell, John *An Introduction to Modern Economics*, McGraw-Hill 1973

OR

Hunt, E.K. and Sherman, H.J. *Economics: An Introduction to Traditional and Radical Views*, Harper and Row 1972

ECONOMICS IIMA: Macroeconomic Theory (Half Unit, Core Subject)

This unit gives an elementary treatment of standard macroeconomic theory.

Prerequisites: Economics I.

Class Requirements: Two lectures a week and one tutorial a week during the second half of the year.

Prescribed Reading

Baird, C. *Macroeconomics*

*Dernburg, T.F. and McDougall, D.M. *Macroeconomics*, McGraw-Hill 1972

ECONOMICS IIMI: Microeconomics (Half Unit, Core Subject)

Dr O.T. Kingma

Second-year microeconomics extends the basic theory taught in the first year. The subject is concerned with resource allocation, price theory the theory of market structure and welfare economics. Emphasis is on theory, however, examples of the application of this theory, particularly in the fields of tariff policy, pricing policies and restrictive trade practices will be introduced where appropriate.

Prerequisite: Economics I.

Class Requirements: Two lectures and one tutorial a week during the first half of the year. Essays, tutorial exercises and special tests, as set during the year.

Examination: One 3-hour paper.

Prescribed Reading

Mansfield, E. *Microeconomics, Theory and Applications*, Norton 1970

Davidson, F.G. and Stewardson, B.R. *Economics and Australian Industry*, Longman 1974

Other reading to be announced.

ECONOMICS IIIA: Monetary Economics and Economic Policy (Full Unit, Core Subject) Mr M.P. Schneider, Dr C.R. Weston

This unit consists of a course in macroeconomics, with particular emphasis on the macroeconomic role of money and other financial assets and on monetary and other branches of economic policy. It also includes a discussion of problems in international monetary economics.

Prerequisite: Economics IIMA and Economics IIMI. This subject is incompatible with Economics IIMAH and Economics IIMIH.

Class Requirements: Lectures — one a week for the first half of the year, and two a week for the second half of the year. Seminars — one a week throughout the year. Essays and seminar papers as set.

Examination: Two three-hour papers.

Preliminary Reading

*Bain, Andrew D. *The Control of the Money Supply*, Penguin 1970

Prescribed Reading

* Glahe, Fred R. *Macroeconomics: Theory and Policy*, Harcourt Brace Jovanovich 1973

Shapiro, E. *Macroeconomics*, 3rd edn, Harcourt Brace Jovanovich 1974

ECONOMICS IIIMAH: Macroeconomic Theory (Half Unit, Core Subject)

Mr C. Dahlman

This unit gives an advanced treatment of the modern theory of income and employment, business cycles, and macroeconomic policy. Particular stress is laid on the relationship between macroeconomics and its microtheoretical foundations. Topics discussed will include inflation and international monetary problems.

Prerequisites: Economics IIMA and Economics IIMI. This subject is incompatible with Economics IIIA.

Class Requirements: Two lectures and one seminar a week during the second half of the year.

Examination: One 3-hour paper.

Prescribed Reading

Baird, C. *Macroeconomics*, SRA 1973

Mueller, M.G. (Ed) *Readings in Macroeconomics*, Holt, Rinehart, Winston 1966

Laidler, D. *The Demand for Money*, International 1969

Leijonhufvud, A. *Keynes and the Classics*, Institute of Economics Affairs 1971

Leijonhufvud, A. *Income and Employment Theory*, mimeo on reserve

ECONOMIC IIIMIH: Microeconomics (Half Unit, Core Subject)

Dr B.R. Hazari

This half unit covers microeconomic theory.

Prerequisite: Economics IIMA and Economics IIMI — This subject is incompatible with Economics IIIA.

Class Requirements: Two lectures and one tutorial a week during the first half of the year.

Examination: One 3-hour paper.

Prescribed Reading: To be announced.

OPTIONAL SUBJECTS

ACCOUNTING IAC (Half Unit, Optional Subject)**Mr M. Scorgie**

This half unit is designed to introduce students to procedures underlying the determination and presentation of information for financial decisions by management and investors. During the first term attention is concentrated on understanding the concepts used as the basis for preparing and analysing statements of financial position and income.

During second term various concepts of cost and value are studied and their usefulness for managerial decision making is examined. In the tutorials a business game is played to create an understanding of the interaction between production, marketing and finance and to discover the benefits of accounting reports, including inter-firm comparison.

At the beginning of third term the implications of behavioural research on accounting are examined together with a short study of accounting in the Soviet Union. The half unit concludes with a study of the mathematics of finance and an examination of selected problems of matching revenue and expenses.

Prerequisite: No previous knowledge of accounting is assumed.

Corequisite: Economics I.

Class Requirements: One lecture a week and laboratory sessions, as required for three terms. To obtain a pass in the half unit students are required to attend laboratory sessions and submit solutions to weekly assignments.

Examination: One 2-hour paper together with essays, exercises and tests during the year.

Prescribed Reading

Moore, C.L. and Jaedicke, R.K. *Managerial Accounting*, 3rd edn, South-Western 1972

Note: Accounting IAC is only available to students who combine it with both Economics I and a half unit chosen from Social Sciences IB, Social Sciences IC or a half unit in mathematics.

ACCOUNTING IIAC (Half Unit, Optional Subject)**Mr M. Scorgie,**

This half unit is designed to introduce students to procedures underlying the determination and presentation of information for financial decisions by management and investors. During the first term attention is concentrated on understanding the concepts used as the basis for preparing and analysing statements of financial position and income.

During second term various concepts of cost and value are studied and their usefulness for managerial decision making is examined. In the tutorials a business game is played to create an understanding of the interaction between production, marketing and finance and to discover the benefits of accounting reports, including inter-firm comparison.

At the beginning of third term the implications of behavioural research on accounting are examined together with a short study of accounting in the Soviet Union. The half unit concludes with a study of the mathematics of finance and an examination of selected problems of matching revenue and expenses.

Prerequisite: Economics I. No previous knowledge of accounting is assumed.

Corequisites: Economics IIMI and IIMA and either Economics Statistics (Econometrics IIES) or Mathematical Economics (Econometrics IIME).

Class Requirements: One lecture a week. Laboratory sessions as required. To obtain a pass in the half unit students are required to attend laboratory sessions and submit solutions to weekly assignments.

Examination: One 2-hour paper together with essays, exercises and tests during the year.

Prescribed Reading

Moore, C.L. and Jaedicke, R.K. *Managerial Accounting*, 3rd edn, South-Western 1972

ACCOUNTING IIEM: Economics of Management (Half Unit, Optional Subject) Mrs Helen Paterson

This course is concerned with economic and accounting concepts that are designed to assist managerial decision making. The first part of the study considers the measurement of managerial performance and includes: budgeting and employee behaviour; standard costing and variance analysis; and transfer pricing. The second part of the study considers: external pricing; marketing strategy and the measurement of advertising effectiveness; capital budgeting, including risk and sensitivity analysis, and an introduction to cost-benefit analysis.

Prerequisite: Economics I.

Class Requirements: Two seminars a week for the first half of the year. Additional classes as set. To obtain a pass in the half unit students are required to attend seminars and submit solutions to weekly assignments.

Examination: One 3-hour paper together with essays, exercises and tests during the year.

Prescribed Reading

Horngren, C.T. *Cost Accounting: A Managerial Emphasis*, 3rd edn, Prentice

Hall 1972

Savage, C.T. and Small, J.R. *Introduction to Managerial Economics*, Hutchinson 1967

ACCOUNTING IIICR: Corporate Reporting (Half Unit, Optional Subject)
Mr M. Scorgie

In this half unit students are presented a positive and normative study of external reporting by corporations. The introduction to the course examines the influence of company and taxation law, the stock exchange and professional accounting bodies on reporting. Attention is directed to Australia, but frequent comparison is made to the environment in the United States and the United Kingdom. During second term the emphasis is on the preparation of reports, including prospectuses, for business combinations. During third term a comparative study is made of selected proposals for the improvement of corporate reporting.

Prerequisites: Economics IIMA and Economics IIMI and a C grade or better in Accounting IIAC.

Class Requirements: Two seminars a week for the second half of the year. Additional classes as set. To obtain a pass in the half unit students are required to attend seminars and submit solutions to weekly assignments.

Examination: One 2-hour paper together with essays, exercises and tests during the year.

Prescribed Reading: To be advised.

ECONOMETRICS IIES: Economic Statistics (Half Unit, Optional Subject)
Professor S.P. Burley

This half unit will further develop and apply the fundamentals of probability theory and theoretical frequency distributions introduced e.g. in Social Sciences IC. It will deal with estimators and hypothesis testing with special reference to economics. The topics of sampling, quality control and simple regression will be covered.

Multiple regression analysis will be approached via the matrix algebra introduced e.g. in Social Sciences IC, and there will be a general discussion of the problems involved in employing regression techniques in economics model building. The course will integrate estimation techniques with economic theory, empirical data and decision making.

The Fortran IV programming language will be taught together with some computational methods employed on electronic computers for econometric work. A multiple regression program will be provided for students to carry out an econometric project. The computer section of the course will account for 15 per cent of the marks awarded in the subject.

Prerequisite: Social Sciences IC or a first-year mathematics department subject are normally desirable. Students who have taken Social Sciences IB are normally advised to take Econometrics II IM (Introductory Mathematics for Economists) and then proceed to Econometrics IIIES.

Class Requirements: Two lectures and one tutorial a week during the second half of the year.

Examination: One 3-hour paper.

Prescribed Reading

Kmenta, Jan *Elements of Econometrics*, Collier and Macmillan 1971

Turner, J.C. *Modern Applied Mathematics*, English Universities Pr. 1970

ECONOMETRICS II IM: Introductory Mathematics for Economicists (Half Unit, Optional Subject)

Mrs Zaiga Wiltshire

This course introduces some of the mathematical techniques useful in the study of economic theory. First term deals with functions of one variable in micro-economics; the idea of maximization, minimization for such functions; elasticities and other economic applications of calculus to functions of one variable. Second term covers functions of two or more variables, particularly utility and production functions; techniques of optimization, both constrained and unconstrained; homogeneity of functions, product exhaustion. Third term covers integration and its applications. The course provides a background to further study in economic theory, and is intended for students who have not enrolled in a mathematics department subject.

Prerequisite: Economics I.

Class Requirements: Two lectures a week and one tutorial a week during the first half of the year. Tutorial exercises will be set.

Examination: One 3-hour paper.

Prescribed Reading

James, D.E. and Thorsby, C.D. *Introduction to Quantative Methods in Economics*, Wiley International Edn 1973

ECONOMETRICS IIIE Mathematical Economics (Half Unit, Optional Subject)

Dr F.H.C. Huynh

An elementary introduction to modern developments in quantitative economics. The course covers such topics as input-output analysis, linear programming, game theory and other simple linear models. These topics are related to one another within the context of static optimization. The fortran

IV computer programming language is taught and methods for solving large linear models on digital computers are stressed. Each student will solve at least one such problem on the computer.

Prerequisites: A first-year mathematics subject or Social Sciences IC. Students with an A or a B in Social Sciences IB will be permitted to enrol if they have satisfactorily completed a special background course.

Class Requirements: Two lectures and one tutorial a week during the first half of the year.

Examination: One 3-hour paper at the end of the year. There will be some assessment of work done during the year.

Prescribed Reading

*Theil, Henri, Boot, J.C. and Kloeck, T. *Operations Research and Quantitative Economics: An Elementary Introduction*, McGraw-Hill 1965

*Dorfman, R., Samuelson, P. and Solow, R. *Linear Programming and Economic Analysis*, McGraw-Hill 1958

*Baumol, W.J. *Economic Theory and Operations Analysis*, 3rd edn, Prentice Hall 1972

ECONOMETRICS IIIES: Economic Statistics (Half Unit, Optional Subject)
Professor S.P. Burley

This half unit is essentially the same as Econometrics IIIES, but is designed for students with weaker mathematical backgrounds who have taken Social Sciences IB and Econometrics II IM rather than Social Sciences IC or a mathematics department subject.

It is not the usual third-year course in economic statistics, which is Econometrics IIIEK. Econometrics IIIEK is a prerequisite for honours quantitative subjects.

Prerequisites: Econometrics II IM.

Class Requirements: Two lectures and one tutorial a week during the second half of the year. Extra practice classes in probability and matrices will normally be prescribed. This course may also be offered during the first half of the year.

Examination: One 3-hour paper.

Prescribed Reading:

Kmenta, Jan *Elements of Econometrics*, Collier and Macmillan 1971

Turner, J.C. *Modern Applied Mathematics*, English Universities Pr. 1970

ECONOMETRICS IIEK: Econometrics (Half Unit, Optional Subject) **Dr F.H. Huynh**

This half unit will be concerned with an empirical analysis of macro-economic models. It will include a treatment of regression analysis for systems of macroeconomic relationships and a study of certain national econometric models of this type. Forecasting, planning and simulation characteristics will be given special consideration.

Prerequisite: Econometrics IIES or Econometrics IIME.

Class Requirements: Two lectures and one tutorial a week during the first half of the year.

Examination: One 3-hour paper.

Prescribed Reading

Kmenta, J. *Elements of Econometrics*, Collier and Macmillan 1971

ECONOMETRICS III IE: Industrial Econometrics (Half Unit, Optional Subject) Dr H.T. Burley

This half unit will be concerned with an empirical analysis of micro-economic models. Particular emphasis will be put on the modern non-neo-classical models of monopolistic competition, oligopoly, and game-theoretic analysis of competition. Topics concerning measurement and the use of the instruments of concentration, advertising, brand proliferation, asymptotic demand, saturated markets, efficiency and analysis of business game behaviour will be studied. The course will be a series of case studies with applied theoretical content and follows on from the Economic Theories of the Firm course.

Prerequisite: Econometrics IIES, Econometrics IIME or a mathematics department subject.

Class Requirements: One lecture a week and one tutorial a week for the second half year. Project work as set.

Examination: One 3-hour paper and a project.

References

Cramer, J.S. *Empirical Econometrics*, North Holland 1969

Shubik, M. *Essays in Honour of Oskar Morgenstern*, Princeton 1967

ECONOMETRICS IIIME: Mathematical Economics (Half Unit, Optional Subject) Professor S.P. Burley

The course is concerned with the general equilibrium and dynamic aspects of economic systems. Special attention is given to the von Neumann model of the expanding economy, and to n person games. Emphasis is on solution

concepts and algorithms. Difference equations are discussed and used to study stability aspects of economic systems.

A working knowledge of matrix algebra at the level used in Econometrics IIME is presupposed, though this could just as well have been obtained in a mathematics department course.

The topics covered in this course would provide a useful background for parts of Econometrics IIIEK (Econometrics) and Econometrics IIOR (Operations Research) as well as for the fourth year quantitative subjects.

Prerequisite: Any mathematics department subject or Econometrics IIME and/or Econometrics IIES. (It would be inadvisable for any student who has not passed a mathematics subject or Econometrics IIME to attempt this subject without at least a B in Econometrics IIES).

Corequisite: Mathematics IIIE or Econometrics IIIEK or Econometrics IIOR.

Class Requirements: Two lectures and one tutorial a week during the first half of the year. Project work as set.

Examination: One 3-hour paper.

Prescribed Reading

Baumol, W.J. *Economic Dynamics*, 3rd edn, Collier-Macmillan 1970

Additional Reading

Spiegel, M.R. *Calculus of Finite Differences and Difference Equations*, Schaum's Outline Series, McGraw-Hill 1971

ECONOMETRICS IIOR: Operations Research (Half Unit, Optional Subject) **Dr G.C. O'Brien**

This half unit is an introduction to optimization techniques in decision making from a mathematical point of view. Topics studied will be chosen from the following: allocation problems and dynamic programming; sequential decision making; waiting line phenomena; transportation networks; assignment problems; restocking theory; uses of Boolean algebra; personnel management; graph theory; weighting problems; scheduling problems.

Prerequisite: Econometrics IIES or Econometrics IIME or any mathematics subject.

Class Requirements: Two lectures and one tutorial a week during the second half of the year.

Examination: One 3-hour paper. The results of written exercises and tests during the year will be taken into account.

Preliminary Reading

*Theil, Henri, Boot, J.C. and Kloeck, T. *Operations Research and Quantitative Economics: An elementary Introduction*, McGraw-Hill 1965

Prescribed Reading

*Wagner, H.M. *Principles of Operations Research*, Prentice-Hall 1969

ECONOMIC HISTORY IIEH: Economic History (Half Unit Optional Subject)

Mr K.D. Thomas

In this half unit an examination is made of the English and Japanese industrial revolutions. It is intended to stimulate historical insight into the development process in contemporary under-developed countries. It will be sought to show how economic change was related to the social and economic position of these countries and how simple economic models can be used to analyse their development.

Prerequisite: Economics I.

Class Requirements: Two lectures and one tutorial a week during the second half of the year.

To obtain a pass in the subject, satisfactory performance will be required in tutorials and in such essays, exercises and tests as may be set throughout the year.

Examination: One 3-hour paper.

Prescribed Reading

*Deane, Phyllis *The First Industrial Revolution*, Cambridge Univ.Pr. 1965

*Allen, George C. *A Short Economic History of Modern Japan, 1867 - 1937*, 2nd rev. edn, Allen & Unwin 1962

*Storry, Richard *History of Modern Japan*, Penguin 1967

ECONOMIC HISTORY III EH: European Economic History (Half unit, Optional Subject)

Mr A.B. MacDonald

This half-unit, taught in the second half of the year, will deal with the development of the British, French, and German economies during the nineteenth century. Topics to be covered include the rate and pattern of growth and the role of foreign trade. Some attention will also be given to the eighteenth century background, and to developments after 1913.

Course Requirements: Two lectures and one tutorial a week during the second half of the year. One essay (to count for 20 per cent of final assessment), plus tutorial papers as set.

Examination: One 3-hour paper.

Prescribed Reading

Cipolla, C.M. 'The Emergence of Industrial Society' in Fontana Economic History of Europe, vol. 4, pt. 1, 1973

Kindleberger, C.P. 'Economic growth in France and Britain, 1851 - 1950'

Simon and Schuster, Clarion 1969.

Landes, D.S. *The Unbound Prometheus*, Cambridge Univ. Pr. 1962

ECONOMICS IIBD: Business Decision-Making (Half Unit, Optional Subject)

Dr D. Elsum

This half unit provides a survey of the more important quantitative techniques within a framework of a management information system. Scientific management approaches will be examined so that current and future developments in philosophy and technique may be evaluated and applied within the business environment.

The course provides a good basis for third-year management courses. However, it may be necessary to limit enrolment if the numbers become too large.

Prerequisite: Economics I.

Class Requirements: One lecture a week and one tutorial a fortnight.

Research project, exercises and special tests as set during the year.

Examination: One 3-hour paper.

Prescribed Reading

Sasieni, M., Yashan, A. and Friedman, L. *Operations Research – Methods and Problems*, Wiley 1959

ECONOMICS II IE: Industrial Economics (Half Unit, Optional Subject)

Mr W. Horrigan

This half unit is designed to expand the elementary theory of the firm developed in Economics I and to complement the micro-economic analysis of Economics II.

The course draws upon basic price theory in order to develop an outline of industrial organization and structure. The traditional theory of monopolistic competition is expanded to take account of entry barriers, scale economies and product differentiation. Vertical integration and diversification are considered in the light of recent merger activity.

Public policy objectives are considered.

Prerequisite: Economics I.

Class Requirements: A course of 26 lectures together with appropriate tutorial classes and assignments during the second half of the year.

Examination: One 3-hour paper: assignments set throughout the course will count towards the final assessment.

Preliminary Reading

Karmel, P.H. and Brunt, M. *The Structure of the Australian Economy*, 1966
Cheshire

Prescribed Reading

*Needham, Douglas *Economic Analysis and Industrial Structure*, Holt, Rinehart and Winston 1969

*Utton, M.A. *Industrial Concentration*, Penguin 1970

*Davidson, F.G. and Stewardson, B.R. *Economics and Australian Industry*, Longman 1974

ECONOMICS II IR: Industrial Relations (Half Unit, Optional Subject)

Professor F.G. Davidson

This half unit covers three main fields. The first section includes the social structure of industry and sociological factors in work behaviour and in planned change. The second section deals with major institutions in Australian industrial relations, including trade unions, employers' organizations and industrial tribunals. The third section deals with economic aspects of industrial relations and wage determination.

Prerequisite: Economics I.

Class Requirements: Two lectures and one tutorial a week during the second half of the year. Tutorial exercises and special tests as set.

Examination: One 3-hour paper.

Prescribed Reading

Cubbon, H.A. *et al. Work and Negotiation in the Broken Hill Mining Industry*, Department of Psychology, Univ. Of Melbourne 1966

*Isaac, Joseph E. and Ford, G.W. (Eds) *Australian Labour Economics: Readings*, 2nd edn, Sun Books 1974

*Isaac, Joseph E. and Ford, G.W. (Eds) *Australian Labour Relations; Readings*, 2nd edn. Sun Books 1971

Lipsey, Richard G. *An Introduction to Positive Economics*, 3rd edn, Weidenfeld and Nicolson 1971

*Brown, Ernest H.P. *Pay and Profits*, Manchester Univ. Pr. 1968

*Martin, R.M. *Trade Unions in Australia*, Penguin 1974

ECONOMICS IISC: Economics and Politics of Social Choice (Half Unit, Optional Subject) Mr M.P. Schneider

This half unit, which is taught on a seminar basis and at a more advanced level than other second-year subjects, is concerned with the economics and politics of resource allocation in an economy producing public as well as private goods. It examines a number of recent theories developed to answer

the following questions: why are some economic decisions made socially rather than individually; why do social decisions not normally require unanimous approval, even in societies based on an individualist ethic; and what are the economic consequences of alternative voting systems, including that of majority rule. It includes a discussion of the nature of public goods, Wickseil's 'unanimity principle', Arrow's 'general possibility theorem', external costs and decision-making costs, the application of game theory to decision-making by majority rule, vote-trading and logrolling.

Prerequisite: Economics I.

Class Requirements: Two 2-hour seminars a week during the second half of the year.

Examination: Assessment by means of one 3-hour paper, and one seminar paper presented during the year.

Preliminary Reading

Tullock, G. *Private Wants, Public Means*, Basic Books 1970

Prescribed Reading

*Buchanan, J.M. and Tullock, G. *The Calculus of Consent*, Ann Arbor 1965
It may be necessary to impose a quota on enrolments in this subject, in which case selection will be on the basis of first-year results.

ECONOMICS IIICF: Management of Company Finance (Half Unit, Optional Subject) Mr W. Horrigan

This half unit is concerned with the theoretical and practical aspects of corporate finance. The analysis is developed from the viewpoint of the investor as well as the company.

Emphasis is given to the creation of corporate capital structures and the alteration of shareholders' rights, in an attempt to assess their influence on financial decisions. The predictive value of changes in financial structure for corporate survival is introduced. This encompasses the financial aspects of mergers and takeovers.

Practical case studies emphasising Australian companies will be used.

Prerequisites: Economics IIMA, Economics IIMI and either Economics IIAC or Economics IIBD.

Class Requirements: Two 1½-hour seminars a week during the first half of the year.

Examination: One 3-hour paper. Assignments set throughout the course will contribute to the final grade.

Preliminary Reading

*Carr, J. Laurie *Investment Economics*, Routledge and Kegan Paul 1969

Prescribed Reading

Samuels, J.M. and Wilkes, F.M. *Management of Company Finance*, Nelson 1971

ECONOMICS IIICS: Comparative Economic Systems (Half Unit, Optional Subject) Dr Csapo — *poof*.

This half unit examines differing institutional solutions to the basic economic problems which face any society. It begins by considering theoretical arguments about how economic activities might be co-ordinated under different systems of ownership and control. The major part of the course is concerned with the features and problems of various forms of economic organization, as these have evolved in practice and as they are reflected in various theories. Particular attention is given to socialist economies.

Prerequisites: Economics IIMA and Economics IIMI.

Class Requirements: A combination of lectures, tutorials and seminars during the first half of the year. (The initial arrangements are two lectures plus one tutorial a week. For later sections of the course this is changed to two seminars a week.) Essays and tutorial/seminar papers are set during the year.

Examination: One 3-hour paper.

Preliminary Reading

Bornstein, Morris (Ed.) *Comparative Economic Systems*, rev. edn, Irwin 1969

Prescribed Reading

Emery, F.E. (Ed.) *Systems Thinking*, Penguin 1969

Nove, Alec and Nuti, D.M. (Eds) *Socialist Economics*, Penguin 1972

Eckstein, Alexander (Ed.) *Comparison of Economic Systems, Theoretical and Methodological Approaches*, Univ. of California Pr. Berkeley 1971

Hunt, E.K. and Schwartz, J.G. (Eds) *A Critique of Economic Theory*, Penguin 1972

ECONOMICS IIIDS: Case Studies in Development (Half Unit, Optional Subject) Mr W.R. Stent

This half unit deals with detailed aspects of economic development in two separate countries. In 1974 Papua New Guinea and Brazil will be the countries covered. The course is intended to follow on from Economics IIIED which will be held in the first half of the year and which considers economic aspects of development from a more general point of view.

This subject is incompatible with Social Sciences IIIA.

Prerequisite: Economics IIIED must have been taken in the first half of the year.

Class Requirements: Two lectures and one tutorial a week in the second half of the year.

Preliminary Reading

Nelson, Hank *Papua New Guinea*, Penguin 1972

*Poppino, Rollie E. *Brazil, the Land and People*, Oxford Univ. Pr. 1968

Prescribed Reading

*Clunies Ross, A.I. and Langmore, J. (Eds) *Alternative Strategies for Papua New Guinea*, Oxford Univ. Pr.

*Furtado, Celso *The Economic Growth of Brazil*, Univ. of California Pr. 1968

*Skidmore, T.E. *Politics in Brazil, 1930 - 1964, An Experiment in Democracy*, Oxford Univ. Pr., London 1967

ECONOMICS IIIED: Economic Development (Half Unit, Optional Subject)

Mr K.D. Thomas

This half unit, which will normally be taken in conjunction with Economics IIIDS, deals with economic aspects of present-day underdeveloped countries. Individual sectors are examined to assess possible means of increasing output, and the treatment also considers demand aspects, foreign trade and aid, human resources, and the role of government.

Prerequisite: Economics IIMA and Economics IIMI. A second-year economic history subjects, though not a prerequisite, would be a useful preliminary.

Class Requirements: Two lectures and one tutorial a week in the first half of the year. Essay and tutorial papers as set during the year.

Examination: One 3-hour paper.

Preliminary Reading

*Stein, L. *Economic Realities in Poor Countries*, Angus and Robertson 1972

Prescribed Reading

*Jolly, R. *et al. Third World Employment*, Penguin 1973

*Meier, Gerald M. *Leading Issues in Economic Development*, 2nd edn, Oxford Univ. Pr. 1970

ECONOMICS IIHHT: History of Economic Thought (Half Unit, Optional Subject) Mr J.W. Watkins

This half unit covers (a) a selective discussion of the principal developments in the history of economic thought from Aristotle to Keynes, with particular emphasis on the intellectual and economic environments in which they took place, and (b) a closer examination of certain economic theories to be found

in the works of Thomas Mun, Cantillon, Quesnay, Adam Smith, Malthus, Ricardo, Marx, Walras, Marshall and Keynes.

Class Requirements: Two lectures and one seminar a week during the first half of the year. Essays and seminar papers as set.

Examination: Assessment by means of one 3-hour paper, and one essay done under examination conditions during the year.

Preliminary Reading

*Heilbroner, Robert L. *The Worldly Philosophers*, 4th edn. newly rev., Simon and Schuster 1972

Prescribed Reading

Rima, Ingrid H. *Development of Economic Analysis*, rev. edn., R.D. Irwin 1972

ECONOMICS III IL: Inflation and the Labour Market (Half Unit, Optional Subject) Professor D.H. Whitehead

This half unit will be concerned with the macro economics of the labour market. Among the major topics discussed will be: types of inflation, the problem of stagflation, wage increases and shares, wage increases and relativities, wage and price controls, the role of the wage and price 'freeze', incomes policy, industrial relations, the political problems of inflation control, the problems of decentralized bargaining, inflation and the open economy, recent changes in the Australian system of industrial relations.

Prerequisite: Economics IIMA and Economics IIMI.

Class Requirements: Two 2-hour seminars a week during the first half of the year.

Examination: One 3-hour paper.

Prescribed Reading

*Isaac, J.E. and Ford, G.W. *Australian Labour Economics: Readings*, 2nd edn
Whitehead, D.H. *Stagflation and Wages Policy in the Australian Economy*,
Longman

Note: In 1975 it is proposed to introduce a fourth-year half unit course Directed Studies in Labour Economics. The prerequisites for this course will be Economics II IE and Economics IIIQ.

ECONOMICS III LE: Labour Market Economics (Half unit, Optional Subject) Mr P.C. Langley

This half unit is intended to provide a grounding in neo-classical and modified neo-classical models and analyses of the labour market. The course begins with an evaluation of the nature and scope of labour economics with

particular emphasis upon the current institutionalist debate. Major topics covered are: the supply of labour, human capital, labour mobility and participation behaviour; internal and local labour markets; the demand for labour and criticisms of marginal analysis; wage differentials, occupational, industrial and regional; and bargaining theory.

Prerequisite: Economics IIMA and Economics IIMI.

Class Requirements: One 1-hour lecture and two 1-hour seminars during the second half of the year. Essays as set.

Examination: One 3-hour paper.

Prescribed Reading

*Burton, J. *et al. Readings in Labour Market Analysis*, Holt, Rinehart 1971

*King, J.E. *Labour Economics*, Macmillan 1972

*McCormick, B. and Smith O. *The Labour Market*, Penguin 1970

*McConnell, C.R. *Perspectives on Wage Determination*, McGraw-Hill 1970

ECONOMICS IIIMM: Financial Management and Marketing (Half Unit, Optional Subject) Dr C.R. Weston

This half unit provides a link between the theoretical and practical aspects of microeconomics. The application of microeconomic theory to problems faced by management where both internal and external sources of financial information are available will be the basis of the management games used in this course.

Each student will operate as a company in oligopolistic and other competitive industries in the management games (primarily of the non-computer type) run during this course. Management decisions in the areas of price, finance, marketing and production are the main subject matter of the games. Stress will be placed on the evaluation of company performance and the assessment of takeover and bankruptcy potential in the context of the games.

Prerequisites: Economics IIMA and Economics IIMI and *either* Economics IIAC *or* Economics IIBD.

Class Requirements: Two 1½-hour seminars a week during the second half of the year.

Examination: Work submitted during the year will count towards the final mark and there will be a three-hour examination at the end of the year.

Preliminary Reading

Helfert, Eric A. *Techniques of Financial Analysis*, rev edn R.D. Irwin, Homewood, Illinois 1967

FOURTH-YEAR COURSES

ECONOMICS IVAD: Economic Anthropology and Development (Half Unit)

Mr W. Stent

This half unit seeks to examine the process of economic development from the point of view of the small communities which participate in that development. To an extent it seeks to determine the relevance of formal economic theory in the economic development of underdeveloped countries.

ECONOMICS IVCF: Corporate Financial Planning (Half Unit)

Mr W. Horrigan

There are two essential streams in this half unit : an examination of the criteria for determining between capital projects, and the design and strategies needed for maximum financial mobility.

The factors governing corporate financial decisions are examined at an advanced level. Apart from the unique problems associated with the new issue market, the course examines the major areas of interest in financial analyses – cost of capital, leverage and capital structure, dividend policy and portfolio theory.

Prerequisite: Economics IIICF.

Class Requirements: One 2-hour seminar a week during the second half of the year.

Prescribed Reading: To be announced.

ECONOMICS IVED: Economic Development (Half Unit)

Mr K.D. Thomas

This half unit will enable students with an interest in the economic problems of underdeveloped countries to undertake further studies in this field. The particular selection of topics, and the time spent on each, will be decided after discussion among the students enrolled.

Prerequisite: Economics IIIED.

Class Requirements: Thirteen sessions. Such written work as may be set.

Examination: One 3-hour paper.

Preliminary Reading

*Meier, Gerald M. *Leading Issues in Economic Development*, 2nd edn, Oxford Univ. Pr. 1970

ECONOMICS IVEH: Advanced Methods and Problems in Economic History (Half Unit) Professor D.H. Whitehead

Details to be announced (second half of the year).

ECONOMICS IVEI: Economics of Institutions (Half Unit)**Mr C. Dahlman**

This half unit will be concerned with the economic theory of institutions, their function, efficiency, and change. The modern theory of property rights and transaction costs will be applied to several topics that are currently studied separately in different fields of economics. Such application will include economic history, the nature of the firm, externalities, law and economics, comparative economics systems, and development.

Class Requirements: Two lectures a week and a seminar.

Examination: One 3-hour paper and an essay.

ECONOMICS IVEK: Econometrics (Half Unit)**Professor S.P. Burley**

This half unit is concerned with statistical techniques for estimating dynamic econometric models. The topics covered include spectral analysis, cross spectral analysis, distributed lag models, business cycles, seasonality and other special problems of economic time series.

Prerequisite: Econometrics III EK or Econometrics II ME.

Class Requirements: Thirteen sessions.

Examination: One 3-hour paper.

Prescribed Reading

Dhrymes, P.J. *Econometrics; Statistical Foundations and Applications*, Harper and Row 1971

ECONOMICS IVHT: History of Economic Thought (Half Unit)**Mr M.P. Schneider**

This half unit examines some of the principal developments in the history of economic thought, including the evolution of Keynesian theory, the classical and Marxian theories of value and distribution, the history of growth theory, and the evolution of planning theory.

Prerequisite: Economics III HT would be a useful preliminary.

Class Requirements: One 2-hour session a week for thirteen weeks. Essays and seminar papers as set.

Examination: Assessment by means of one 3-hour paper, and one essay during the year.

Prescribed Reading

Blaug, M. *Economic Theory in Retrospect*, 2nd edn, Heinemann 1968

ECONOMICS IVLT: Location Economics (Half Unit)

Dr C.R. Weston

A half-unit course to be taught during the first half of the year. The twin emphases of this course will be on central place theory (after Christaller and Losch) and its implications; and on the location of firms and industries. The implications of the latter for decentralization policy will be discussed.

Class Requirements: One 3-hour seminar a week for thirteen weeks and a research project involving the empirical investigation of aspects of location which will count for 30 per cent of the marks for this course.

Examination: Research project (30 per cent) and one 3-hour paper (70 per cent).

Prescribed Reading: To be announced.

ECONOMICS IVLE: Directed Studies in Labour Economics (Half Unit)

Mr P.C. Langley

This half unit is designed to introduce students to current topics in labour economics and industrial relations, complementing material covered in Economics IVP (Manpower Planning). Topics for academic year 1975 include short cycle variations in labour force participation, structure of urban markets, poverty, trade unions and the wage structure, and the determinants of strike activity.

Prerequisite: Economics IIILE or equivalent.

Class Requirements: One lecture a week and one tutorial a week for the first half year. Project work as set.

Examination: One 3-hour paper and a project.

Readings

Pertman, R. *Labour Theory*, Wiley 1969

Corina, J. *Labour Market Economics*, Heineman 1972

ECONOMICS IVMA: Macroeconomics and the Theory of Money (Half Unit)

Mr C. Dahlman

This course will present the foundations of advanced modern macroeconomics. Particular stress will be laid on the microeconomic foundations of aggregate economics and on the integration of monetary and value theory.

Prerequisites: Economics IIIMAH.

Class Requirements: One 2-hour lecture and a seminar a week.

Examination: One 3-hour paper.

Prescribed Reading

Clower, R.W. *Readings in Monetary Theory*, Penguin 1969

Keynes, J.M. *The General Theory of Employment, Interest and Money*,
Papermac

Leijonhufvud, A. *On Keynesian Economics and the Economics of Keynes*,
Oxford Univ. Pr. 1968

ECONOMICS IVME: Mathematical Economics (Half Unit)

Dr G.C. O'Brien

This half unit studies the applications of optimal control theory in modern economics. The first half of the course is a series of introductory lectures on optimal control theory. The second half is a series of seminars examining recent research papers in economics which use optimal control theory. One and two sector growth models are discussed in detail.

Prerequisite: Econometrics IIIOR *or* Econometrics IIIME *or* a course in differential equations would be a great advantage to any student attempting this course..

Class Requirements: Twelve 2-hour sessions during third term.

Examination: One 3-hour paper together with two seminar papers during the year.

Prescribed Reading

Intrilligator, M.D. *Mathematical Optimisation and Economic Theory*, 1971

Takayama, Akira *Mathematical Economics*, The Dryden Press 1974

An introductory reading list is also available.

ECONOMICS IVMI: Advanced Microeconomics (Half Unit)

Dr B.R. Hazari

This half unit covers advanced microeconomic theory.

Prerequisite: Economics IIIMIH.

Class Requirements: Two lectures and one tutorial a week during the second half of the year.

Examination: One 3-hour paper.

Prescribed Reading: To be announced.

ECONOMICS IVPF: Public Finance (Half Unit)

Details to be announced (second half of the year).

ECONOMICS IVQP: Quantitative Economic Planning (Half Unit)

DR H.T. Burley

Methods and applications of simplex, duality, activity analysis, shadow prices, sensitivity analysis are taught and applied with computed examples from macro-and micro-economic planning. The discussion includes input-output techniques planning with macro models, non-linear, stochastic, recursive and dynamic formulations with Bellman's optimality principle.

Prerequisite: Econometrics III EK or Econometrics III OR, or Econometrics III ME.

Class Requirements: Thirteen sessions. Projects and essays as set.

Examination: One 3-hour paper.

Prescribed Reading

*Hadley, George *Linear Programming*, Addison-Wesley 1962

Jacobs, O.L.R. *An Introduction to Dynamic Programming*, Chapman and Hall 1967

ECONOMICS IVRE: Regional Economics (Half Unit)

Details to be announced (second half of the year).

ECONOMICS IVTG: Trade and Growth (Half Unit)

Dr B.R. Hazari

The half unit covers topics in the pure theory of international trade, such as patterns of trade, trade and welfare, and trade and growth. Special attention will be given to the interactions between the processes of trade and growth.

Class Requirements: One 2-hour seminar a week for the first half of the year. Exercises as set.

Examination: One 3-hour paper.

Prescribed Reading

Caves, Richard E. and Jones, Ronald W. *World Trade and Payments: An Introduction*, Little Brown and Co. 1973

ECONOMICS IVGT: Trade and Growth, Part 2 (Half Unit)

Dr B.R. Hazari

This half unit is a continuation of Economics IVTG during the second half of the year.

EDUCATION

See Part IV: School of Education for details of subjects in this discipline.

ENGLISH

English may be studied in each of the three years of the pass-degree course; honours students undertake a fourth year of study. A single introductory course is offered in the first year, but in subsequent years a choice of courses dealing with various literary periods and topics is available. Students may study English as a minor or as a major discipline. If a major series of courses is chosen the sequence must conform to the patterns indicated on pages 118 and 119. Lectures, tutorials and seminars are held in the various courses; regular attendance is required. Part-time students should not embark on any courses unless they are sure they can fulfil the attendance requirements.

Written Work: In all courses, written work in the form of essays, exercises, or papers to be read in tutorials or seminars is prescribed. Failure to complete this work at the required time to the satisfaction of the department will be regarded as failure in the year's work as a whole, and permission to sit for the examinations will be withheld.

Assessment of Students: The English department uses a number of different ways of assessing the performance of its students: the written work and general performance at tutorials during the year are very important in arriving at a student's final result.

General Note on Prescribed Books: Students should have copies of the prescribed texts. Possession of standard editions, such as the *Oxford Standard Authors* or *Oxford English Texts*, of the works of prescribed authors is useful, particularly for majoring students. Such editions are usually suitable alternatives to the selections prescribed.

ENGLISH I

English I is designed as an introduction to the study of poetry, drama, and the novel, and to the critical problems of literature.

Tutorial discussion in small groups of students meeting once a week forms the most important part of the course work, and students must therefore attend tutorials regularly.

All students study the three texts described below as compulsory; in addition, each tutorial group, in consultation with its tutor, chooses at least seven texts from the 'elective' list. All of these texts are studied closely.

Prerequisite: There is no prerequisite for English I.

Class Requirements: Lectures — two hours a week for three terms. Tutorials — one hour a week for three terms. Written work — six exercises/essays to be submitted during the year.

Attendance at tutorials, and submission of written work, are compulsory.

Preliminary Reading: Students are urged to read *all* the texts (including all of the electives) at least once before the beginning of the year's teaching.

Prescribed Reading

(A) COMPULSORY TEXTS

*Donne, John *Poems*, Ed. Grierson O.S.A. Poems as prescribed at the beginning of the year.

*Pope, Alexander *The Poems*, Ed. Butt Methuen. Poems as prescribed at the beginning of the year.

*Shakespeare, William *King Lear*, Penguin

(B) ELECTIVE TEXTS (students choose *at least seven*, in consultation with other members of their groups and with their tutors)

*Arden, John *Sergeant Musgrave's Dance*, Methuen

*Austen, Jane *Persuasion*, Penguin

Chaucer, Geoffrey *The Miller's Tale*, in A.C. Cawley (Ed.) *The Canterbury Tales*, Everyman

*Conrad, Joseph *Heart of Darkness and The Secret Sharer*, Bantam

*Dickens, Charles *Great Expectations*, Penguin

*Eliot, George *The Mill on the Floss*, Everyman

*Jonson, Ben *The Alchemist*, Yale

*Lawrence, D.H. *Sons and Lovers*, Penguin

*Lawrence, D.H. *Selected Poems*, Penguin

*Nabokov, Vladimir *Lolita*, Corgi

*Shakespeare, William *Antony and Cleopatra*, Pelican

*Twain, Mark *Huckleberry Finn*, Penguin

*White, Patrick *Voss*, Penguin

*Williams, William Carlos *Selected Poems*, Ed. Jarrell (New Directions)

Recommended Reference Books

Students are urged to buy *The Concise Oxford Dictionary*, which is useful for the guidance it gives about contemporary usage. But *The Shorter Oxford English Dictionary* (which may be consulted in the Library) is indispensable for the reading of any text written before about 1800, and students are expected to make extensive use of it. For references, allusions, and general information about writers and works, *The Oxford Companion to English Literature* will be found useful. Everyone is asked to buy and use William Strunk, Jr., and E.B. White *The Elements of Style* (Macmillan), to help in the preparation of written work.

A list of other recommended reference books will be circulated at the beginning of the year.

SECOND-YEAR SUBJECTS

In addition to their choice of courses in second year all students taking a major in English are required to take a common course in the practice of criticism. (If teaching resources permit, this course will also be available to students taking a minor sequence.) It should be noted that students contemplating an honours course in English cannot enrol for the concurrent BA/Diploma in Education course.

Assessment: By means of essays, class work and final examinations.

Prerequisite: English I is a prerequisite for any second-year English subject.

Class Requirements: In each subject one or two lectures and one tutorial are held weekly throughout the year. For majoring students, one tutorial is held weekly in the practice of criticism. Attendance at tutorials and seminars is obligatory.

Written Work: See the remarks on written work at the beginning of the section on English.

Students entering second year in 1975 will have to choose their subjects in accordance with the following requirements:

GROUP 1	GROUP 2	GROUP 3
IIA Elizabethan and Jacobean drama	IIB 19th and 20th century poetry	IIC fiction 1850 - 1960
IIIA Elizabethan and Jacobean drama	IIIB English Poetry and Prose: Milton to Wordsworth	IIIC From Jane Austen to George Eliot; mainly fiction
IIIT Tragedy: Greek, 17th century, Modern	IIID Poetry from Chaucer to the Metaphysicals	IIIE Contemporary Literature
		IIIF Australian Literature
		IIIG American Literature

Minoring students have a free choice of second and third-year subjects, except that both IIA and IIIA cannot be taken without special permission from the chairman.

Majoring students, including honours students must choose their subjects so that at least one is taken from each of the three groups over the two years. An English major comprises at least five units in English except when with the

permission of the chairman of the department, certain other related courses, for instance a unit or two half units in philosophy of language, or linguistics, may be substituted for one English unit in a major sequence. Even when such a substitution is allowed, the grouping requirements stated above must still be met.

Honours students (see further information on page 119) are normally expected to take six English units.

Students should note that IIA, IIIA and IIIT cannot all be taken, even by a majoring student, and that special permission from the chairman is required to take both IIIA and IIIT.

ENGLISH IIA: Elizabethan and Jacobean Drama mainly shakespearean.

This course may not be taken with both English IIIA and IIIT.

Prescribed Reading

- *Shakespeare, William *Richard III*, Penguin
- *Shakespeare, William *Twelfth Night*, Penguin
- *Shakespeare, William *Julius Caesar*, Penguin
- *Shakespeare, William *Coriolanus*, Penguin
- *Shakespeare, William *Romeo and Juliet*, Penguin
- *Shakespeare, William *Othello*, Penguin
- *Shakespeare, William *Troilus and Cressida*, Pelican
- *Shakespeare, William *Antony and Cleopatra*, Pelican
- *Shakespeare, William *The Winter's Tale*, Penguin
- *Jonson, B. *The Alchemist*, Ed. J.B. Steane, Cambridge Univ. Pr.
- *Middleton, Thomas and Rowley, William *The Changeling*, Ed. Bawcutt, Methuen, Revels Plays

ENGLISH IIB: Poetry of the Nineteenth and Twentieth Centuries

Prescribed Reading

- *Blake, William *Songs of Innocence and of Experience*, Oxford Illustrated (optional)
- *Blake, William *Selected Poetry*, Ed. Bronowski, Penguin
- *Wordsworth, William *Selected Poetry and Prose*, Ed. Hartman, Signet
- *Wordsworth, William *The Prelude*, (a dual text) Ed. Maxwell, Penguin
- *Coleridge, Samuel *The Portable Coleridge*, Ed. I.A. Richards, Viking
- *Keats, John *The Complete Poems*, Ed. Bernard, Penguin
- **Victorian and Edwardian Poets*, Ed. Auden and Pearson, Viking
- *Hopkins, Gerard M. *Gerard Manley Hopkins: A Selection of His Poems and Prose*, Ed. W.H. Gardner, Penguin
- *Dickinson, Emily *Selected Poems of Emily Dickinson*, Ed. Reeves, Heinemann

*Hardy, Thomas *Selected Shorter Poems of Thomas Hardy*, Ed. John Wain, Papermac.

*Yeats, William B. *Selected Poetry*, Ed. Jeffares, Macmillan
 Eliot, T.S. *Collected Poems*, Faber

Recommended Reading

Foakes, R.A. *Romantic Criticism, 1800, 1850*, Arnold

ENGLISH IIC: Fiction 1850 - 1960

Prescribed Reading

*Dickens, Charles *David Copperfield*, Penguin

*Eliot, George *Middlemarch*, Penguin

*James, Henry *Washington Square*, Penguin

*Hardy, Thomas *Tess of the D'Urbervilles*, Papermac

*Conrad, Joseph *Nostromo*, Penguin

*Lawrence, D.H. *The Rainbow*, Penguin

*Joyce, James *The Essential James Joyce*, Penguin (with particular attention to *A Portrait of the Artist as a Young Man*)

*Forster, E.M. *A Passage to India*, Penguin

*Stead, Christina *The Man Who Loved Children*, Penguin

*White, Patrick Voss, Penguin

In addition a special study of either Dickens, Eliot, James, Conrad, Hardy or Lawrence will be required. Specific texts for discussion will be selected in second term and the classes will be held in third term.

THIRD-YEAR SUBJECTS

Prerequisites: A second-year English subject is a prerequisite for any English subject in third year except, with the permission of the chairman of the department, where an English III subject is required for the making up of an *area of study* major.

For students entering third year in 1975 the courses must be chosen in accordance with the requirements set out on page 118.

If the enrolments for any subject fail in any year to reach a minimum figure considered viable by the department, the subject will lapse for that year despite its appearance in the handbook.

HONOURS

Students may apply for admission to the honours school at the end of the second year. They should have completed English I and, normally, two second-year subjects in English, and have achieved a satisfactory standard in their work generally. Honours students in their third year normally take

three courses in English, but with the permission of the chairman, they may substitute for one of the English units an approved course in another discipline.

The fourth year's work will consist of three courses, and the submission of a long essay on a topic arranged at the end of the third year's work and approved by the chairman of the department.

Third-year honours students will attend a weekly tutorial in the practice of criticism. Their performance will be assessed and will contribute to their final result. One of the purposes of the course will be to give students some acquaintance with periods of English literature with which they are not familiar and the form the course takes will be decided in consultation with tutors at the beginning of the year. Before the beginning of the academic year students are asked to buy and study the following anthologies:

*Hayward, John (Ed.) *The Penguin Book of English Verse*

*Harrison, G.B. (Ed.) *A Book of English Theory*, Penguin

Some acquaintance with English history will be advantageous: the relevant volumes in the *Pelican History of England* (Penguin) are useful. A list of the names and dates of major English writers will be helpful: such a list, in roneoed form, is available from the English department secretary.

Honours students and pass students will attend the same lecture courses, but honours students will normally attend separate tutorials, in which they will undertake additional work.

In each course honours students will take an examination at the end of the third year, permission to continue into fourth year being conditional on a satisfactory result at the end of the third year. The choice of honours courses should be approved by the chairman of the department at the beginning of the third and fourth year. The final examination for honours students is at the end of the fourth year.

It should be noted that the honours course in English cannot be taken concurrently with the Diploma in Education.

ENGLISH IIIA: Elizabethan and Jacobean Drama mainly Shakespearean

This course may not be taken with both English IIA and IIIT.

Prescribed Reading

*Marlowe, C. *Dr Faustus*, Ed. J.D. Jump, Methuen, Revels Plays, Univ.

Paperbacks

Shakespeare, William *The Merchant of Venice*

Shakespeare, William *Much Ado About Nothing*

Shakespeare, William *Measure for Measure*

Shakespeare, William *Hamlet*

Shakespeare, William *King Lear*

Shakespeare, William *Macbeth*

Shakespeare, William *The Tempest*

*Jonson, Ben *Volpone*, Ed. Alvin B. Kernan, The Yale Ben Jonson

Webster, John *The Duchess of Malfi*, Ed. J.R. Brown, Methuen, Revels Plays

Tourneur, C. *The Revenger's Tragedy*, Ed. Foakes, Methuen, Revels Plays

Particular editions of Shakespeare's plays are not prescribed, but students ought to be aware of the merits and demerits of such editions as *The Arden Shakespeare, *The New Cambridge Shakespeare, and *The New Penguin Shakespeare.

ENGLISH IIIB: English Poetry and Prose from Milton to Wordsworth

Prescribed Reading

*Kenner, Hugh (Ed.) *Seventeenth Century Poetry: The Schools of Donne and Jonson*, Holt, Rinehart and Winston

*Milton, John *Poetical Works*, O.S.A. (with particular attention to *Paradise Lost*)

*Dryden, John *The Poems and Fables*, Ed. J. Kinsley, O.S.A.

*Swift, Jonathan *Gulliver's Travels*, Penguin **Selected Prose and Poetry*, Holt, Rinehart and Winston

*Pope, Alexander *Poems*, Ed. J. Butt, Methuen

*Johnson, Samuel *The Complete English Poems* Ed. J.D. Fleeman, Penguin Education **Rasselas*, Ed. J.P. Hardy, Oxford *The Lives of the Poets*, World's Classics

*Crabbe, George *Tales 1812 and Other Selected Poems*, Ed. H. Mills Cambridge Univ. Pr.

*Blake, William *Selected Poems and Letters*, Penguin

*Meredith, William and Jarrell, Machie (Eds) *Eighteenth Century English Minor Poets*, Dell

*Wordsworth, William *The Prelude* Penguin, **Selected Poetry and Prose* Ed. G. Hartman Signet

ENGLISH IIIC: From Jane Austen to George Eliot mainly fiction

Prescribed Reading

*Austen, Jane *Pride and Prejudice*, Penguin

*Austen, Jane *Mansfield Park*, Penguin

*Austen, Jane *Northanger Abbey*, Penguin

*Bronte, Emily *Wuthering Heights*, Penguin

*Bronte, Charlotte *Jane Eyre*, Penguin

**Selected Poems of Byron*, Ed. Robin Skelton Heinemann

*Dickens, Charles *David Copperfield*, Penguin

*Dickens, Charles *Little Dorrit*, Penguin

- *Carlyle, Thomas *Selected Writings*, Penguin
- *Arnold, Matthew *Culture and Anarchy*, Ed. Ian Gregor (Library of Literature Series) Bobbs-Merrill
- *Eliot, George *Mill on the Floss*, Everyman
- *Eliot, George *Middlemarch*, Penguin

ENGLISH IIID: Poetry from Chaucer to the Metaphysicals

Prescribed Reading

Chaucer, Geoffrey *The Canterbury Tales*, Ed. A.C. Cawley, Everyman

- *Wyatt, Thomas *Poems*, Muses' Library
 - *Auden, W.H. and Pearson, N.H. (Eds) *Poets of the English Language vol. 1 : Medieval and Renaissance Poets: Langland to Spenser*
 - *Kenner, High (Ed.) *Seventeenth Century Poetry: The Schools of Donne and Jonson*, Holt, Rinehart and Winston
 - *Shakespeare, William *The Sonnets*, Heinemann
 - *Donne, John *Poems*, O.S.A.
 - Herbert, George *Poems*, Ed. H. Gardner, World's Classics
 - *Jonson, Ben *Poems*, Muses' Library
 - *Marvell, Andrew *Poems*, Muses' Library
- The Oxford Book of Seventeenth Century Verse* is a useful alternative to the Kenner anthology, especially for people likely to continue work on the seventeenth-century.

ENGLISH IIIE: Contemporary Literature

Given the extensive nature of the reading required, students are strongly advised against attempting the course unless they can familiarize themselves with a good many texts before the start of the academic year.

The following texts, which will be studied during Terms 1 and 2, are required reading for every student doing the course.

Prescribed Reading

Eliot, T.S. *Collected Poems*, Faber

- *Lawrence, D.H. *Women in Love*, *Lady Chatterley's Lover*, Penguin
- *Joyce, James *Ulysses*, Penguin
- *Yeats, W.B. *Selected Poetry*, Ed. Jeffares, Macmillan
- *Faulkner, William *The Sound and the Fury*, Penguin
- *Auden, W.H. *Collected Shorter Poems*, Faber
- *Navokov, Vladimir *Ada; a Family Chronicle*, Penguin
- *Brecht, Bertolt *The Threepenny Opera*, Methuen
- *Beckett, Samuel *End-Game*, *Waiting for Godot*, Faber
- *Ionesco, Eugene *Rhinoceros*, *The Chairs*, *The Lesson*, Penguin

In third term teaching will be conducted largely by seminars, although supplementary lectures may be offered. These seminars will deal with issues for which reading from the following list will be a helpful preparation, although other texts may be added at the discretion of the tutors.

- *Albee, Edward *Who's Afraid of Virginia Woolf?* Penguin
- *Barthelme, Donald *Unnatural Practices, Unspeakable Acts*, Bantam
- *Borges, Juan Luis *Labyrinths*, Penguin
- *Greene, Graham *The End of the Affair*, Penguin
- *Gunn, Thom and Hughes, Ted *Selected Poems*, Faber
- *Hawkes, John *Second Skin*, New Directions
- *Heller, Joseph *Catch-22*, Dell
- *Herbert, Xavier *Capricornia*, Angus and Robertson
- *Hibberd, Jack *A Stretch of the Imagination*, Currency Methuen
- *Jacobson, Dan *The Evidence of Love*, Penguin
- *Lessing, Doris *The Golden Notebook*, Bantam
- *Lowell, Robert *Selected Poems*, Faber
- *Lowry, Malcolm *Under the Volcano*, Penguin
- *Mathers, Peter *The Wort Papers*, Penguin
- *Miller, Arthur *The Crucible, Death of a Salesman* Penguin
- *Moorhouse, Frank *The Americans, Baby*, Angus and Robertson
- *Nabokov, Vladimir *Lolita*, Corgi
- *O'Connor, Flannery *3 by Flannery O'Connor*, Signet
- *Pinter, Harold *The Caretaker*, Methuen
- *Plath, Sylvia *Ariel*, Faber
- *Stevens, Wallace *Selected Poems*, Faber
- *Williams, Tennessee *Sweet Bird of Youth, A Streetcar Named Desire, The Glass Menagerie*, Penguin
- *Williamson, David *The Removalists*, Currency Methuen

ENGLISH IIIF: Australian Literature

The course assumes a background of some reading in nineteenth and twentieth-century English literature. On enrolling, students should obtain lists of preliminary and supplementary reading from the English Department.

Prescribed Reading

- *Campbell, David (Ed.) *Modern Australian Poetry*, Sun Books
- *Craig, Alexander (Ed.) *Twelve Poets 1950 - 1970*, Jacaranda
- *Brennan, Christopher *Selected Poems*, Ed. G.A. Wilkes, Angus and Robertson
- *Hope, A.D. *Collected Poems 1930 - 1970*, Angus and Robertson
- *Neilson, Shaw *Poems*, Ed. A.R. Chisholm, Angus and Robertson
- *Slessor, Kenneth *Poems*, Angus and Robertson
- *Wright, Judith *Collected Poems 1942 - 1970*, Angus and Robertson

ENGLISH

- *Barnes, John (Ed.) *An Australian Selection*, Angus and Robertson
- *Lawson, Henry *The Bush Undertaker and Other Stories*, Angus and Robertson
- *Furphy, Joseph *Such is Life*, Angus and Robertson
- *Richardson, Henry H. *The Fortunes of Richard Mahony*, Penguin
- *Stead, Christina *The Man Who Loved Children*, Penguin *Seven Poor Men of Sydney*, Pacific Books,
- *Porter, Hal *The Watcher on the Cast-Iron Balcony*, Faber
- *White, Patrick *The Aunt's Story*, *The Solid Mandala*, Penguin

ENGLISH IIIG: American Literature

Prescribed Reading

- *Cooper, James F. *The Pioneers*, Signet
- *Thoreau, Henry *Walden and Civil Disobedience*, Norton Critical Edn
- *Hawthorne, Nathaniel *The Scarlet Letter*, Norton Critical Edn
- *Melville, Herman *Moby Dick*, Norton Critical Edn
- *Twain, Mark *Adventures of Huckleberry Finn*, Penguin
- *James, Henry *The Bostonians*, Penguin
- *Whitman, Walt *Leaves of Grass and Selected Prose*, Modern Library
- *Dickinson, Emily *Selected Poems*, Heinemann
- *Fitzgerald, F. Scott *The Great Gatsby*, Penguin
- *Faulkner, William *Absalom, Absalom!* Penguin
- *Roth, Henry *Call It Sleep*, Avon
- *McCullers, Carson *The Heart is a Loney Hunter*, Penguin
- *Ellison, Ralph *Invisible Man*, Penguin
- *Lowell, Robert *Selected Poems*, Faber
- *Williams, William Carlos *Paterson*, New Directions

ENGLISH IIIT: Tragedy – Greek, Seventeenth Century, Modern

This may not be taken with both IIA and IIIA.

Prescribed Reading

- *Aeschylus *Oresteia*
- *Sophocles *Oedipus the King*, *Oedipus at Colonus*, *Antigone*
- *Euripides *Medea*, *Hippolytus*, *The Bacchae*

The prescribed translations are those in Aeschylus I, Sophocles I, and Euripides I and V of *The Complete Greek Tragedies*, edited by David Grene and R. Lattimore, University of Chicago Press, Phoenix Books edition.

Shakespeare, William *Hamlet*, *King Lear*, *Macbeth*, *Antony and Cleopatra* (Students should possess these texts in either *The Arden Shakespeare or *The New Penguin edition or *The New Cambridge edition).

- *Salgado, Gamini (Ed.) *Three Jacobean Tragedies*, Penguin

*Ibsen, Henrik *Hedda Gabler*, *Rosmersholm*, Oxford

*Chekov, Anton *Plays*, Penguin

*Brecht, Bertold *Mother Courage and her Children*, *The Caucasian Chalk Circle*, Methuen

*Becket, Samuel *Waiting for Godot*, Faber

Additional plays may be chosen for reading and group discussion.

FOURTH-YEAR COURSES 1975

The general prerequisite is satisfactory performance in an approved group of third-year English subjects, including special honours reading.

Reading lists will be available from December 1974.

Honours students will be asked to take three seminar courses chosen from those listed below, though it is sometimes permissible for a third-year course to be taken at fourth-year level if there are cogent reasons for doing so.

IVA Critics and Criticism: All honours students must take this seminar.

IVB Seventeenth century literature

IVC Eighteenth century literature

IVD Nineteenth century literature

IVE Modern literature

IVF Australian literature

IVG Special Author

} Major Studies: only three of these options will be offered in any year.

} Special Studies

Students normally choose one subject from each of the major studies and special studies groupings, but are permitted to take two of the major studies subjects if they prefer to do so. If a third-year course is chosen, it must be instead of the special study.

POSTGRADUATE STUDIES

An honours degree in English will normally be the preliminary requirement for admission to postgraduate work in the department, though in special circumstances, certain candidates may be admitted to an MA preliminary course of one year's duration.

MA: Assessment may be by examination only (in which case four seminar courses must be taken over two years), by thesis only, or by a combination of the two, at the discretion of the Masters degree committee.

Ph D: The only examination requirement for the degree of Doctor of Philosophy is the presentation of a thesis on an approved topic, but candidates will be encouraged to attend the postgraduate seminars in areas of study that are related to their own work.

All candidates seeking enrolment for these degrees must first discuss their plans with the chairman of the department of English, as plans in the

graduate school are limited, and fields of study in which candidates will be accepted in any year will depend on the availability of suitable supervisors.

FRENCH

A course in French studies is available in the School of Humanities for both pass and honours students. It is designed, on the practical side, to develop proficiency in the use of the French language as a means of expression and communication and, on the cultural side, to foster the general intellectual development of the student through the study of French literature and French civilization.

The subjects at each level of the course have been selected to coincide as far as possible with those being offered at the same level in other disciplines taught in the School, and students are advised to take advantage of this arrangement. Because of the importance of historical and philosophical elements in literary study, a student who wishes to make French his major sequence is strongly recommended to take a history or philosophy subject as well as French at the first-year level. Students who take French IIA will find it an advantage to take History IIA at the same time. It is also recommended that students avoid a combination of subjects at first-year level which would tend to limit their attention to the study of language and literature only.

Students who wish to take a five or six-unit major in French must take French IIA (full unit), French IIB and Linguistics II (half units) in their second year, and in their third year, French IIIA (full unit) together with a total of one or two units chosen from the available half units; currently, these are: French IIH, French IIIT, Linguistics IIIA, Linguistics IIIB. A minor in French may consist of two or three consecutive units of French subjects.

A student may be selected for an honours course at the beginning of the second or third year on the basis of his performance in the pass course.

FRENCH I: French Language, Literature and Civilization (Full Unit)

Course Co-ordinator: Professor E.C. Forsyth

In this subject, a good deal of attention will be given to developing the student's ability to use the language, and language laboratory facilities and tutorial classes will be provided for that purpose. Literary studies will largely be concentrated on the twentieth century. A general introduction to the study of French civilization will also be given.

Prerequisite: A pass in French at the Victorian higher school certificate examination or an approved equivalent.

Class Requirements: Lectures — one a week for three terms. Tutorials and language classes — five a week for three terms.

Students will be expected to spend additional time in the language laboratory working individually. (Provision will be made in the timetable to suit the needs of part-time students provided the number of enrolments warrants the repetition of certain classes.)

Examination: Assessment by written and oral examination and year's work.

Prescribed Reading

LANGUAGE (The title of the basic language course will be announced later.)

Ferrar, H.A. *A French Reference Grammar*, Oxford Univ. Pr. London 1967

Nouveau Petit Larousse, Paris, Larousse 1968

Lacroix, U. *Les Mots et les idées: dictionnaire*, Nathan, Paris 1956

LITERATURE

Camus, Albert *La Peste*, Ed. W.G. Strachan, Methuen, London 1962

Saint-Exupéry, A. *de Vol de nuit*, Ed. F.A. Shuffrey, Heinemann, London, 1966

Sartre, J. -P. *Huis Clos*, Ed. Hardré and Daniel, Methuen, London 1964

Laye, Camara *L'Enfant noir* Ed. J.A. Hutchinson, Cambridge Univ. Pr. 1966

CIVILIZATION

Ardagh, John *La France nouvelle*, Gallimard, Paris, 1973

Current Affairs Bulletin, vol. 50, no.1 (June 1973) (available from department)

Options

In addition to the texts prescribed above, students will be required to choose *one* of the following.

(1) Poetry: duplicated texts to be provided

(2) Contemporary theatre: Ionesco, E. *Rhinocéros*, Folio, Paris, 1972

(3) Current affairs: *Et maintenant*, (Heinemann, Melbourne) — subscription to be arranged through department.

Recommended Reference Books

Flower, J.E. ed. *France today*, Methuen, London, 2nd ed. 1973

Miquel, P. *Economie et société dans la France d'aujourd'hui*, Nathan, Paris 1971

Miquel, P. *Problemes et forces politiques de la France contemporaine*, Nathan, Paris, 1971

Pickles, D. *The Government and Politics of France*, vol. I Methuen, London, 1972

Harrap's Shorter French and English Dictionary, Ed. J.E. Mansion, rev.edn by M. Ferlin and P. Forbes, Harrap, London 1967

FRENCH IIA: French Language, Literature and History of Ideas (Full Unit) **Course Co-ordinator: Professor E.C. Forsyth**

French IIA is the basic subject for French students at second-year level. As in French I, a good deal of emphasis will be given to the development of practical skill in the use of the language, and at this level students will be expected to present their literary exercises, written and oral, in French. Literary studies will be concerned with the seventeenth and eighteenth centuries. A short course on the French cinema will be available in third term.

Prerequisites: A pass in French I. Students should not however embark on this course unless they have a good practical grasp of the language.

Class Requirements: Lectures or seminars — one a week for three terms. Tutorials and language classes — four a week for three terms. (Students will be expected to spend additional time in the language laboratory working individually.)

Examination: Assessment by written and oral examination and year's work.

Prescribed Reading

LANGUAGE (The basic language text will be announced later.)

St. John, H., Jones, R.J. and Stickland, W.A. *Current French*, Copp Clark, Vancouver

Nouveau Petit Larousse, Larousse, Paris

Lacroix, U. *Les mots et les idées: dictionnaire*, Nathan, Paris 1956

LITERATURE OF THE SEVENTEENTH AND EIGHTEENTH CENTURIES

Lagarde, André and Michard, L. *XVII^e siècle*, and *XVIII^e siècle*, Paris Bordas 1965

Corneille, P. *Le Cid*, Ed. G. Griffé, Bordas, Coll. 'Petits Classiques Bordas', Paris

Molière *L'Avare*, Ed. G. Delaisement, Didier, Coll. 'Classiques de la Civilisation française', Paris, 1964

Diderot, D. *Supplément au Voyage de Bougainville* in *Le Neveu de Rameau*, Livre de poche, Paris, 1966

Voltaire *Candide*, Bordas, P.C.B., Paris

Chénier, A. *Poésies Choiesies*, Larousse, Coll. 'Classiques Larousse', Paris

Rousseau, J.-J. *Les Rêveries du promeneur solitaire* Bordas, P.C.B. Paris

Recommended Reference Books

Harrap's Shorter French and English Dictionary, Ed. J.E. Mansion, rev. edn Harrap, London 1967

Maland, D. *Culture and Society in Seventeenth-Century France*, Batsford, London 1970

Lough, J.A. *An Introduction to Eighteenth-Century France*, Longmans, London

Tournand, J.C. *Introduction à la vie littéraire du XVII^e siècle*, and Launay, M. and Mailhos, G. *Introduction à la vie littéraire du XVIII^e siècle*, Bordas, Coll. 'Etudes', nos. 32 - 33, Paris

Films and scenarios for the short course on cinema studies will be announced later. Students who do not wish to undertake the cinema course may take instead a special literary option after consultation with the course co-ordinator.

FRENCH IIB: The French Classical Theatre (Half Unit)

Course Co-ordinator: Mrs M.-F. Schutte

French IIB is a course of specialised study on the French classical theatre of the seventeenth century for students who intend to take French as their major study and is designed to be taken in conjunction with French IIA. (To complete the second-year requirements for a major in French, a student must also pass in Linguistics II.) Some extra language work will also be required.

Prerequisite: A pass in French I and a pass or current enrolment in French IIA. Students should not undertake this course unless they have gained a pass at C level or higher in French I.

Class Requirements: One lecture and two tutorials a week during the second half of the year.

Examination: Assessment will be by written and oral examination and class assignments.

Prescribed Reading

Corneille, Pierre *Horace*, Ed. P.H. Nurse, Harrap, London 1963 or Ed. P.

Gaillard, Bordas, P.C.B. Paris

Corneille, Pierre *Polyeucte*, Ed. P. Michel, Bordas, P.C.B., Paris

Molière *Don Juan*, and *Les Femmes Savantes*, Bordas, P.C.B., Paris

Racine, Jean *Andromaque*, and *Phèdre*, Bordas, P.C.B., Paris

FRENCH IIIA: French Language and Literature (Full Unit)

Course Co-ordinator: Dr A.G. Paradissis

French IIIA is the basic subject for French students at third-year level. As in the earlier courses, the student will be expected to develop his practical skill in the use of spoken and written French. Literary studies will be devoted to the nineteenth century. Most classes will be conducted in French.

Prerequisites: A pass in French IIA.

Class Requirements: Lectures or seminars — one a week for three terms.

Tutorials — four a week for three terms.

The language laboratory will be available for students who wish to further their practical competence in the language with the aid of laboratory exercises.

Examination: Assessment by written and oral examination and year's work.

Prescribed Reading

The basic language text will be announced later.

LITERATURE OF THE NINETEENTH CENTURY: POETRY AND NOVEL

Lagarde, André and Michard, L. *XIXe siècle*, Bordas, Paris 1965

Baudelaire, Charles *Les Fleurs du Mal*, Ed. A. Adam, Garnier, Paris 1970

Stendhal *Le Rouge et le Noir*, Ed. H. Martineau, Garnier, Paris 1969

Balzac, Honoré de *La Rabouilleuse*, Ed. R. Guisde, Gallimard-Follo, Paris, 1972

Flaubert, G. *Madame Bovary*, Ed. C. Gothot-Mersch, Garnier, Paris 1973

Zola, E. *Germinal*, Garnier-Flammarion, Paris, 1973

Students intending to take this course are recommended to begin reading the novels during the preceding long vacation.

Recommended Reference Books

Grevisse, M. *Le Bon Usage*, Duculot, Gembloux

Tadie, J.Y. *Introduction à la vie littéraire du XIXe siècle*, Bordas, Coll.

'Etudes', no.34, Paris.

FRENCH IIIH: French Romanticism — Poetry and Theatre (Half Unit)

Course Co-ordinator: Dr A.G. Paradissis

French IIIH is a course in the poetry and theatre of the French romantic movement, intended primarily for students who are taking a major in French. Normally, students taking this course will also be enrolled for French IIIA.

Prerequisite: A pass in French IIA and a pass or current enrolment in French IIIA.

Class Requirements: Lectures or seminars — one a week for the first half of the year. Tutorials — one a week for the first half of the year.

Examination: Assessment by examination, essays and class work.

Prescribed Reading

Lagarde, A. and Michard, L. *XIXe siècle*, Bordas, Paris

Vigney, A. *Les Destinées*, Bordas, Coll. 'U.L.B.', Paris 1973

Hugo, V. *Les Contemplations*, Garnier, Paris, 1973

Musset, A. de *Lorenzaccio*, Bordas, Coll. 'U.L.B.', Paris 1973

Rostand, E. *Cyrano de Bergerac*, Garnier-Flammarion, Paris 1973

FRENCH IIIT: French Literature of the Twentieth Century (Half Unit)

Course Co-ordinator: Miss L.E. Masterman

French IIIT is a course in twentieth century French literature, with particular reference to the novel and other prose writings, intended primarily for students who are taking a major in French. Normally, students taking this course will also be enrolled for French IIIA.

Prerequisite: A pass in French IIA and a pass or current enrolment in French IIIA.

Class Requirements: Lectures or seminars — one a week for the first half of the year. Tutorials — one a week for the second half of the year.

Examination: Assessment by examination, essays and class work.

Prescribed Reading

Sartre, J.-P. *Réflexions sur la question juive*, Gallimard (Coll. 'Idées'), Paris 1954

Perec, G. *Les Choses*, Julliard, Paris 1965

Malraux, A. *La Condition humaine*, Gallimard, Paris (Livre de Poche) 1946

Duras, M. *Le Square*, Ed. W.J. Strachan, Methuen, London 1974

HONOURS

Only a student who has shown real proficiency in the pass-degree course in French at the first or second-year levels will be accepted for an honours course and permitted to offer subjects at fourth-year level. Normally, honours students begin additional work in their second year.

At fourth-year level, special advanced work in language and literature will be done.

POSTGRADUATE STUDIES

Postgraduate students will be accepted for research in the following areas of French literature in 1974: sixteenth-century literature in general, seventeenth-century theatre, nineteenth-century novel. It is hoped that course work leading to the MA degree will be available in later years.

HISTORY

Though for administrative purposes located physically in the School of Humanities, the department of history is a full member of each of the Schools of Humanities and Social Sciences. It offers a range of subjects which permit a student wishing to major in history to do so in either School. Which School such a student will seek to enter depends upon his preferences so far as supporting subjects are concerned. In the School of Social Sciences, history may be combined with economics, politics, legal studies, or sociology. Combinations involving art history, English, Spanish, French, Italian, music or philosophy must be taken in the School of Humanities. For the full range of history subjects offered in both Schools see the accompanying diagram.

Students taking courses which are offered at both second and third-year levels will attend the same lectures but may attend different tutorials. Such courses taken at second-year level may not be repeated as third-year courses.

A history major for the pass degree will include history subjects totalling at least four units, of which normally

- (a) one unit will be at first-year level;
- (b) one unit will be at second-year level;
- (c) two units will be at third-year level.

A student may offer History-Sociology I as the first-year unit for this purpose.

Owing to limitations of staffing it will be necessary to impose quotas and control enrolments in all subjects to accord with the staff available. Every effort will be made to satisfy individual preferences, *but students in all years should select several preferences in case enrolment in the subject of their first choice is not possible.* When enrolling, especially in the School of Social Sciences, they should also take care to confirm with the student adviser from the department of history that the quota in their chosen subject has not been filled.

Some lectures and tutorials on historical method will be included in all first-year history subjects. In this connection students should read at least one of the following texts:

Elton, G.R. *The Practice of History*, Fontana Paperback 1969

Kitson, Clark, G. *The Critical Historian*, Heinemann 1967

Thompson, D. *The Aims of History*, Thames and Hudson 1969

The accompanying diagram is designed to set out the subjects offered by the history department in such a way as to provide students with a simple means of working out possible combinations and sequences of

history subjects. It does not of itself suggest combinations. Students should note particularly that it is possible to select courses in such a way as to specialize in certain areas, fields or themes.

For example a student with a strong interest in European history could take either History IA, IB or ID at first year, History IIA at second year, and History IIIB at third year. A student with a desire to specialize in Asian history could take History IA or IF at first year, History IIC at second year, History IIIC and IIJ at third. Those interested in the history of cultural contacts between European and non-European peoples could take IC or IE in first year, IIJ or IIK in second year, and IIIC, IIJ, IIIP or IIIZ in third year. For the history of ideas IJ, IIA and IIQ, IIIS or IIW provide possible choices. Those interested in North America could take IG at first year, IIF at second year, and IIID and IIIE at third year. Those interested in Latin American History could take History IC at first year, History-Sociology II and History IIJ at second year, and History-Sociology III and History IIIZ at third year.

A wide variety of sequences in either geographical cultural areas, or in particular approaches to the discipline — political, social, intellectual, culture contact, comparative colonial societies — can, in fact, be worked out. Students who desire to structure their course patterns in this way, should, in the first instance, talk to the department's student advisers.

Half units offered in the first half of the year are shown in left-hand 'boxes': those offered in the second half of the year appear in the right-hand 'boxes'. Full details of each subject follow.

FIRST YEAR COURSES

IA	Revolution in the Twentieth Century World
IB	The French Revolution
IC	The Expansion of Spain and Portugal
ID	The Reformation and Society in Europe 1500 - 1648
IE	Cultures in Contact: Africa, the Pacific, Asia
IF	History of Religions
IG	Great Britain and the New World 1550 - 1815
IJ	Darwin and Darwinism

SECOND YEAR COURSES

IIA European Ideas and Society from the Renaissance to the Enlightenment	
IIB Continental Europe, 1840 - 1940	
IIC Indian History	
IIE Aspects of the French Revolution 1789 - 1830	
IIF The US to 1877	
IIG Colonial Australia	IIM Australia and the Wars
IIJ Colonial Mexico	
IIK African History	
IIN Chinese Civilisation	IIL 19th Century British History
IIS 20th Century Spain	
IIV 20th Century British History	
IIX Women in History	
History-Sociology II – Brazil	

THIRD YEAR COURSES

IIIA European Ideas and Society from the Renaissance to the Enlightenment	
IIIB Continental Europe, 1840 - 1940	
IIIC Modern Chinese History	
IIID USA 1877 - 1920	IIIE USA in the Twentieth Century

IIIG Colonial Australia	IIIR Aborigines in Australia since 1788
IIIN Individual Readings	IIIO Australian Labor History
IIIW War and Modern Society	IIIT Victoria in the 1930s
IIIS Popular political and religious ideologies of the English Revolution	IIIQ Religious Consensus and Political Obedience in 17th Century France
IIIJ Aspects of Modern Indian History	
IIIK African History	
IIHN Reflective History (half unit throughout year)	
IIIP Pacific History	
IIIV 20th Century British History	
IIIX Women in History	
IIY Bourgeois Society and its Critics	
IIIZ Revolution in Cuba and Bolivia	
History-Sociology III – Modern Latin America	
Philosophy IIIHA	Philosophy IIIHB

HISTORY IA: Revolution in the Twentieth Century World (Full Unit)

Mrs J. Prest

This course will study the revolutionary process in Mexico, Russia and China (one a term in that order). The historical background in each of the three nations will be presented in the lectures in order to provide an opportunity for students to assess comparatively common features such as: the functioning of the old regime; the dilemma of modernization and other pressures instigating change; attempts to reform the old order. Each case study will proceed to an examination of the dynamics of the revolution, the shifting from one stage of revolution to another, and the role of leaders

and masses. Lastly, the 'unfinished' aspects of each revolution and its ability to cope with modernization will be overviewed. There will also be intermittent lectures on general features and theories of revolution.

Prerequisite: None.

Class Requirements: Two lectures and one tutorial a week. Assessment will be divided into five equal parts: tutorial work, an essay on revolution, and a separate assessment at the end of *each* term.

Preliminary Reading

Lewis, Oscar *Five Families*, Mentor 1971

Reed, J. *Ten Days That Shook the World*, Penguin, London 1970

Snow, E. *Red Star Over China*, Penguin, London 1972

Prescribed Reading: To be announced.

HISTORY IB: The French Revolution (Full Unit)

Dr J. Hammerton, Mr J. Cashmere

A study of French society and politics before and during the Revolution, with particular reference to the themes of change and stability in eighteenth century France. Special emphasis will be given to select problems by means of the concentrated study of documents, for example: the Brittany Affair of the 1760's, the fall of Robespierre, and French social structure. In third term the course will concentrate on the social history of some provincial towns and villages during the Revolution.

Prerequisite: None.

Class Requirements: One lecture a week and occasional additional lectures. One tutorial a week for three terms, occasional seminars. Assessment by means of essays and class papers; there will be no final examination.

Preliminary Reading

*Cobban, Alfred *A History of Modern France*, vol.I, Penguin 1963

Prescribed Reading

*Bienvenu, Richard *The Ninth of Thermidor: The Fall of Robespierre*, Oxford Univ. Pr. 1968

*Hampson, Norman *A Social History of the French Revolution*, Routledge 1966

*Lefebvre, Georges *The Coming of the French Revolution*, Oxford Univ. Pr. 1967

*Rothney, John *The Brittany Affair and the Crisis of the Ancien Regime*, Oxford Univ. Pr. 1969

HISTORY IC: EXPANSION OF SPAIN AND PORTUGAL (Full Unit)**Dr A. Disney**

A study of aspects of the colonial experience of the Spaniards and Portuguese and of the peoples whose territories they colonized in America and Asia, between the late fifteenth and late eighteenth centuries. Among the topics considered will be the voyages of discovery, the pre-Columbian civilizations of America, the Spanish conquests of the Caribbean islands and Peru, the effect of the conquests on the Amerindian peoples, the Christian missions, Goa and Macao as centres of Portuguese Asian trade, the Spanish and Portuguese fleet systems, the Imperial bureaucracies, the Caribbean buccaneers, and the coming of independence to Spanish America.

Prerequisite: None.

Class Requirements: One tutorial and one lecture a week for three terms. Assessment mainly by essays, class papers and contributions to tutorial discussions (70 per cent) but there will also be an examination at the end of the year (30 per cent).

Preliminary ReadingCarr, E.H. *What Is History?* Penguin, Harmondsworth 1964Morrison, S.E. *Christopher Columbus, Mariner*, Mentor, New York 1955**Prescribed Reading**Parry, J.H. *The Spanish Seaborne Empire*, Hutchinson, London 1966 OR Penguin, Harmondsworth 1973Boxer, C.R. *The Portuguese Seaborne Empire*, Hutchinson, London, 1969 OR Penguin, Harmondsworth 1973

Further recommended reading will be given at the beginning of the course.

HISTORY ID: The Reformation and Society in Europe circa 1500 to 1648 (Full Unit) Dr Dale Kent, Mr John Graham

This course will study the major religious changes and conflicts resulting from the Reformation and Counter Reformation, in relation to social and political developments in Europe in the sixteenth and early seventeenth centuries.

Prerequisite: None.

Class Requirements: At least one lecture a week for three terms, and two when necessary, as indicated in term guides. One tutorial a week for three terms. Assessment will be based on written work done throughout the year and a three-hour exam at the end of the year.

Preliminary Reading

*Dickens, A.G. *Reformation and Society in the Sixteenth Century*,
Thames and Hudson, London 1966

HISTORY

AND/OR

*Hillerbrand, H. *Men and Ideas in the Sixteenth Century*, Rand McNally, Chicago 1969

Prescribed Reading

(a) DOCUMENTS

*Bainton, R.H. (Ed.) *The Age of the Reformation*, Van Nostrand, Princeton, N.J. 1956

*Hillerbrand, H. (Ed) *The Protestant Reformation*, Harper and Row, New York 1968

AND/OR

*Spitz, L.W. *The Protestant Reformation*, Prentice Hall, Englewood Cliffs, N.J. 1966

*Rupp, E.G. and Drewery, B. (Eds) *Martin Luther*, Edward Arnold, London 1970

(b) SECONDARY WORKS

*Atkinson, J. *Martin Luther and the Birth of Protestantism*, Penguin 1968

*Bainton, R. *Here I Stand*, Hodder and Stoughton, London 1951

*Dickens, A.G. *The Counter Reformation*, Thames and Hudson, London 1968

*Dickens, A.G. *The English Reformation*, B.T. Batsford, London 1964

*Elliott, J.H. *Europe Divided, 1559 - 1598*, Collins, London and Glasgow 1968

*Elton, G.R. *Reformation Europe, 1517 - 1559*, Collins, London and Glasgow 1968

*Neale, J.R. *The Age of Catherine de Medici*, Jonathan Cape, London 1963

*Steinberg, S.H. *'The Thirty Years War', and the Conflict for Hegemony in Europe, 1600 - 1660*, Edward Arnold, London 1966

*Wendel, F. *Calvin*, Collins, London and Glasgow 1965

Further reading will be recommended at the beginning of the course.

HISTORY IE: Cultures in Contact: Africa, the Pacific, Asia (Full Unit)

Dr A.P. Haydon, Dr A.D. Ward, Dr D. Ferrell

The history of interaction between Europeans and indigenous peoples as a result of colonization and migration in selected areas of Africa, Asia and the Pacific. Special attention will be given to the values and institutions of each of the cultures in contact, and to the responses of representative members of these cultures to the experience of interaction. The first term will be devoted to a common core in which the problems will be approached through key books about the phenomenon of cultural change, through contemporary documents illustrating the attitudes and intentions of Europeans involved in the process and through fictional literature written

by indigenes from some of the societies in contact with European culture. In the second and third terms the class will divide for detailed case studies from one of the following areas: Uganda and Kenya in eastern Africa; Maori – Pakeha relations in New Zealand; twentieth century India.

Prerequisite: None.

Class Requirements: Normally one lecture and one tutorial a week.

Assessment will be by means of exercises and essays throughout the year and an end-of-year examination for which questions will be distributed in advance.

Preliminary Reading

*Ngugi, James *The River Between*, Heinemann

*Eri, Vincent *Crocodile*, Jacaranda

*Premchand, *Godan*, Jaico

*Turnbull, Clive *The Lonely African*, Clarion

*Mead, Margaret *Growing up in New Guinea*, Pelican AND/OR *New Lives For Old*, Gollancz

*Nair, Kusum *Blossoms in the Dust*, Praeger

HISTORY IF: History of Religions (Full Unit)

Dr Paul Rule

A study of selected religious traditions from a historical and comparative point of view. In 1975 the course will probably consist of (a) an examination of a number of 'primitive' and 'archaic' religions; (b) a study in depth of the development of the Chinese tradition; (c) a study of ancient Jewish religion in the context of ancient near Eastern religions.

Prerequisite: None.

Class Requirements: Two lectures and one tutorial a week.

Assessment: The details will be determined in consultation with students, but will consist of a combination of written work during the year and a final examination.

Prescribed Reading

*Smart, N. *The Religious Experience of Mankind*, Fontana 1971

Eliade, M. *From Primitives to Zen*, Collins 1967

Smith, D.H. *Chinese Religions*, Weidenfeld and Nicolson 1968

**The Old Testament* (The Common Bible or any good modern version)

Recommended Reading

*Lao Tzu, *Tao Te Ching*, (Trans. D.C. Lau), Penguin Classics 1963

*Mencius, *The Mencius*, (Trans. D.C. Lau), Penguin Classics 1970

*De Bary, W.T. (Ed) *Sources of Chinese Tradition*, (paperback ed., vol.I) Columbia Univ. Pr. 1964

*Yang, C.K. *Religion in Chinese Society*, California 1967

Anderson, B.W. *Understanding the Old Testament*, Prentice-Hall 1966

Bright, J. *A History of Israel*, 2nd edn, S.C.M. Press 1972

HISTORY IG: Great Britain and 'The New World' 1550 - 1815 (Full Unit)

Dr R.J. Shultz

This course will be a study of the foundation and growth of British colonial societies in the West Indies and continental North America in the seventeenth and eighteenth centuries. Themes to be considered include the relationships between the metropolitan and local colonial administrations in formulating and implementing colonial policies, the theory and practice of mercantilism, the contest for empire in North America, the strains placed on the Imperial administration in absorbing and governing a large population of non-English colonists following the conquest of Quebec, the 'Crisis in Empire' following which thirteen colonies declared their independence and fought successfully to leave the Empire, and Britain's 'Atlantic Basin' Empire after the American War of Independence. Special emphasis will be placed on a critical study of 'the Hartz thesis' concerning the development of colonial societies.

Prerequisite: None.

Class Requirements: Two lectures and one tutorial a week for three terms.

Assessment: To be based on essays and examinations throughout the year.

Preliminary Reading

Notestein, Wallace *The English People on the Eve of Colonization 1603 - 1630*, Harper Torchbooks, New York 1965

Parry, J.H. *The Age of Reconnaissance*, Mentor Books, New York 1964

Prescribed Reading

Ashley, Maurice *England in the Seventeenth Century*, vol.6, *The Pelican History of England*, Penguin Books 1971

Billias, George A. (Ed) *The American Revolution. How Revolutionary Was It?* Holt, Rinehart and Winston, New York 1965

Carrington, C.E. *The British Overseas Exploits of a Nation of Shopkeepers Part 1 Making of the Empire*, 2nd edn, Cambridge Univ. Pr. 1968

Christie, Ian R. *Crisis of Empire: Great Britain and the American Colonies 1754-1783* Edward Arnold Ltd, London 1966

Hartz, Louis *The Founding of New Societies, Studies the History of the United States, Latin America, South Africa, Canada, and Australia*, Harcourt, Brace and World, New York 1964

Labaree, Benjamin W. *America's Nation-Time: 1607 - 1789* Allyn and Bacon, Boston 1972

Plumb, J.H. *England in the Eighteenth Century*, vol.7, *The Pelican History of England*, Penguin Books 1972

Ver Steeg, Clarence L. and Hofstadter, Richard (Eds) *Great Issues in American History: From Settlement to Revolution, 1584 - 1776*, Vintage Books, New York 1969

HISTORY IJ: Darwin and Darwinism (Full Unit)

Dr A. Frost

The aim of the course is the study of the background to Darwin's ideas, those ideas themselves and their contemporary impact, and (through consideration of selected texts) the influence of the ideas on modern sociology, metaphysics, philosophy, aesthetics and theory of history, and literature.

Prerequisite: None.

Class Requirements: One lecture and one tutorial a week throughout the year. Three tutorial papers and three essays (one each a term), on which final assessment will be based. There will be no final examination.

Preliminary Reading

*Eiseley, Loren *Darwin's Century*, Anchor, New York 1961

(For those interested in additional reading before the course begins,

*Greene, John C. *The Death of Adam*, Iowa State Univ. Pr. 1959)

Prescribed Texts

*Darwin, Charles *The Voyage of the Beagle*, Anchor: Natural History Library, New York 1962

*Darwin, Charles *On the Origin of Species*, Ed. J.W. Burrow Penguin 1968

*Appleman, Philip (Ed.) *Darwin*, Norton, New York 1970

*Malthus, Thomas *An Essay on the Principle of Population*, Ed. Anthony Flew, Penguin 1970

Supplementary Reading for Third Term

Students shall have some choice among the following works, but are urged to own copies of those works selected for detailed study.

*Hardy, Thomas *Tess of the D'Urbervilles*

*Huxley, T.H. *On the Origin of Species*, Univ. of Michigan Pr. Ann Arbor 1968

*Pater, Walter *The Renaissance*, Fontana, London 1961

*Spencer, Herbert *The Study of Sociology*, Univ. of Michigan Pr. Ann Arbor 1961

*Teilhard de Chardin, Pierre *The Phenomenon of Man*, Fontana, London 1959

*Wallace, A.R. *The Malay Archipelago*, Dover, New York 1962

Recommended Reading

Adams, Alexander B. *Eternal Quest: The Story of the Great Naturalists*
Eiseley, Loren *Darwin's Century*

Gillispie, Charles Coulston *Genesis and Geology*

Glass, Bernard *et al. eds. Forerunners of Darwin 1745 - 1859*

Greene, John C. *Darwin and the Modern World View*

Hofstadter, Richard *Social Darwinism in American Thought*

Irvine, William *Apes, Angels and Victorians*

*Lovejoy, Arthur O. *The Great Chain of Being*, Harper, New York 1960

HISTORY IIA: European Ideas and Society from the Renaissance to the Enlightenment (Full Unit) Dr Lotte Mulligan, Mrs Judith Richards

This course deals with a number of central themes in the history of ideas which it develops in relation to the specific historical situations in which they occurred. It will consider political and personal liberty and rights of the individual, absolutism and the state *versus* the rights of the governed, the justifications and bases offered for various forms of government, religious toleration, the growth of individualism, the separation of religion from other spheres of knowledge, the secularization of science and politics, man as master of the physical universe, education as the means of remoulding society, the application of reasoning from the natural sciences to society, the evolution of a secular morality. These and other developments in European thought will be discussed at various critical moments of change in the Renaissance, the Reformation, the French Wars of Religion, the English revolutions, the Scientific Revolution and the Enlightenment.

The course concentrates heavily on the work of the major writers and thinkers of the period and tutorials/workshops will discuss the writings of such men as Pico della Mirandola, Machiavelli, Castiglioni, Luther, Calvin, Bodin, Louis XIV, Boussuet, Locke, Hobbes, Boyle, Newton, Voltaire, Rousseau and others representing the Huguenots, the English parliamentarians and royalists, the French absolutists, the Levellers (17th century protodemocrats) and the Philosophers.

Prerequisite: Any first-year history subject.

Class Requirements: One or two lectures and one tutorial/workshop for one to two hours a week for three terms. Assessment will be based on workshop participation and essays.

Preliminary Reading

*Bronowski, Jacob and Mazlish, B. *The Western Intellectual Tradition*, Penguin 1963

OR

*Brinton, Clarence, C. *The Shaping of Modern Thought*, Prentice Hall 1963

Blum, J., Cameron, C. and Barnes, T. *The Emergence of the European World*, R.K.P. 1966

Required reading will be arranged at tutorials.

HISTORY IIB: Continental Europe 1840 - 1940 (Full Unit)

Mr A.A. Barta, Mr D.F.C. Johanson

1975

Why, by 1940, had liberal democracy apparently failed in France, as well as in Italy, Germany and Russia? What happened during a century of accelerated social and political change, to the early nineteenth-century ideals of European liberals, nationalists, socialists and conservatives? Our aim in this course is to understand the processes of change in Europe, and what they meant for the people who were involved in them.

Prerequisite: Any first-year history subject.

Class Requirements: Attendance at two lectures weekly, and one extended workshop each week. (These will be held on Monday evenings, Thursday mornings and afternoons, and Friday mornings. Please keep one of these four-hour periods clear. Also, please keep clear that days and evenings of at least one of 14, 15, 16, and 17 March for initial day-long meetings). The workshops will be essentially an experiment in adult education, for us as for you — an exploration both of the processes of learning and of the materials of the course. You should expect to share responsibility for the group's learning, and to take responsibility for your own. Only enrol in the course if you accept this as a kind of contract.

Assessment: The basic requirements of the course are attendance at twenty-two out of twenty-five workshops, the compilation of a course-file (notes, discussion reports, commentary on workshops and reading, a completed weekly journal entry), and three written exercises. You may choose an examination in lieu of the final essay in third term; you will only be asked to sit a final examination if your general participation and written work is judged to be unsatisfactory.

Prescribed Reading: The following books, as a minimum should be purchased. Pinson, K.S. *Modern Germany*, 2nd edn, Macmillan 1971

*Cobban, A. *History of Modern France*, vols 2 and 3, Penguin 1965

*Kochan, L. *The Making of Modern Russia*, Penguin 1963

*Salomone, A.W. (Ed.) *Italy from the Risorgimento to Fascism*, Anchor 1970

*Palmer, A.W. *A Dictionary of Modern History*, Penguin 1964

HISTORY

Preliminary Reading: Anything on Europe and the Second World War.
Some suggestions.

*Taylor, A.J.F. *Origins of the Second World War*, Penguin 1964

de Gaulle, C. *War Memoirs*, Collins 1955 - 60

*Bullock, A. *Hitler*, Penguin 1962

*Shirer, W. *The Collapse of the Third Republic*, Pan 1972

HISTORY IIC: History of India (Full Unit)

Mr Z. Ahmad

This course will deal with the history and civilization of ancient India and with selected topics of the history of Mediaeval and modern India.

Prerequisite: Any first-year history subject.

Class Requirements: One lecture and one tutorial a week. Assessment will be by means of two essays a term, each essay consisting of about 1200 to 1500 words. There will be no end-of-year examination.

Prescribed Reading

Majumdar, R.C., Ray-Chaudhuri, H.C. and Datta, K.K. *An Advanced History of India*, 3rd edn, MacMillan 1967

Smith, V.A. *The Oxford History of India*, 3rd edn, Clarendon Pr. Oxford 1958

Basham, A.L. *The Wonder that was India*, 3rd edn, Sidgwick and Jackson, London 1967

de Bary, W.T. *Sources of Indian Tradition*, vols 1-2, Columbia Univ. Pr. New York 1958

Further references will be given as lectures proceed.

HISTORY IIE: Aspects of the French Revolution: Ideals and Reactions 1789 - 1830 (Half Unit) Dr W. Murray

Students will be encouraged to investigate some aspect of the Revolution with particular reference to its aims and ideals, or reactions to the Revolution in Great Britain.

Prerequisite: Any first-year history subject, but the students should come either with some knowledge of the French Revolution or of the history and theory of revolution in general.

Class Requirements: These will depend on the number of students who enrol. Assessment will be by one major essay, one analysis of documents, one book review, and participation in group studies.

Preliminary Reading

Two of

*Cobban, Alfred A *History of Modern France*, Pelican 1963

- *Lefebvre, Georges *The Coming of the French Revolution*, Oxford 1967
 *Hampson, Norman *A Social History of the French Revolution*, Routledge 1966

Sydenham, M.J. *The French Revolution*, Univ. Paperbacks 1972

Prescribed Reading

All students should have a copy of

Beik, P.H. *The French Revolution*, Harper and Row Paperback 1972

HISTORY IIF: The United States to 1877 (Full Unit)

In 1975 this course will be divided into two sections, as described below, with separate lectures, tutorials and assessment. 'Students should consult with the lecturers in the subject about their choice of section A or section B.'

SECTION A: Dr T.P. Dunning

A study of selected recent writings on various aspects of the cultural and social history of the thirteen Colonies and the early United States. The course will centre around critical study of the methods and approaches used in four books of recent importance in American history. These books are: Demos, John *A Little Commonwealth: Family Life in Plymouth Colony*
 Bailyn, Bernard *Ideological Origins of the American Revolution*
 Nash Smith, Henry *Virgin Land: The American West as Symbol and Myth*
 Elkins, Stanley *Slavery: A Problem in American Institutional and Intellectual Life*

Prerequisite: Any first-year history subject.

Class Requirements: One two-hour tutorial a week and an occasional lecture. Assessment by means of essays and class work.

Preliminary Reading

Labaree, Benjamin W. *America's Nation-Time 1607 - 1789*, Allyn and Bacon, Boston 1972

Cunliffe, Marcus *The Nation Takes Shape 1789 - 1837*, Univ. of Chicago Pr. 1959

Franklin, John Hope, *From Slavery to Freedom*, 4th edn, Vintage 1974

Prescribed Reading

Bailyn, Bernard *The Ideological Origins of the American Revolution*, Harvard Univ. Pr., Cambridge 1967

Blassingame, John *The Slave Community: Plantation Life in the Ante-Bellum South*, Oxford Univ. Pr., New York 1972

Demos, John *A Little Commonwealth: Family Life in Plymouth Colony*, Oxford Univ. Pr., New York 1971

Elkins, Stanley *Slavery: A Problem in American Institutional and Intellectual Life*, Univ. of Chicago Pr. 1968

Hooker, Richard *The American Revolution: The Search for Meaning*, John Wiley, New York 1970

Katz, Stanley (Ed) *Colonial America: Essays in Politics and Social Development*, Little, Brown, Boston 1971

Lane, Ann (Ed.) *The Debate Over Slavery: Elkins and His Critics*, Univ. of Illinois Pr., Urbana 1971

Smith, Henry Nash *Virgin Land: The American West as Symbol and Myth*, Harvard Univ. Pr. Cambridge 1970

SECTION B: Mr W.A. Ellem

In the first and second term, the course will study nineteenth-century America up to the end of Reconstruction. Particular problems to be studied include the ante-bellum South, the coming of the Civil War and the Reconstruction period.

In the third term, the course will cover the same material as section A covers in that term and will centre around analysis of Stanley Elkins, *Slavery: A Problem in American Institutional and Intellectual Life*.

Prerequisite: Any first-year history subject.

Class Requirements: One weekly tutorial and occasional lectures.

Assessment by means of essays and class work.

Preliminary Reading

Cunliffe, Marcus *The Nation Takes Shape, 1789 - 1837*, Univ. of Chicago Pr. 1959

Brock, William R. *Conflict and Transformation: The United States 1844 - 1877*, Penguin, Baltimore 1973

Prescribed Reading

Blassingame, John *The Slave Community: Plantation Life in the Ante-bellum South*, Oxford Univ. Pr. New York 1972

Elkins, Stanley *Slavery: A Problem in American Institutional and Intellectual Life*, Univ. of Chicago Pr. 1968

Johannsen, Robert W. (Ed.) *Democracy on Trial, 1845 - 1877*, McGraw-Hill 1966

Lane, Ann (Ed.) *The Debate Over Slavery: Elkins and His Critics* Univ. of Illinois Pr. Urbana 1971

Rozwenc, E.C. (Ed.) *The Causes of the American Civil War*, Heath and Co 1972

HISTORY IIG: Colonial Australia (Half Unit)**Dr J. Hirst, Dr J. Barrett**

This half-unit concentrates on the 1880s and 1890s and on two themes: the emerging Australian and the emerging Labour movement.

Prerequisite: Any first-year history subject.

Class Requirements: One lecture and one tutorial a week, in the first half of the year. Assessment by tutorial performance, written exercises and essays, and, probably, an examination at the end of the year.

Preliminary Reading

*Ward, Russel *The Australian Legend*, Oxford Univ. Pr. 1966

*Gollan, Robin *Radical and Working Class Politics*, Melbourne Univ. Pr. 1967

HISTORY IJJ: Colonial Mexico (Full Unit)**Mrs J. Clendinnen**

The course will focus on the effects on the Indians of Central Mexico of the Spanish presence, over the first hundred years. This will involve close analysis of Spanish writings, of the small amount of Indian writings, and also the consideration of non-literary sources. It will also entail reflection on the methodological problems of understanding communities of a different culture.

Prerequisite: Any first-year history subject.

Class Requirements: One three-hour seminar weekly. Lectures will be given as required. Assessment by means of essay, class work, and a short examination.

Preliminary Reading

Wolf, Eric *Sons of the Shaking Earth*, Phoenix, Chicago 1962

Prescribed Reading: To be announced.

Note: This unit can be combined with others to form one of the five majors considered by the Schools to constitute a program in Latin-American Studies.

HISTORY IIK: African History (Full Unit)**Dr T. Spear**

The course will examine in detail select topics and themes of African History, concentrating on processes of social change at the local level in traditional, colonial, and independent Africa. Topics will include traditional society, the impact of the slave trade, the colonial experience, and problems of modern Africa, including South Africa.

Prerequisite: Any first-year subject.

Course Requirements: Occasional lectures and one extended two or three-hour workshop weekly throughout the year. Written work will include a map exercise, two to three essays, and a weekly journal. Assessment will be based on class work and essays.

Preliminary Reading

Davidson, B. *The Africans: An Entry to Cultural History*, Penguin

Prescribed Reading

National Geographic Society, *Ethnolinguistic Map of the Peoples of Africa*

Achebe, C. *Things Fall Apart*, Heinemann

Achebe, C. *A Man of the People*, Heinemann

Uchendu, V.C. *The Igbo of Southeast Nigeria*, Holt, Rinehart and Winston

van den Berghe, P.L. *South Africa: A Study in Conflict*, California

Klein, M. and Johnson, W. *Perspectives on the African Past*, Little Brown

HISTORY IIL: Nineteenth Century British History (Half Unit)

Mr A. Tyrrell

This course is based on the study of selected themes in British history during the late eighteenth century and the nineteenth century. In 1975 these will be

(1) The rise of popular radicalism: the origins of the English 'working class'. A close study will be made of Chartism, the first great working-class political movement in the history of the world.

(2) Victorianism. A study of the ideas, institutions and way of life in Britain during the third quarter of the nineteenth century. Special attention will be given to the historiography of the term 'Victorianism'. Throughout the course emphasis will be laid on the ideas and techniques employed by historians whose writings have made a seminal contribution to the study of the above themes.

Prerequisite: Any first-year history subject.

Class Requirements: There will be one lecture and one tutorial each week in the second half of the year. One essay will be required in each term. Students will be encouraged to develop their own interests within the framework of the lecture and tutorial program. Assessment will be *either* by essays, tutorials and examination *or* by essays, tutorials and an individually devised project.

Preliminary Reading

Beales, D. *From Castlereagh to Gladstone*, Nelson

Briggs, A. *Victorian People*, Pelican

Thompson, E.P. *The Making of the English Working Class*, Pelican

HISTORY IIM: Australia and the Wars (Half Unit)**Dr J. Barrett**

In the twentieth century Australians have been involved in the Boer War, the Great War, the Second World War, Korea and Vietnam. This course is not so much concerned with the military history of those wars as with a different kind of question. Why did Australia become involved? What attitudes have Australians taken to the wars? What do their responses show about Australians? What have been the consequences for their society and nation?

Prerequisite: Any first-year history subject. History IIG is a desirable preparation for this course.

Class Requirements: One lecture and one tutorial a week, in the second half of the year. Assessment by tutorial performance, written work and final examination, each counting for about one third.

Preliminary Reading

*Firkins, Peter *The Australians in Nine Wars*, Pan, London 1973

*Robson, Lloyd *Australia and the Great War*, Macmillan, Melbourne 1969

*Main, J.M. *Conscription: the Australian Debate 1901 - 1970*, Cassell, Melbourne 1970

HISTORY IIN: Historical Introduction to Chinese Civilization (Half Unit)**Dr C. Jeffcott**

Lectures will give a general survey of some main themes in the development of Chinese society, institutions, thought and culture from the Chou to the Ch'ing. The main emphasis in tutorials will be on discussion of selected Chinese writings in translation, but there will also be classes on some major institutions of the late Imperial order.

Prerequisite: Any first-year history subject.

Class Requirements: One or two lectures and one tutorial each week. Assessment will be by essays, class tests, and examination.

Preliminary Reading

Dawson, R. *The Legacy of China*, Oxford Univ. Pr.

Further reading will be indicated as the course proceeds.

HISTORY IIS: Twentieth Century Spain (Full Unit)**Mr R. Johnson**

The central core of this course will be a detailed study of the 1930's, that is, the period of the Second Republic and the Civil War. However, to make any sense of this decade a substantial amount of background work is

necessary and so a good deal of attention will be given to the earlier years of the twentieth century and certain important parts of the nineteenth century. Some time will also be devoted to looking at some of the developments under Franco since 1939.

Prerequisite: Any first-year history subject.

Class Requirements: One tutorial or, occasionally, a seminar each week, and occasional lectures. Assessment will be by means of essays, class papers and tutorial performance.

Preliminary Reading

Brenan, G. *The Spanish Labyrinth*, Cambridge Univ. Pr. 1967

HISTORY IIV: Britain in the Twentieth Century (Full Unit)

Dr P.J. Bull

A study of Britain from the Boer War to the Suez crisis, dealing with such themes as the end of empire, the emergence of Labour as a political force, the transformation of the British economy, changes in the social life of Britain, the development of the Welfare State, and the impact of war upon British institutions and society. More specific study will be made in tutorials of the domestic crises which preceded the First World War, the impact of war upon methods of government, the decline of the Liberal Party, the politico-economic crises of the 1920s and 1930s, reactions to the emergence of dictatorships in Europe, the political and social effects of the Second World War, and the significance of the Anglo-French military intervention in Suez in 1956.

Prerequisite: Any first-year history subject.

Class Requirements: Two lectures and one tutorial a week. Two major essays will be required, one of them in the second half of the year on a subject of the student's own choice. Assessment will be on the basis of participation in tutorials, written essays and examination.

Preliminary Reading

*Graves, R. and Hodge, A. *The Long Week-end*, Penguin

*Lloyd, T.O. *Empire to Welfare State*, Oxford Univ. Pr.

*Marwick, Arthur *Britain in the Century of Total War*, Penguin

*Mowat, C.L. *Britain between the Wars, 1918 - 1940*, Methuen

*Pelling, Henry *Britain and the Second World War*, Fontana

*Taylor, A.J.P. *English History, 1914 - 1945*, Penguin

*Thomson, David *England in the Twentieth Century*, Penguin

HISTORY IIX: Women's Studies: Women in History, with special reference to British Society from the Eighteenth to Twentieth Centuries.
(Full Unit) Dr J. Hammerton

This course will study the position, influence and roles of women in Modern Britain, and the responses of women to basic social, economic and political changes in British society since the eighteenth century. The topics for inquiry will be grouped under three main themes, each of which will recur throughout the first two terms:

- (1) women and the family
- (2) women and work
- (3) feminist theories and feminist movements.

For purposes of comparison and contrast, the course will occasionally examine parallel problems in other societies, particularly in the United States and Australia. In third term some of the topics covered earlier will be offered as special subjects for concentrated group study and research.

Prerequisite: Any first-year history subject.

Class Requirements: One lecture a week for the first two terms. One two to three hour seminar/workshop a week for three terms. Assessment will be by a weekly journal, two essays and an optional examination.

Prescribed Reading

*Rowbotham, Sheila *Hidden from History*, Pluto Pr. 1973

Rowbotham, Sheila *Women, Resistance and Revolution*, Allen Lane 1972

Preliminary Reading: It is essential that students familiarize themselves with some recent surveys of modern British history before the beginning of term. The following are particularly recommended:

*Harrison, J.F.C. *The Early Victorians, 1832 - 51* Weidenfeld and Nicolson 1971

*Best, Geoffrey *Mid-Victorian Britain, 1851 - 75* Weidenfeld and Nicolson 1971

*Perkin, Harold *The Origins of Modern English Society, 1780 - 1880*, RKP 1969

HISTORY-SOCIOLOGY II: Brazil (Full Unit)

Dr R. Ireland, Dr A. Disney

Selected themes in the history and sociology of Brazil. These will include studies of how the various racial and social elements related from pre-colonial times to the present, and of characteristics and trends of the Brazilian power structure. Methods and perspectives of both disciplines will be integrated.

Prerequisite: Any first-year history or sociology subject. A student taking this unit as part of a sociology major must have completed or be enrolled in one of the second-year course subjects in sociology.

Class Requirements: One lecture and one seminar a week for three terms. Examination and assessment to be determined during the course.

Preliminary Reading

Poppino, Rollie *Brazil, the land and the People*, Oxford Univ. Pr., New York 1968

HISTORY-SOCIOLOGY II: Brazil (Full Unit)

Dr R. Ireland, Dr A. Disney

Selected themes in the history and sociology of Brazil. These will include studies of how the various racial and social elements related from pre-colonial times to the present, and of characteristics and trends of the Brazilian power structure. Methods and perspectives of both disciplines will be integrated.

Prerequisite: Any first-year history or sociology subject. A student taking this unit as part of a sociology major must have completed or be enrolled in one of the second year course subjects in sociology.

Class Requirements: One lecture and one seminar a week for three terms. Examination and assessment to be determined during the course.

Preliminary Reading

Poppino, Rollie *Brazil, the land and the People*, Oxford Univ. Pr., New York 1968

Wagley, Charles *Introduction to Brazil*, Columbia Univ. Pr., New York 1963

Romos, Graciliano *Barren Lives*, Univ. of Texas Pr. Austin 1965

Roett, Riordan *Brazil: Politics in a Patrimonial Society*, Allyn and Bacon, Inc., Boston 1972

HISTORY IIIA: European Ideas and Society from the Renaissance to the Enlightenment (Full Unit) Dr Lotte Mulligan, Mrs Judith Richards

Prerequisite: Any second-year history subject.

Course Requirements: For course requirements and other details see entry under History IIA.

HISTORY IIIB: Continental Europe 1840 - 1940 (Full Unit)

Mr D. Johanson, Mr T. Barta

Prerequisite: Any second-year history subject.

Course Requirements: For course requirements and other details see entry under History IIB.

HISTORY IIIC: Modern Chinese History (Full Unit)

Professor J. Gregory, Dr D. Huish, Dr C. Jeffcott

A study of Chinese history, mainly from the Opium Wars down to the Cultural Revolution but with some introductory study of the traditional society and institutions.

Prerequisite: Any second-year history subject.

Class Requirements: Two lectures and one tutorial each week. Assessment will be by work done in tutorials, participation in which is an essential part of the course, essays and a final examination.

Preliminary Reading

*Fairbank, J.K. *The United States and China*, Harvard 1971

Bianco, L. *The Origins of the Chinese Revolution*, Stanford 1971

Prescribed Text

Hsu, I.C.Y. *The Rise of Modern China*, Oxford 1970

HISTORY IIID: USA 1877 - 1920 (Half Unit)

Dr W. J. Breen

This half-unit deals with aspects of the process of modernization in the United States in the period 1877 - 1920. Particular emphasis will be placed on an analysis of the reform movement known as progressivism and on the domestic effect of American involvement in World War I. The course will focus on the general thesis advanced in Robert H. Wiebe's *The Search For Order, 1877 - 1920*.

Prerequisite: Any second-year history subject.

Class Requirements: Two lectures and one tutorial a week. Assessment by means of written work and one three-hour, open-book exam.

Preliminary Reading

*Degler, Carl N. *Out of Our Past*, Harper, Colophon 1962

*Hays, Samuel P. *The Response to Industrialism: 1855 - 1914*, Univ. of Chicago 1957

Prescribed Reading

*Wiebe, Robert H. *The Search for Order, 1877 - 1920*, American Century 1968

*Goldman, Eric *Rendezvous with Destiny*, Vintage 1956

Abrams, Richard (Ed) *The Issue of Federal Regulation in the Progressive Era*, Rand McNally 1963

HISTORY IIIE: The USA in the Twentieth Century (Half Unit)

Dr W.J. Breen

This half-unit concentrates on two general themes: the changing role of the federal government in American society, and American foreign policy in the twentieth century.

Prerequisite: Any second-year history subject.

Class Requirements: Two lectures and one tutorial a week. Assessment by means of written work and one, three-hour open-book exam.

Prescribed Reading

*Leichtenburg, William E. *Franklin D. Roosevelt and the New Deal*, Harper Torch 1963

Conkin, Paul *The New Deal*, Crowell 1967

Degler, Carl N. *Affluence and Anxiety: the United States since 1945*, Scott, Foresman

*Ambrose, Stephen *Rise to Globalism: American Foreign Policy since 1938*, Penguin 1971

LaFeber, Walter *America, Russia, and the Cold War, 1945 - 71*, Wiley 1972

HISTORY IIIG: Colonial Australia (Half Unit)

Dr J. Hirst, Dr J. Barrett

This half-unit concentrates on the eighties and nineties and on two themes: the emerging Australian and the emerging Labour movement.

Prerequisite: Any second-year history subject.

For other requirements see entry under History IIG. It is expected that 1975 will be the last year in which this course is offered at third-year level.

HISTORY IIHN: Reflective History (Half Unit)

Dr June Philipp

Fortnightly seminars to be spaced over the whole year. Assessment on the basis of essay work.

This subject, to be taken by all students who wish to be considered for acceptance into the fourth year honours course, is intended to form the first half of a full unit in Reflective History which will be completed during the fourth year. It will consist of (a) an examination of a number of related statements about the nature and practice of history, and (b) a discussion of whether the practice of historians is described accurately by those statements.

Preliminary Reading: One or more of the following—

Kitson Clark, G. *The Critical Historian*, Heinemann, London 1967

*Elton, G.R. *The Practice of History*, Fontana Paperback

Hexter, J.H. *Doing History*, Indiana Univ. Pr. 1971

*Hexter, J.H. *The History Primer*, Allen Lane, London 1971

HISTORY IIJJ: Aspects of Modern Indian History (Full Unit)

Dr D. Ferrell

This course will deal with the anti-colonial struggle as a vehicle for the social, political, and economic change, 1905 - 1947. Term I centres upon Gandhi and his contemporaries; Term II covers the context of political and economic change between 1905 and 1947; Term III deals with Nehru, urbanisation, Hindu-Muslim conflict and post-Independent India. The course utilizes documents, village/urban studies, biographies/autobiographies, novels, monographs and essays.

Prerequisite: Any second-year history subject, but prospective students should see the lecturer in charge before enrolling.

Class Requirements: One lecture a week; four tutorial-seminars a term; two personal conferences a term.

Preliminary Reading

Premchand *Godan*, Jaico Books 1966

Prescribed Reading: To be announced.

HISTORY IIJK: African History (Full Unit)

Dr T. Spear

The course will examine in detail select topics and themes of African history, concentrating on processes of social change at the local level in traditional, colonial, and independent Africa. Topics will include traditional society, the impact of the slave trade, the colonial experience, and problems of modern Africa, including South Africa.

Prerequisite: Any second-year subject.

Course Requirements

For course requirements and other details see entry under History IJK.

HISTORY IIIN: Individual Readings Courses (Half Unit)

Professor J. Gregory

The department will approve the enrolment of a few third-year students in individual readings courses in 1975. Normally approval to enrol in such courses will be granted only to history majors who have a clearly defined subject they wish to study in some depth, and for which they have already done some background course or previous study. It must also be a study of a subject which a qualified member of the staff of the history department is

willing to supervise. There is no guarantee that such supervision will be available, in which case enrolment in this course will not be possible.

Students wishing to be considered for this course of study should in the first instance, and at an early stage, work out a detailed reading guide for their subject and then discuss their proposal with the member of staff with whom they wish to work.

Subject to the approval of this member of staff, they may then enrol, but should also lodge a letter of application with the chairman of the department setting out the details of their proposed course and he, after consultation with the staff member, will confirm or not the enrolment. It is *not* acceptable to enrol in this course before getting the approval of a qualified member of staff, and enrolments made without such prior consultation will not be accepted.

Prerequisite: Students must be third-year history majors.

Class Requirements: To be determined by the lecturer approving the course in consultation with the chairman of the department.

HISTORY IIIO: Australian Labour History (Half Unit)

Dr P. Cash

This half unit examines the Australian Labor Party, the Trade Unions and the Communist Party of Australia and their position in Australian society between 1910 and 1970. In 1975 special emphasis will be given to the period 1945 - 1955.

Prerequisite: Any second-year history subject.

Class Requirements: One tutorial a week. Lectures may be given occasionally. Assessment will be by essays and class work. There will be no formal examination.

Preliminary Reading

Alexander, F. *From Curtin to Menzies and After*, Nelson, Melbourne 1973

Davidson, A. *The Communist Party of Australia, A Short History*, Hoover Inst. Pr., California 1969

Rawson, D.W. *Labor in Vain? A Survey of the Australian Labor Party*, Longmans, Melbourne 1966

HISTORY IIIP: Pacific History (Full Unit)

Dr B. Douglas

This course will examine the history of selected Pacific island societies from the sixteenth to the twentieth centuries. The main theme will be the meeting and interaction of islanders and Europeans, and the cultural impact of these contacts. Emphasis will be placed on contemporary and documentary source materials.

Prerequisite: Any second-year history subject.

Class Requirements: One or two lectures and one tutorial a week. Assessment will be by essays, class work and a final test based on a specified number of published primary works.

Preliminary Reading

Beaglehole, J.C. *The Exploration of the Pacific*, A. and C. Black, London 1966

*Langdon, Robert *Tahiti: Island of Love*, Pacific Publications, Sydney 1968

*Oliver, Douglas *The Pacific Islands*, Anchor, New York 1961

Prescribed Reading

*Davidson, J.W. and Scarr, Deryck (Eds) *Pacific Islands Portraits*, ANU Pr., Canberra 1973

Maude, H.E. *Of Islands and Men*, Oxford Univ. Pr. Melbourne 1968

HISTORY IIIQ: Religious Conscience and Political Obedience in Seventeenth Century France (Half Unit) Mr J. Cashmere

A thematic study of the political and religious theory of the French Huguenots in the seventeenth century. Attention will be focussed on the intellectual struggles of this religious minority to survive in Catholic France and its changing attitudes to political obedience and religious toleration. The works of a number of major Huguenot theorists such as Pierre du Moulin, Jean Claude Pierre Jurieu and Pierre Bayle will be studied in translation.

Prerequisites: Any second-year history subject.

Class Requirements: One two-hour workshop/seminar a week and occasional lectures. Assessment will be based entirely on written work submitted during the course.

Preliminary Reading

*Grant, A.J. *The Huguenots*, Anchor Books 1969

*Hazard, Paul *The European Mind 1680 - 1715*, Pelican

Stankiewicz, W.G. *Politics and Religion in Seventeenth Century France*, Univ. of California Pr. 1960

Prescribed Reading: To be announced.

HISTORY IIIR: Aborigines and European Society in Australia, 1788 to the Present (Half Unit) Dr J.B. Hirst

This course will examine the contact between whites and Aborigines and its effect on Aboriginal society, the changing attitudes and policies of white society to the Aborigines, and the emergence of Aboriginal demands for self-determination and land rights.

Prerequisite: Any second-year history subject.

Class Requirements: One tutorial a week; lectures will be given occasionally. Assessment will be by class work, essay, and final examination.

Prescribed Reading

*Rowley, C.D. *The Destruction of Aboriginal Society*, Penguin, Melbourne 1972

*Rowley, C.D. *Outcasts in White Australia*, Penguin, Melbourne 1972

*Rowley, C.D. *The Remote Aborigines*, Penguin, Melbourne 1972

HISTORY IIIS: Popular Political and Religious Ideologies of the English Revolution and After (Half Unit) Mr J. Graham, Dr L. Mulligan and Mrs J. Richards

This course is designed as an investigation of some social, religious and political ideas and explanations of mid-seventeenth century England. It is not primarily concerned with the world of the most educated, but attempts to look at English society and ideas from below. The course will look at such protesting groups as the Levellers, Ranters and Fifth Monarchy Men and the sources of their ideas. These groups and their ideas will be looked at against the background of their unstable times, and against the more conventional ideas of their social superiors.

No previous knowledge of the history of this period is necessary.

Prerequisite: Any second-year history subject.

Course Requirements: One two-hour seminar a week and occasional lectures. Assessment will be based on essays submitted during and at the end of the course.

Preliminary Reading

Bridenbaugh, C. *Vexed and Troubled Englishmen*

Thomas, Keith *Religion and the Decline of Magic*, London 1971

Prescribed Reading

Hill, Christopher *The World Turned Upside-Down: Radical Ideas during the English Revolution*, London 1972

HISTORY IIIT: Victoria in the 1930s (Half Unit)

David Potts

An experimental course in learning methods and history methods related to the social history of Victoria in the early 1930s. The learning method in this course will be based on a three-hour workshop each week; students will mainly participate in a variety of partnerships to talk through their response to their reading. The history method will include discussion of questions on students self-perception and values in relation to their history studies. Attention will also be given to methods of interviewing (oral history).

Prerequisite: Any second-year history subject.

Class Requirements

One lecture and one three-hour workshop each week. There will be no formal examination and (except by request) no formal grading. Assessment will be based on attendance and participation in workshops (including the writing of a 400-word journal) each week, the satisfactory conducting and writing up of three interviews, and two research essays.

Preliminary Reading

Henlin, F. *Keep Moving*, Sydney 1973

Lows, L.J. and Turner, I. (Eds) *The Depression of the 1930s* Melbourne

HISTORY IIIV: Britain in the Twentieth Century (Full Unit)

Dr P.J. Bull

Prerequisite: Any second-year history subject.

Course Requirements: For course requirements and other details see entry under History IIV.

HISTORY IIIV: War in the Modern World (Half Unit)

Dr W.J. Breen

This course will cover the history of warfare in Western Society from the introduction of gunpowder to the present with the main focus on the nineteenth and twentieth centuries. The major theorists of warfare during this period will be studied along with important developments in both strategy and tactics. The relationship of both the theory and practice of warfare to technological developments and to the social, political and economic structure of different societies will be explored.

Prerequisite: Any second-year history subject.

Course Requirements: At least one lecture and one tutorial a week.

Assessment by means of written work and one three-hour open-book exam.

Prescribed Reading

Ropp, Theodore *War in the Modern World*, Collier 1962

Brodie, Bernard and Fawn *From Crossbow to H-Bomb*, Indiana Univ. Pr.

*Carl von Clausewitz, *On War*, (edit. Anatol Rapoport) Penguin 1968

*Fremantle, Anne, (Ed.) *Mao Tse-tung: An Anthology of His Writings*, Mentor 1962

HISTORY IIX: Women's Studies. Women in History, with special reference to British Society from the Eighteenth to Twentieth Centuries (Full Unit)

Dr J. Hammerton

Prerequisite: Any second-year history subject.

See entry under History IIX.

HISTORY IIY: Bourgeois Society and its Critics (Full Unit)

Mr A.A. Barta, Mr D.F.C. Johanson.

A study, centring mainly on Continental Europe in the nineteenth and twentieth centuries, of those social relationships described (generally by their critics) as 'bourgeois society'. Students enrolled in this course may select several from a number of themes, including values — such as work, individuality, freedom, respectability; movements — such as sabbatarianism, anti-drink campaigns, political and economic liberalism; institutions — such as the family; and critiques — such as those offered by Marx, Durkheim, Freud, and other thinkers.

If you enrol in this course, you may expect to take responsibility for your own learning, and to share responsibility for that of the group.

Prerequisites: Any second-year history subject.

Class Requirements: One extended workshop weekly. The basic requirements of the course will be attendance at a minimum of twenty-three out of twenty-five workshops, the punctual completion of weekly journal entries, three written exercises, and the compilation of a course-file. There will be no formal examination.

Preliminary and Prescribed Reading: To be announced.

Note: This course may not be taken concurrently with History IIB/IIIB.

HISTORY IIZ: Revolution in Cuba and Bolivia (Full Unit)

Mr B. Carr

This course will examine the development of Bolivian and Cuban society in the twentieth century. Although the core of the unit will consist of a study of the nature and impact of revolutionary change, the structure of pre-revolutionary society in both countries will receive close attention.

First term work will consist of an examination of the concept of revolution and of a broad introduction to twentieth century Bolivia and Cuba. In second and third terms, seminars will be devoted to examination 'in depth' of particular aspects of the history of both countries. No more than two topics will be examined in each seminar. Possible seminar themes include the development of monoculture economies, the pre-revolutionary impact of the United States, a critical examination of the 'peasant' character of the two

revolutions, army and society, the construction of a revolutionary state, and the nature of the United States response to revolutionary change.

The course will utilise a wide variety of sources including historical monographs, speeches, biographies and autobiographies, novels and economic and social data relating to agrarian reform.

Prerequisite: Any second-year history subject.

Course Requirements: These will vary from term to term but will involve a combination of two-hour tutorial/seminars and personal conferences. Occasional lectures may be given.

Preliminary and Prescribed Reading

Yglesias, J. *In the Fist of the Revolution: Life in Castro's Cuba*, Pelican, London 1970

Recommended Reading: To be announced.

This unit can be combined with others to form one of the five majors considered by the Schools to constitute a program in Latin American Studies.

HISTORY-SOCIOLOGY III: Modern Latin America (Full Unit)

Professor Claudio Veliz

Aspects of the history and sociology of modern Latin America will be studied. For details, please consult the sociology department entry.

PHILOSOPHY IIIHA, IIIHB: Philosophy of History (Half Unit)

Dr C.B. McCullagh

These courses will be accepted as half units in history. For details see the entries under philosophy.

SOCIAL SCIENCES IIIA: The Development of Papua and New Guinea (Full Unit) Mr W.R. Stent

A few students may be permitted to take this course as part of a history major. For details, please consult the social sciences entry. A quota is likely to be imposed on this unit.

INTERDISCIPLINARY STUDIES

The following third-year interdisciplinary-study course may be available to history sequence:

Marxism

For course details, consult the appropriate handbook entry under interdisciplinary studies. For further details, consult a student adviser.

HONOURS COURSES

Any students who, at the completion of their second year's work, wish to be considered for entry into the honours program should in the first instance consult with the lecturers in their second-year history courses. Subject to their recommendation they should then contact the chairman of the department, Professor J.S. Gregory, for inclusion in the third-year honours program. In addition to their selected third-year courses, in which they will be expected to gain honours-level grades, third-year honours students may be required to undertake an additional special course. Details of this requirement will be available at the beginning of 1975.

Fourth year students are required to write a research essay of about 12,000 words and to pursue advanced studies in other areas. Full details of the structure of the fourth-year honours course in 1975 will be available early in December 1974. Students entering the fourth year in 1975 should advise the co-ordinator of the honours program, Dr J. Philipp, of their selection from the fourth-year courses to be offered and of their research topic by the end of 1974 if possible, and in any case not later than 18 February 1975.

POSTGRADUATE STUDIES

A limited number of qualified students will be accepted for postgraduate studies in history, for the MA Qualifying, the MA or the Ph D.

Available fields of study will include Australian history, American history, Latin American history, East Asian and South Asian history, modern European history, modern British history, Renaissance Italy, Pacific history, New Zealand history, New Guinea and African history.

The MA requirements may be satisfied either by the writing of a thesis or by an approved combination of thesis and other work. The Ph D is by thesis only.

A seminar for postgraduate students, organised by the students themselves but with staff participation, has been held in past years and it is intended that it will be again in 1975. All postgraduate students in the department are expected to participate in this seminar.

INTERDISCIPLINARY STUDIES

The School of Humanities offers, at various levels, a small number of interdisciplinary studies units. Students interested in enrolling in any of these units should consult student advisers to discuss whether the chosen unit may be accommodated within the general course pattern of their intended studies.

IIAN/IIIAN: ANARCHISM (Half unit at second or third-year level)

This course can be credited as a half unit in interdisciplinary studies or as a half unit in politics.

A seminar course examining the lives, times and ideas of the famous anarchist revolutionaries Michael Bakunin, Peter Kropotkin and Emma Goldman.

Prerequisite: None.

Preliminary Reading

*Woodcock, G. *Anarchism*, Penguin

Prescribed Reading

Bakunin, M. *God and the State*, Dover

OR

Maximoff, G. *The Political Philosophy of Michael Bakunin*, Free Press

Kropotkin, P. *Memoirs of a Revolutionist*, Dover

Kropotkin, P. *Revolutionary pamphlets*, Dover

Goldman, E. *Living my Life*, 2 vols, Dover

Goldman, E. *Anarchism and other essays*, Dover

OR

Shulman, A.K. (Ed.) *Red Emma Speaks*, Vintage

Berkman, A. *Prison Memoirs of an Anarchist*, Schocken

IIIC/IIICY: CYBERNETICS (Half unit at second or third-year level)

Dr M. von Thun

Cybernetics is one of the younger disciplines. It is the study of features common to man-made machines, living organisms and natural or artificial ecologies. Just as physics deals with energy, its generation, transmission, storage and modification, so cybernetics deals with information, its generation, transmission, storage and modification. Machines, organisms and other systems can be considered either as energy processors or as information processors; and a given sequence of sounds, light flashes or electrical impulses can be considered either as an amount of energy or as a piece of information. Very often the behaviour of a complex system can be properly understood only by examining how the behaviour of some parts affects the behaviour of

other parts; and this involves a study of the internal flow of information. In some systems the parts affected in turn affect the parts that affect them. Such systems incorporate loops of information feedback, they are capable of regulation, stability, adaptation, learning, planning and creative innovation. It used to be taught that behaviour of such kinds is unique to animate or at least living systems, but recent developments have shown that man-made cybernetic systems are capable of the same behaviour.

Students who are thinking of taking this course and wish to know more about the topic before enrolling are advised to consult the 'Cybernetics' entry in the *Encyclopaedia of Britanica*, the *Encyclopaedia of Philosophy* and the *International Encyclopaedia of the Social Sciences*.

The course will consist of an introduction to the basic concepts of cybernetics: systems and their states, inputs and outputs; finite state machines, neural networks, Turing machines; information flow, the measurement of information, channel capacity; coding and redundancy; languages and automata; feedback, stability, adaptation.

Prerequisites: None — but students with some background in logic or mathematics or any one of the natural or social sciences might find themselves at an advantage.

Class Requirements: Two lectures and one tutorial a week in the second half of the year.

Assessment: Fortnightly exercises and either a three-hour exam or three short essays.

Prescribed Reading

*Arbib, M.A. *Brains, Machines and Mathematics*

*Ashby, R. *Introduction to Cybernetics*

*Ashby, R. *Design for a Brain*

INTERDISCIPLINARY STUDIES IIFM/IIIFM: Further Marxism (Half unit at second or third-year level)

Prerequisite: IDS IIMX/IIIMX or its core course plus concurrent enrolment in another elective.

This half-unit is designed to cater for students who want to acquire a wider knowledge of Marxism than is given by the above unit consisting of the core course and a single elective. It consists of attending an additional elective either concurrently with the course IDS IIMX/IIIMX or in a succeeding year. Students wishing to enrol in IDS IIFM/IIIFM must have their course approved by the Marxism course convenor and will not be allowed to enrol in an additional unit identical with or substantially overlapping one they have already passed or are concurrently attending.

All electives taken for IDS, IIFM/IIIFM can be credited simply as half-unit interdisciplinary courses. Alternatively, the economics elective can be credited as a half unit in economics; the Leninism elective as a half unit in history; the philosophy elective as a half unit in philosophy or sociology.

Class Requirements: Either two lectures or two seminars a week depending on the elective, in the second half of the year.

INTERDISCIPLINARY STUDIES IIMX/IIIMX: Marxism (Full unit at second or third-year level)

Prerequisite: None.

A study of Marxist thought with emphasis on both the development of ideas in their historical context and the critical appraisal of their validity and relevance. In the first half-year students will take a common core course on Marx and in the second half-year will choose one of four more specialized streams developing aspects of post-Marx Marxism.

All courses can be credited simply as a full interdisciplinary unit. Alternatively the Marxism/Economics course can be credited as a half unit in economics and a half unit unspecified; the Marxism/Leninism course can with the permission of the history department be credited as a half unit in history and a half unit unspecified; the Marxism/Philosophy course can be credited as a full unit in philosophy; or as a half unit in sociology and a half unit unspecified; and the Marxism/Modernisation can be credited as a full unit in sociology.

CORE COURSE(First Half Year)

An introduction to Marx's thought by way of a critical examination of those 'early works' — from his thesis of 1841 to the German Ideology of 1845 - 6 in which he slowly worked out his own standpoint: the 'materialist conception of history'. After this introduction lectures will deal with questions raised by later statements of the materialist conception of history; Marx's economic theories; his theories of social class and political power; and the problems of Marxist politics — in particular that of the 'Bourgeois Revolution'.

Prescribed Texts

*Lichteim, G. *Marxism, an Historical and Critical Study*, Routledge

*Ollman, B. *Alienation: Marx's Conception of Man in a Capitalist Society*, Cambridge

OR

*Avineri, S. *The Social and Political Thought of Karl Marx*, Cambridge

*Easton, and Guddat, K. (Eds) *Writings of the Young Marx on Philosophy and Society*, Anchor

*Tucker, R.C. (Ed.) *The Marx-Engels Reader*, Norton

MARXISM/ECONOMICS (Second Half Year)

A discussion of Marx's economic theories, neo-marxism theories of imperialism, the relation between Marxian and Keynesian macroeconomic theory, the theory of monopoly capital as developed by Baran and Sweezy, and Marxian economics as interpreted by Mandel.

Prescribed Reading

*Freedman, R. (Ed.) *Marx on Economics*, Penguin

MARXISM/LENINISM, SOCIAL DEMOCRACY, COUNCIL COMMUNISM (Second Half Year)

An examination of Marxism after Marx from Engels to Lenin developing the reasons for the increasing divergence between Russian and German social democracy and the consequences of this after the war in the Russian and German Revolutions. The development of autonomous worker's institutions within these revolutions will then be traced with particular stress on the relations of such workers' movements to the two main forms of Marxism and to Marxism's main left-wing competitor anarcho-syndicalism. The survey will be brought up to the present day by an examination of the relationships of such movements in situations such as Spain in the 1930's, Eastern Europe in the 1950's and contemporary western societies.

MARXISM/PHILOSOPHY (Second Half Year)

An examination of problems connected with the scientific status of Marxism; the nature of 'dialectics'; the Marxian account of consciousness; the sense of Marxian determination; the concept of 'critique' and theory of alienation. The course will be based on the writings of such Marxists such as Karl Korsch, Lucio Colletti and Louis Althusser.

MARXISM/MODERNISATION (Second Half Year)

The course is concerned with an evaluation of the modernisation approach and will look at critical Marxist theories of development. Specific situations and experiences in Africa, Asia and Latin America will be considered in the light of theoretical elaborations under scrutiny.

Each student is expected to have read Frantz Fanon, *The Wretched of the Earth* (paperback) before commencing the course. During the course students will be expected also to independently study Marx's own views on Colonialism and Modernisation and write an essay on them.

(This elective will not be available as the half-units IDS, IIFM/IIIFM since it is already available as the sociology half-unit *Theories of Development*)

Class Requirements

In the first half-year students will attend two 2-hour lectures and one tutorial a week. In the second half-year they will attend either two lectures or two seminars a week depending on the elective.

NORTH AMERICAN STUDIES**Co-ordinator: Dr Lucy Frost**

North American studies consists of a group of subjects taken from disciplines of English, history, art history, politics, and sociology, and relating to North America.

First Year

Students wishing to major in North American studies should take at first year, three subjects selected from English I, French I, and first-year history subject (History IG is particularly recommended), Art History I, Philosophy I, Politics I, Spanish I, Sociology I, Cinema Studies I, Italian I, or Music I.

Second Year

At second-year level an acceptable major should include at least two of the following subjects:

- (a) History IIF (United States to 1877),
- (b) Politics IIA,
- (c) American literature (the English department has agreed that majors in North American studies could take the third-year American literature course in second year, attending separate tutorials).

Third Year

At third-year level, an acceptable major should include the following subjects:

- (a) History IIID (USA 1877 - 1920), History IIIE (USA since 1920),
- (b) English IIIG (American Literature)
- (c) English IIIE (Contemporary literature involves *some* work on North American writing).

In addition, a few students at third-year level may be able to enrol in individual readings courses in some area of North American studies. Interested students should consult Dr Lucy Frost, department of English, in the first instance.

All students choosing to major in North American studies should indicate this specifically to a student adviser at the time of enrolment, and should consult Dr L. Frost.

RELIGIOUS STUDIES

The course in religious studies enables students to study religion from historical, philosophical, sociological and literary view points.

Students wishing to major in this area of study must do at least one first-year, one second-year and the equivalent of two third-year units in the area.

The first-year unit will normally be Dr P. Rule's course on history of religions, though in exceptional cases the chairman of the area may approve

any first-year course related to the study of religion, in history, philosophy or sociology.

In second year, students must take the interdisciplinary studies course entitled Religious Studies IDS/IIRS.

At third-year level students can choose from among the following courses, all of which are half units: history of Indian religions (not available in 1975); philosophy of Indian religions; philosophy of religion; History IIS (seventeenth century England); Sociology IICL (churches in Latin America); English IID (poetry from Chaucer to the Metaphysicals).

Any queries relating to this area of study should be directed, in the first instance, to the chairman of the area, Dr P. Rule.

RELIGIOUS STUDIES IIRS (Full unit at second or third-year level)

This unit may be credited as a full interdisciplinary unit; as a full unit in religious studies area major; or a half unit in history and a half unit in philosophy, or a half unit in history or philosophy and an unspecified half unit. Students wishing to credit this subject as a half unit in history, must obtain the approval of the history department.

The course in 1975 will consist of an introductory section on problems and methodologies in understanding religion; an historical examination of the foundations of one religious tradition, early Christianity in its Jewish setting, with some examples of other contrasting traditions; a study of the problem of meaning and truth in religion; and the question of religion as explanation. It is interdisciplinary in that an attempt is made constantly to interrelate the approaches of the three major disciplines involved — (history, philosophy and sociology, and students are expected to participate as fully as possible in general discussions as well as discussions of particular topics.

Prerequisites: Any first-year unit in the School of Humanities or a first-year sociology unit.

Class Requirements: Two lecture/discussions and one tutorial a week, with occasional extra seminars.

Prescribed Reading

*The New Testament (The *Common Bible* or any good modern version)

*Mitchell, B. (Ed.) *The Philosophy of Religion*, Oxford

*Berger, P. *The Social Reality of Religion*, Penguin

*Perrin, Norman *The New Testament: An Introduction*, Harcourt Brace, 1974

Recommended Reading

*Smart, N. *The Religious Experience of Mankind*, Fontana

*Bornkamm, G. *Jesus of Nazareth*, Hodder and Stoughton

*Dodd, C.M. *The Founder of Christianity*, Fontana

*Nineham, D. *The Gospel According to St. Mark*, Penguin

*Chadwick, H. *The Early Church*, Penguin

*Ferre, F. *Language, Logic and God*, Fontana

ROMANCE LANGUAGES

An area of studies course in Romance languages will be available for students wishing to combine studies in French, Italian and Spanish. The course, which may be taken for a pass or honours degree, will include the study of literature, linguistics and the philosophy of language as well as practical language work. The scheme of study will be as follows:

First Year: French I, Italian I, Spanish IA or IB, Philosophy I.

Second Year: French IIA, Italian II, Spanish IIA, Linguistics II (Half-Unit), Philosophy IIPL (Half-Unit)

Third Year: French IIIA, Spanish IIIA, Linguistics IIIA and IIIB (Half-Units)

Fourth Year: Additional advanced work for honours degree.

Students who wish to undertake this course should consult the chairman of the department of French or the department of Spanish after they have completed their first year of study.

ITALIAN

By special arrangement with the University of Melbourne, courses in Italian will be available in the School of Humanities at La Trobe University for a period of at least three years beginning in 1974. The courses offered will be similar to those offered at the University of Melbourne, and will be taught by members of the staff of that university. Only Italian I and II will be available in 1975, but it is expected that Italian III will be added to the program in 1976.

Students who wish to take a minor sequence in Italian will be required to pass in two or three successive units of Italian. Any students who wish to take honours in Italian will need to have their enrolment transferred to the University of Melbourne and should discuss their plans with the chairman of the department of French at La Trobe towards the end of their first year.

ITALIAN I (Full Unit)

Mr C.A. McCormick (University of Melbourne)

The course is based on the following syllabus:

- (1) Translation of prescribed texts and unseen translation.
- (2) Translation into Italian; composition in Italian; grammar and syntax.

- (3) Conversation.
- (4) Study of selected literary works.
- (5) Introduction to history of Italian literature.
- (6) Introduction to modern Italy.

Prerequisite: This course assumes that students have reached the standard of the Victorian higher school certificate examination in Italian.

Class Requirements: Four lectures, one tutorial and one language laboratory session throughout the year. Facilities for private study in the language laboratory will also be available. An optional fortnightly tutorial class on history of literature may also be provided.

Examination: Two three-hour papers and an oral test. Class tests on translation, composition and history of literature and an essay on modern literature which must be completed before the annual examinations will be taken into account in the determination of examination results.

Preliminary Reading

- Cole, J.P. *Italy*, Chatto and Windus
Pettoello, D. *An Outline of Italian Civilization*, Cassell
Solmi, A. *The Making of Modern Italy*, Benn
Salvadori, M. *Italy*, Prentice-Hall

Prescribed Reading

- McCormick, C.A. *Basic Italian Grammar*, Cheshire, Melbourne
Levi, C. *Cristo si è fermato a Eboli*, Harrap, London
Cerutti, T. *A guide to composition in Italian*, CUP
Lennie, D. *Posso presentarle . . . ?*, Longmans
Silone, I. *L'avventura di un povero cristiano* Mindadori Oscar

Students intending to proceed beyond Italian I are strongly recommended to acquire Cappuccio, C. *Storia della letteratura Italiana*, Sansoni Firenze.

Other reference books will be recommended in class.

ITALIAN II (Full Unit)

Mr C.A. McCormick (University of Melbourne)

The course is based on the following syllabus:

- (1) Translation and composition.
- (2) Introduction to literary criticism.
- (3) Literary and linguistic exercises based on aspects of 20th century literature.
- (4) Twentieth-century Italian literature studied through selected poetry, novels and drama.
- (5) Nineteenth-century Italian literature studied through selected poetry and novels.
- (6) Conversation and modern reading.

Prerequisite: Italian I.

Class Requirements: Not more than four lectures, together with one tutorial throughout the year. Facilities for private study in the language laboratory.

Written Work: Weekly exercises on item 1; a total of six exercises on item 3; an essay on each of items 4 and 5; a composition in Italian on a literary topic based on item 6. Students choosing to write one of their essays in Italian will be exempted from the composition. This written work will be taken into account in the determination of examination results.

Examination: One 3-hour paper on item 4. Item 5 will be assessed either by written and class work during the year, or by a 3-hour paper, or by both. Language tests will be given each term. An oral test of about 15 minutes will include questions on item 6.

Prescribed Reading

Fochi, F. *L'italiano facile*, Feltrinelli, Milano

Pirandello, L. *Three Plays*, Ed. Firth, Manchester Univ. Pr.

Testori, G. *L'Ariada*, Feltrinelli Economica, Milano

Brancati, V. *La governante*, Bompiani, Milano

Moravia, A. *Racconti romani*, Bompiani scolastica, Milano

Campanile, A. *Manuale di conversazione*, Rizzoli, Milano

Verga, G. *I Malavoglia*, Mondadori scolastica, Milano

Verga, G. *Mastro-don Gesualdo*, Mondadori scolastica, Milano

Leopardi, G. *Canti*, Ed. Whitfield, Manchester Univ. Pr.

Further texts may be prescribed.

LATIN AMERICAN STUDIES

La Trobe is the only university in Australia offering a program in Latin American studies. Those students who wish to pursue an interest in the history, literature, politics and society of Latin America can choose from several major sequences within the Schools of Humanities and Social Sciences. Suggested schemes of study are as follows:

MAJORS IN SOCIOLOGY IN THE SCHOOL OF SOCIAL SCIENCES

1. First Year: Sociology ILAC, History IA or History IC, Politics I or Legal Studies ILS or Legal Studies ICL.

Second Year: Sociology IIA, History-Sociology II, Sociology IIIMT, one HUE.

Third Year: Sociology IIIA, History-Sociology III, Sociology IIICL, one HUE.

2. First Year: Sociology ILAC, History IA or History IC, Politics I or Legal Studies ILS or Legal Studies ICL or Economics I.

LEGAL STUDIES

Second Year: Sociology IIA, IIB or IIC, Sociology IIMT, Spanish I or Portuguese A or History IIJ, one HUE

Third Year: Sociology IIIA, History-Sociology II, History-Sociology III

MAJORS IN HISTORY IN THE SCHOOL OF SOCIAL SCIENCES

First Year: History IA or History IC, Sociology ILAC, Politics I or Economics I.

Second Year: History-Sociology II, Spanish I or Portuguese A, History IIJ.

Third Year: History-Sociology III, Sociology IIICL, one HUE, History IIIZ.

MAJOR IN HISTORY IN THE SCHOOL OF HUMANITIES

First Year: History IA, History IC, Spanish I, Sociology ILAC or Philosophy I.

Second Year: History-Sociology II, History IIJ, Spanish IIA or Portuguese A.

Third Year: History-Sociology III, History IIIZ, Sociology IIICL, one HUE

MAJOR IN SPANISH IN THE SCHOOL OF HUMANITIES

First Year: Spanish IA, History IC, Sociology ILAC or Philosophy I.

Second Year: Spanish IIA, History-Sociology II, History IIJ.

Third Year: Spanish IIIF, Spanish IIID, Spanish IIIE or History IIIZ.

LEGAL STUDIES

The 1975 courses in legal studies will be available at first, second, third, and honours (fourth) year level. Two courses will be available in first year, and a student may elect one of these. Three elective full units will be available in second year. A student proposing to take a minor in legal studies will elect one of these; a student proposing to take a major will elect two. With special permission of the board of studies, a student who has taken Legal Studies IA may take Legal Studies ICL as a second-year unit.

Nine elective half-units will be available in third year. A student proposing to take a major in legal studies will elect four of these; a student proposing to take a minor will elect only two; with the permission of the department such a student may elect to take an additional second-year full unit in place of two of the third-year half-units.

Details of the honours courses available in 1975 will be available from the department. Students who are permitted or invited to proceed to honours, on the basis of their academic records in the first two years, will be required to take an additional half-unit which will introduce them to the methods of legal and sociological research.

The objective of the department of legal studies is to communicate to students, among other things, an understanding of the concepts, the 'tools' and the techniques of law, with a view to exploring the interrelation between law and society and the potentialities and shortcomings of law as an instrument of social control. Attention is focused also on the extent to which the insights of other academic disciplines may illuminate some of the problems which arise in the course of administering the legal system. In general, attempts are made, so far as possible, to relate the courses to those available in other departments in the School of Social Sciences.

It is not the objective of the department to prepare students for the practice of the legal profession; but, as far as is possible consonantly with the previously-stated objectives, the fact that some students may later seek credits for the subjects taken as part of a La Trobe degree, if they wish to pursue a legal career and gain admission to a law school, has been borne in mind in planning the courses.

LEGAL STUDIES ILS: Law in Society (Full Unit)

Professor E.K. Braybrooke

This unit is intended to provide students with an understanding of the ways in which law operates as an instrument of social control, principally by examining the development and the working of law in three specific areas of current concern: consumer protection, accident prevention and compensation, and the protection of basic civil liberties.

Prerequisite: None.

Class Requirements: Two lectures (or class discussions) and one tutorial a week.

Examination: Assessment by means of written tutorial papers, two short essays, and one three-hour examination.

Preliminary Reading

*Derham, D.P., Maher, F.K.H. and Waller, L. *Introduction to Law*, 2nd edn, Law Book Co. Ltd. 1971

OR

*Williams, G.L. *Learning the Law*, 9th edn, Stevens and Sons 1973

Prescribed Reading

*Street, H. *Freedom, the Individual and the Law*, 3rd edn, Penguin 1972

*Szakats, A. *Compensation for Road Accidents*, Sweet and Maxwell (N.Z.) Ltd 1968

*Borrie, G. and Diamond A.L. *The Consumer, Society, and the Law*, Penguin 1972

Materials for class and tutorial discussion will be available at the beginning of the year but may be supplemented during the year.

LEGAL STUDIES ICL: The Content of Criminal Law

Mr J.E. Willis

This unit will be concerned with examining the rationales for, and the content of, criminal law. The objects of the course are two fold: first to provide a general understanding of the technique of legal analysis, and second to provide an understanding of the links between social structure and criminal law. The first third of the unit will be devoted to an examination of the development of the Australian criminal law with particular emphasis on the areas of intention and crime, larceny, crimes without victims and Public Law Offences. Second term will be devoted to a cross-national analysis of criminal-law systems, and third term will involve examination of sociological and political explanations of the content of the criminal law.

The unit is intended to provide the intellectual basis for either a general, or a crime-oriented major in legal studies.

Class: One lecture and one tutorial a week.

Assessment: Two essays, a test, and a final, open-book exam.

Reading

Brett, P. and Waller, P. *Criminal Law: Cases and Text*, Butterworths 1971

Douglas, R. *Social Aspects of Law: An Australian Perspective*, Heinemann 1973

Eriksen, Kai T. *Wayward Puritans*, John Wiley and Sons 1966

In addition, extensive printed notes will be issued during the year.

LEGAL STUDIES IICB: The Law and Criminal Behaviour (Full Unit)

Mr R.N. Douglas

This unit will examine the use of the criminal law as a means of controlling behaviour. It will examine both the deterrent and normative impact of the criminal law but it will also be very much concerned with personal and social explanations for why people engage in behaviour which the law treats as criminal. Crime studies will include 'traditional' crime, white collar crime and corporate crime. It is also hoped that students will acquire some awareness of the problems associated with research in this area.

Prerequisite: Any Legal Studies I unit.

Class Requirements: Two lectures and one tutorial a week.

Examinations: Assessment by several written assignments and according to personal preference, a substantial paper, a final examination or both.

Prescribed Reading

*Taylor, I., Walton, P. and Young, J. *The New Criminology*, Routledge and Kegan Paul 1973

*Morris, N. and Hawkins, G.J. *The Honest Politician's Guide to Crime Control*, Sun Books 1970

*Walker, N. *Crime Courts and Figures*, Penguin 1971

LEGAL STUDIES IILG: The Law and Government Officials**Dr J.M. FitzGerald, Ms K.A. Petersen**

This course will examine the major legal rules which should control the way government officials act towards other people. In addition to this assessment of the law on the books, considerable attention will be paid to the law in action. An examination will be made of the actual behaviour of officials in organizations such as prisons, police departments, welfare offices etc. with the aim of exploring the causes of governmental unlawfulness. Furthermore, comparisons will be made with foreign legal systems in order to evaluate the different methods which are used to deal with similar matters.

Prerequisite: Any first-year legal studies unit.

Class Requirements: One 1½-hour lecture-seminar, and one tutorial each week. Special gatherings will be held as needed.

Examination: Assessment will be mainly by means of written assignments including at least one paper to be presented to the seminar. A written exam will be compulsory for those who fail to satisfy all the requirements of the course and will be optional for any other students.

Preliminary Reading

Schwartz, B. and Wade, H. *Legal Control of Government* Clarendon Press

Prescribed Reading

To be announced.

LEGAL STUDIES IIEA: Institutions and Economic Activity (Full Unit)**Mr D.M. Creed**

The purpose of this course is to introduce students to the major legal institutions which facilitate and at times circumscribe economic activities in society. Attention will be paid to such topics as contract law and the enforcement of bargains, the law of business associations (especially the limited liability company) and certain aspects of the protection of property, especially 'industrial' property.

Prerequisite: Legal Studies I. Students who have already taken Social Sciences IA will, it is hoped, find some continuity of themes.

Class Requirements: Two class meetings and one tutorial a week.

Examination: Class assignments.

Prescribed Reading

*Vermeesch, R.B. and Lindgren, K.E. *Business Law of Australia*, Butterworths 1973

*Hadden, T. *Company Law and Capitalism*, Weidenfeld and Nicholson 1972

*Lindgren, K.E., Mason, H.H. and Gordon, B.L.J. *The Corporation and Australian Society*, Law Book Company 1974

LEGAL STUDIES IIIPA: Legal Framework of Political Activity (Half Unit)

Mr P. Bayne

This half-unit will examine some of the basic concepts and problems of constitutional law, e.g. the separation of powers, the sovereignty of parliament, the role of the executive, and the place of the judiciary in constitutional matters. Special attention will be paid to the problems involved in developing a constitutional framework for the government of emerging nations, the instance of Papua-New Guinea being taken as a principal example.

Prerequisite: Any second-year unit in legal studies.

Class Requirements: The course will occupy two to three hours a week of lecture/seminars and tutorials over thirteen weeks.

Assessment: Will be by tutorial papers and essays; a final examination may be required.

Prescribed Reading

*De Smith, S.A. *Constitutional and Administrative Law*, Penguin Education 1

*Fajgenbaum, J.I. and Hanks, P. *Australian Constitutional Law*, Butterworths
Lumb, R.P. *The Constitutions of the Australian States*, 3rd edn, Univ. of
Queensland Pr. 1973

Additional reading will be notified before the course opens.

LEGAL STUDIES IIIPF: Legal Problems of Federalism (Half Unit)

Mr P. Bayne

This course will examine in some depth some of the special problems created by the existence of federalism, with reference both to the Australian and to the United States constitutions.

Prerequisite: Legal Studies IIIPA.

Class Requirements: The course will occupy two to three hours a week of lecture/seminar and tutorials over thirteen weeks.

Assessment: Will be by tutorial papers and essays; a final examination may be required.

Prescribed Reading

*De Smith, S.A. *Constitutional and Administrative Law*, Education Penguin
1973

*Fajgenbaum, J.I. and Hanks, P. *Australian Constitutional Law*, Butterworths
Lumb *The Constitutions of the Australian States*

Sawer *Australian Federalism in the Courts*, Melbourne Univ. Pr. 1967

Additional reading will be notified before the course opens.

By special permission of the chairman of the department, the sequence Legal Studies IIIPA and IIIPF may be taken as a second-year unit by persons intending to take a major sequence in legal studies.

LEGAL STUDIES IIPN: Prisons and Society (Half Unit)**Dr J.M. FitzGerald**

This half-unit course offered in the first half of the year is identical with the course, *Prisons and Society*, offered in the sociology department (Sociology IIPN, IIIPN.) Students who are taking this course for credit in the legal studies department may not also take Sociology IIPN or IIIPN for credit.

Further details of this course are contained in this handbook under the entry for Sociology IIPN, IIIPN.

Prerequisite: Completion of, or enrolment in any first-year sociology unit, and completion of Legal Studies IILG (Legal Studies IIB) or Legal Studies IICB (Legal Studies IIA).

It may be necessary to impose a quota on enrolments in this subject.

LEGAL STUDIES IIILA: Sociology of Law (Half Unit)**Dr J.M. FitzGerald**

This half-unit course, offered in the second half of the year, is identical with the course, *Sociology of Law*, offered in the sociology department (Sociology IIILA, IIIILA). Students who are taking this course for credit in the legal studies department may not also take Sociology IIILA or IIIILA for credit.

Prerequisite: Completion of, or enrolment in, Sociology IIA or Sociology IIB, and any Legal Studies II unit.

Further details of this course are contained in this handbook under the entry for Sociology IIILA and IIIILA.

It may be necessary to impose a quota on enrolments in this subject.

LEGAL STUDIES IIICE: Legal Controls of Economic Activity (Half Unit)**Mr D.M. Creed**

This course, which will follow Legal Studies IIC, will examine the way in which, and the degree to which, law can be used to control economic activity. Particular attention will be paid to the control of restrictive trade practices and the securities and exchange industry. A comparative approach will be taken, with Australian, United Kingdom and United States models.

Prerequisite: Legal Studies IIC.

Class Requirement: Two class meetings a week.

Examination: To be discussed.

Prescribed Reading: To be announced.

LEGAL STUDIES IIICJ: The Criminal Justice System (Half Unit)

This half unit will deal with problems associated with the enforcement of the criminal law. The course will include three components.

- (1) The activities of the police and others in responding to criminal behaviour.
- (2) The trial process: formal procedure, problems of establishing 'facts', magistrates, juries and judges.
- (3) Sentencing: criteria taken into account; provisions for review.

Students who took Legal Studies IIA in 1973 or who have taken Legal Studies IIB or are taking Legal Studies IILG, will be assessed only on work done in connection with parts (2) and (3).

Prerequisite: Any second-year legal studies unit.

Class Requirements: One 2-hour seminar a week.

Assessment: One seminar paper and one research paper. An examination will be set for those who prefer examinations to research papers.

Prescribed Reading

Chappell, D. and Wilson, P. *The Australian Criminal Justice System*, Butterworths 1972

LEGAL STUDIES IIILP: The Law and the Poor (Half Unit)

Mr J.E. Willis

There are many individuals in our society who can be described as poor (disadvantaged in some ways) e.g. migrants, Aborigines, unmarried mothers, the mentally handicapped, vagrants, alcoholics, pensioners. This course will examine the functioning or non-functioning of the legal system in relation to such groups and the attitudes and assumptions underlying many of the laws and their administration. The course will deal with areas of special concern to disadvantaged groups such as housing, landlord and tenant law, consumer protection, legal aid, the court system, the administration of social welfare, discrimination and the whole area of consumer credit.

Prerequisite: Any second-year unit in legal studies.

Class Requirements: One 2-hour seminar for the first 13 weeks of the year. Additional special lectures, seminars and field trips may also be scheduled.

Assessment: To be determined later.

Prescribed Reading: To be announced.

LEGAL STUDIES III IR: The Place of Law in Industrial Relations (Half Unit)

Mr J.E. Willis, Ms J.M. Fristacky

An examination of the role and limits of effectiveness of law in industrial relations: the course will deal with the existing systems of industrial regulation,

state and federal; it will examine the parties involved, employers and their representatives, employees, trade unions, governments — their various organizations, roles and power; and will include a consideration of such current issues as collective bargaining, worker participation, wage and price fixation, job satisfaction. Overseas systems and experiments will be examined where relevant.

Prerequisite: Any second-year unit in legal studies.

Class Requirements: To be announced.

Assessment: To be determined later.

Prescribed Reading

Isaac, J.E. and Ford, G.W. (Eds) *Australian Labour Relations: Readings*, 2nd edn, Sun Books, Melbourne, 1971

Glasbeek, H.J. and Eggleston, E.M. *Cases and Materials on Industrial Law in Australia*, Butterworth and Co. 1973

LEGAL STUDIES IIIILW: The Law and Women (Half Unit)

Ms K.A. Petersen, Mr B.W. Boer

This course will deal with the rights of women in order to assess the way and the extent to which the law has developed special rules governing and restricting particular classes of persons in the community together with the social and other justifications which have been advanced for the existence of these rules.

Attention will be paid to the social and legal implications of women in relation to work, education, marriage and property in order to evaluate the role of the law in this area.

Prerequisite: Any second-year legal studies unit.

Class Requirements: One seminar of two hours a week for 13 weeks.

Recommended Reading

De Crow, K. *Sexist Justice*, Random House, New York 1974

*Coote, A. and Gill, T. *Women's Rights: A Practical Guide*, Penguin Special 1974

*Frazier, N. and Sadker, M. *Sexism in School and Society*, Harper and Row 1973

Finlay, H.A. *Divorce, Society and the Law*, Butterworths 1969

Bissett-Johnson, A. and Finlay, H.A. *Family Law in Australia*, Butterworth 1972

*Mitchell, J. *Woman's Estate*, Pelican Original 1973

*Gavron, H. *The Captive Wife*, Pelican Books 1973

LEGAL STUDIES IIIFR: Free Reading (Half Unit)

Students, or groups of third-year students majoring in legal studies are permitted to take a free-reading unit in lieu of one half-unit elective. This option can only be taken if:

- (a) a member of staff is available to act as a supervisor, and
- (b) this subject has departmental approval.

Except in the most unusual circumstances a student may count only one free-reading half unit towards his legal studies major.

Prerequisite: Satisfactory completion of a total of four units of legal studies.

Class Requirements and Readings: Subject to arrangement with the member of staff acting as supervisor.

LINGUISTICS

There are at present no first-year courses in linguistics. Students may take second and third-year linguistics courses as part of their minor sequence, and in certain specified conditions, as part of their major sequence.

SECOND-YEAR COURSES

Three half-unit courses are available within the School of Humanities and the School of Social Sciences. Course details are given below.

Linguistics II is available as part of a major or a minor in French. It may be combined with philosophy of language as part of a minor in philosophy or, with the approval of the department of philosophy, as part of a major in philosophy. Linguistics II may also be combined with sociology of language, with the approval of the department of sociology, to form a unit in a minor sequence. (N.B. the numbers taking this combination may be limited.)

LINGUISTICS II: Aspects of Linguistics (Half Unit)

Co-ordinator: Mr G.M. Millar

This course introduces second-year students of varying academic backgrounds to some of the principal aspects of linguistic study; the nature of language; phonetics; phonology; syntax; and language variation. The class will be divided into a Romance languages interest group, and an English language interest group, for separate tuition on certain topics.

Prerequisite: None.

Class Requirements: Two lectures and one tutorial a week for the first 13 weeks of the year. Assessment will be by class assignments. An examination may be set if necessary.

Prescribed Reading

- Bolinger, D. *Aspects of Language*, Harcourt, Brace and World, New York 1968
- Langacker, R.W. *Language and Its Structure*, 2nd edn, Harcourt, Brace Jovanovich 1973

PHILOSOPHY IIPL/IIPL: Philosophy of Language (Half Unit)

For course details, see entry under Philosophy.

SOCIOLOGY IISL/IISL: Sociology of Language (Half Unit)

For course details, see entry under Sociology.

THIRD-YEAR COURSES

Four half-unit courses are available within the School of Humanities and the School of Social Sciences. Course details are given below.

Linguistics IIIA may be combined freely with Linguistics IIIB as a unit of a minor sequence, or as part of a major sequence in French. Linguistics IIIA may also be combined with philosophy of language, or sociology of language, under the same conditions as those described under second-year courses (above).

LINGUISTICS IIIA: Linguistics Analysis (Half Unit)

Mr G.M. Millar

The course introduces students to the description and analysis of language phenomena through problems drawn from a wide range of languages. The approach will be broadly that of generative transformational grammar.

Prerequisites: It is desirable that students should have completed one of the second-year courses in linguistics. Students without such a prerequisite may be admitted to the course at the discretion of Professor R.W. Thompson.

Class Requirements: One lecture and two tutorials a week for the first 13 weeks. Assessment will be by class assignments. An examination may be set if necessary.

Prescribed Reading

- Langacker, R.W. *Fundamentals of Linguistic Analysis*, H.B.J. 1972

LINGUISTICS IIIB: Current Issues in Language Theory

Mr G.M. Millar

This course will discuss the development of generative linguistics and its implications for the theory of language, language acquisition, etc.

MATHEMATICS

Prerequisite: Current enrolment, or a satisfactory pass in a previous year, in Linguistics IIIA or Philosophy IIPL/IIPL.

Class Requirements: One lecture and two tutorials a week for the second half of the year. Assessment will be by tutorial participation and by essay. An examination may be set if necessary.

Preliminary Reading

Lyons, John *An Introduction to Theoretical Linguistics*, Cambridge Univ. Pr., London 1968

Chomsky, N. *Language and Mind*, Harcourt, Brace and World 1968

Note: Students should consult the co-ordinator before enrolling for this subject.

PHILOSOPHY IIPL/IIPL: Philosophy of Language (Half Unit)

For course details, see entry under Philosophy.

SOCIOLOGY IISL/IISL: Sociology of Language (Half Unit)

For course details, see entry under Sociology.

LINGUISTICS IV

Honours courses in linguistics may be available to fourth-year students according to their aptitudes and needs. More information is available from the co-ordinator.

MATHEMATICS

A student who wishes to major in mathematics may do so in any one of the Schools of Humanities, Physical Sciences and Social Sciences. Which School such a student will seek to enter depends partly upon his preferences so far as supporting subjects (and possible alternative majors) are concerned. He will also need to take into account the way the different regulations of these Schools affect the choice and flexibility of the mathematics subjects he may wish to choose.

Subjects available in 1975 in both the Schools of Humanities and Social Sciences are Mathematics IA, IB and IC, Pure Mathematics II, III and IV, Applied Mathematics II, III and IV, Mathematical Statistics II, III and IV, General Mathematics II and III and Computer Science III. In addition the subjects Mathematics ID, IE, IF and Mathematics IIIE and IIIF are available in the School of Social Sciences only.

The main feature of mathematics subjects at second and third-year level is the choice allowed each student in planning his syllabus. This is achieved by dividing each subject into a number of components: students are allowed some degree of freedom in choosing their components, in taking some third-year components in second year and vice-versa, and in taking some of their components outside the subject in which they are formally enrolled. The choice is necessarily restricted in second year, where many components are compulsory, but a wider choice will be available in third year.

Students wishing to obtain an honours degree in mathematics must complete one of the subjects Pure Mathematics IV, Applied Mathematics IV or Mathematical Statistics IV. In addition to course work and examinations in these subjects each student must write a thesis, the assessment of which will count towards his final result.

FIRST-YEAR SUBJECTS

Mathematics IA, IB, IC, ID, IE and IF

The full units offered in first year in both the School of Humanities and the School of Social Sciences are Mathematics IA, IB and IC. Students intending to continue with mathematics beyond first year are strongly advised to take Mathematics IA and either Mathematics IB or ID, although students who perform sufficiently well in Mathematics IA (a grade of C or better) are permitted to take any second-year mathematics subject. Mathematics IC is a terminal course and is incompatible with both Mathematics IA and Mathematics IB.

Students taking Mathematics IB are required to take Mathematics IA concurrently unless they already have credit for it.

All students who have passed two of the higher school certificate examinations in pure mathematics, applied mathematics or general mathematics or who have passed one of them with a grade of C or higher should enrol in Mathematics IA rather than Mathematics IC.

Mathematics IA is an introductory course dealing with topics selected from calculus, linear algebra, computer programming (Midi-tran), probability theory, modern algebra and mathematical models. (About 110 lectures; plus one examples class a week).

Mathematics IB is a mathematics course extending the ideas developed in Mathematics IA. The syllabus includes topics selected from mathematical methods, numerical analysis, mechanics, modern analysis and statistics. (About 100 lectures; plus one examples class a week).

Mathematics IC is designed principally to meet the requirements of students in the Schools of Behavioural Sciences and Social Sciences who have done little or no mathematics at the higher school certificate level. It may also be

useful to those seeking a general introductory course in mathematics.

In addition to the full units listed above, three half units, Mathematics ID, IE and IF, are offered in first year in the School of Social Sciences only. Either of these is normally combined with the half unit Social Sciences IA to make a full unit.

Mathematics ID is a half unit which should be taken concurrently with Mathematics IA.

Mathematics IE is a half unit which should be taken concurrently with Mathematics IC.

Mathematics IF is a half unit available to students taking no other first-year mathematics. It is incompatible with all the other first-year mathematics subjects.

Students should note that Physical Sciences IT is available to students not in the School of Physical Sciences.

PREREQUISITES FOR FIRST-YEAR MATHEMATICS

While there are no formal prerequisites for any first-year mathematics subject, students are warned that the levels of the subjects are determined under the assumptions that:

- (1) Each student enrolled in Mathematics IA has passed the higher school certificate examination in pure mathematics or applied mathematics or general mathematics.
- (2) Each student enrolled in Mathematics IB has passed the higher school certificate examination in pure mathematics or applied mathematics or general mathematics and is either currently enrolled in or has already gained credit for Mathematics IA.
- (3) Each student enrolled in Mathematics IC has a good knowledge of calculus at fifth-form level.
- (4) Each student enrolled in Mathematics IF has a good knowledge of fifth-form mathematics.

PREREQUISITES FOR SECOND AND THIRD-YEAR MATHEMATICS

Students intending to take second-year mathematics subjects should note that:

- (a) It is strongly recommended that students take both Mathematics IA and IB.
- (b) Students who attain a satisfactory level of competence (a grade C or better) in Mathematics IA alone are permitted to take any second-year mathematics subjects, however it should be noted that there are several components (AM205, AM207, AM208, AM212, AM306, AM314) for which Mathematics IB is a prerequisite.

Students intending to take Mathematical Statistics III are strongly advised to take Pure Mathematics II.

Students intending to do Applied Mathematics III must pass Applied Mathematics II and are recommended to take Pure Mathematics II also.

In special cases prerequisites may be waived by the chairman of the appropriate mathematics department.

SYLLABUS FOR MATHEMATICS IA AND IB

First Term

Calculus	Linear Algebra (vectors, matrices)	Computer Programming	Computers	Mathematical Methods
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Second Term

Calculus	Probability	Numerical Analysis	Mechanics
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Third Term

Modern Algebra	Mathematical Methods	Mathematical Statistics	Modern Analysis
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Mathematics IA: shaded. Mathematics IB: the remainder.

Each large block represents two lectures a week for one term. In addition there is one examples class a week in each of the two subjects.

SYLLABUS FOR MATHEMATICS IC

Topics in finite mathematics, linear algebra, elementary programming, and some systematic calculus. Ideas and methods of mathematical statistics and the interpretation and design of experimental techniques.

SYLLABUS FOR MATHEMATICS ID

Computers, numerical analysis and mathematical statistics as shown in the table for Mathematics IA and IB.

SYLLABUS FOR MATHEMATICS IE

Computers, computer programming and numerical analysis as shown in the table for Mathematics IA and IB, together with about 14 lectures on topics in finite mathematics extending the topics in Mathematics IC.

SYLLABUS FOR MATHEMATICS IF

Topics in finite mathematics, linear algebra, elementary programming.

Class Requirements: A total of five class-hours a week (including tutorials) for each full unit. Regular written exercises.

Examination Requirements and Assessment: Two 3-hour written papers in each full unit. The result of written exercises and tests given during the year will be taken into account in the final assessment.

SECOND-YEAR SUBJECTS

Pure Mathematics II, Applied Mathematics II, Mathematical Statistics II and General Mathematics II.

Four mathematics subjects are offered at the second-year level namely Pure Mathematics II, Applied Mathematics II, Mathematical Statistics II and General Mathematics II. Each is normally a full unit. The lecture course in each subject is divided up into a number of components, each with a value expressed in terms of credit points, and students are allowed some measure of freedom in their choice of components. Subject to the restrictions listed below, a student taking one mathematics unit must select components totalling at least 12 credit points; for two mathematics units at least 24 credit points, for three mathematics units at least 36 credit points. The restrictions applying in the various subjects are:

Pure Mathematics II (Full Unit): Components PM201, PM203 and PM204 are compulsory; PM202 is a prerequisite for Pure Mathematics III.

Applied Mathematics II (Full Unit): Components AM201, AM202 and AM203 are compulsory.

Mathematical Statistics II (Full Unit): Components ST201, ST202 are compulsory.

General Mathematics II (Full Unit): The only restrictions here are those imposed by the prerequisites listed for the various components.

To exemplify the above rules, the following is an allowable selection of components for a student enrolled in Pure Mathematics II: PM201, PM202, PM203, PM204, AM202, ST206.

Advisers will be available within the mathematics departments, at times to be arranged, to assist students in making their choice of components.

It is also possible to take any one of Pure Mathematics II, Applied Mathematics II or Mathematical Statistics II as a half unit by choosing components totalling at least six credit points. The details must be discussed with an adviser from the appropriate mathematics department.

Students in the School of Humanities should note that the subject Physical Sciences II is available. A student enrolled in this subject may select various second-year mathematics components to make up some or all of his workload in this subject.

PREREQUISITES

These are shown in the following table. In each case the appropriate

prerequisite must be passed at a standard determined by the chairman of the appropriate mathematics department. Students will be notified with their examination results if they have not reached this standard.

Subject	Prerequisite
Applied Mathematics I	Mathematics IA
Pure Mathematics II	Mathematics IA
Mathematical Statistics II	Mathematics IA
General Mathematics II	Mathematics IA

In addition to the subject prerequisites given above, note that each of the components listed below has its own prerequisites. These may be either a first-year subject or another second-year component or both.

In special cases prerequisites may be waived by the chairman of the appropriate mathematics department.

Students intending to take third-year subjects should consult the prerequisites for those subjects and the relevant components before choosing their second-year components. Students intending to take Applied Mathematics III must pass Applied Mathematics II and are recommended to take Pure Mathematics II also. Students intending to take Mathematical Statistics III should take Mathematical Statistics II and are strongly recommended to take Pure Mathematics II also. Students intending to take Computer Science III are recommended to take AM205.

Students intending to take final honours in mathematics must pass the subject Pure Mathematics II, and should also consult the prerequisites for final honours-year components.

PRELIMINARY AND PRESCRIBED READING

A list of books for preliminary and prescribed reading will be handed out to all students at the end of 1974. Further prescribed reading in various components may be given during the lectures in these components.

COMPONENTS AVAILABLE

The components available for 1975 are listed below. Each department may cancel any component in which insufficient interest is shown, or may offer further components. The letters in the code indicate whether the component is taught by the department of pure mathematics (PM), applied mathematics (AM), or mathematical statistics (ST).

PURE MATHEMATICS

The components in pure mathematics are normally offered as follows:

- Term 1:* PM201 and PM203
- Term 2:* PM202, PM204 and PM205
- Term 3:* PM206, PM207, PM209 and PM210

PM208 is normally given in term 1 and the first three weeks of term 2.

PM201 Analysis A two credit points. Prerequisite: Mathematics IA.

Foundations of elementary calculus: concepts of convergence of sequences, limits and continuity of real functions; basic limit theorems. Nested intervals. Cauchy sequences, global properties of continuous functions.

PM202 Analysis B two credit points. Prerequisites: PM201, PM203.

The ideas of convergence and continuity, will be developed in a more general context than that of PM201. This will be achieved by the introduction of metric and topological spaces.

PM203 Linear Algebra two credit points. Prerequisite: Mathematics IA.

Finite dimensional vector spaces. Linear transformations and matrices. The dual space. Characteristic and minimal polynomials. The primary decomposition theorem. Bilinear forms.

PM204 Abstract Algebra A two credit points. Prerequisite: Mathematics IA.

Introduction to groups and rings. Homomorphisms, normal subgroups and ideals, homomorphism theorems. Integral domains and fields. Congruences.

PM205 Linear Programming two credit points. Prerequisite: Mathematics IA.

Linear inequalities. Duality. Simplex computations. Matrix games.

PM206 Abstract Algebra B two credit points. Prerequisite: PM204.

A continuation of PM204. Commutative rings, leading to field extensions. Ruler and compass constructions. Finite abelian groups.

PM207 Lattice Theory two credit points.

An introduction to partially ordered sets and lattices, including Boolean, distributive and Brouwerian lattices. (This component may not be offered in 1975.)

PM208 Formal Logic four credit points. Prerequisite: Mathematics IA. (This component is identical with Philosophy IIFA/IIIFA.)

Introduction to truth-functional and quantificational logic. An examination of some fundamental concepts of logic.

PM209 Introduction to Advanced Calculus two credit points. Prerequisite: PM202.

Differentiation of maps between normed vector spaces, modern version of the chain rule. Computational recipes in finite dimensional spaces: component-wise differentiability, partial derivatives, Jacobian matrices.

PM210 Geometry two credit points. Prerequisite: Mathematics IA.

Some simple propositions of ordered geometry, namely affine and absolute geometries, are introduced. (This component may not be offered in 1975.)

APPLIED MATHEMATICS

The components in applied mathematics are likely to be offered as follows:

Term 1: AM201, AM202, AM206, AM207

Term 2: AM205, AM208, AM209, AM210

Term 3: AM204, AM211, AM212

AM203 is likely to be given by one lecture a week in term 2 and continued in term 3.

AM201 Mathematical Methods two credit points. Prerequisite: Mathematics IA.

Summation of series. Difference equations. Functions of several variables, including partial differentiation, maxima and minima, Taylor's theorem, double integrals. Matrix techniques. Applications.

AM202 Ordinary Differential Equations two credit points. Prerequisite: Mathematics IA.

Standard methods of integration of differential equations. Theory, methods of solution and applications of linear differential equations. Special functions.

AM203 Partial Differential Equations two credit points. Prerequisite: Mathematics IA.

First and second-order linear partial differential equations. Classification and methods of solution. Fourier series. Equations arising in physical, biological and social sciences.

AM204 Vectors two credit points. Prerequisite: Mathematics IA.

Linear independence and vector spaces. Grad, div and curl. Integral theorems. Differential geometry of curves. Applications.

AM205 Numerical Analysis two credit points. Prerequisite: Mathematics IB.

AM206 is desirable but not essential. A knowledge of elementary FORTRAN programming will be assumed.

Elementary error analysis. Solution of systems of linear algebraic equations and ordinary differential equations.

AM206 Computer Organization and Programming two credit points.

Prerequisite: Mathematics IA.

FORTRAN programming. Programming techniques. Assembly languages. Operating systems. Basic components and structure of digital computers.

AM207 Mechanics A two credit points. Prerequisite: Mathematics IB.

Mechanics of particles. Motion of planets and satellites.

AM208 Mechanics B two credit points. Prerequisite: Mathematics IB.

Statics and dynamics of rigid bodies. Lagrange's equations.

AM209 Linear Programming two credit points. Prerequisite: Mathematics IA.

This component is identical with PM205.

AM210 Inequalities and Optimization two credit points. Prerequisite:

Mathematics IA.

Convex sets and functions. Applications of inequalities. Introduction to optimization.

***AM211 Mathematical Ideas in Biology** two credit points. Prerequisite: Mathematics IA.

Mathematical models for regulatory mechanisms in individual animals, animal populations and complete ecosystems.

***AM212 Wave Propagation** two credit points. Prerequisites: Mathematics IB, AM203.

Vibrating systems. Propagation in continuous media. Reflection and transmission. Dispersion. Wave packets.

*to be given only if the demand is sufficient.

MATHEMATICAL STATISTICS

The components in mathematical statistics are normally offered as follows:

Term 1: ST201 and ST207

Term 2: ST202 and ST204 or ST206

Term 3: ST203, ST205 and ST208

Students are encouraged to take at least one of ST203 and ST205.

ST201 Introduction to Probability Theory three credit points. Prerequisite: Mathematics IA.

Sample spaces, events, probability, random variables, distribution and density functions. Moments, expectations, special distributions, central limit theorem.

ST202 Introduction to Statistics three credit points. Prerequisite: ST201.

Application of the results of ST201 to problems of statistical inference; in particular chi-squared, t and F-tests, point and interval estimation, analysis of variance.

ST203 Regression Analysis two credit points. Prerequisite: ST202.

The relationship between two or three random variables. The relationship between a random variable and one or more independent variates.

ST204 Non-parametric Methods two credit points. Even numbered years only. Prerequisite: ST202.

Order statistics. Sign test, Wilcoxon's test. Non-parametric confidence intervals.

ST205 Design and Analysis of Experiments two credit points. Prerequisite: ST202.

The design of experiments and associated analyses of variance.

ST206 Sampling Theory two credit points. Odd numbered years only. Prerequisite: Mathematics IA.

Methods of analysis of sample surveys; simple random sampling; cluster sampling; stratified sampling.

ST207 Mathematical Ecology and Genetics two credit points. Prerequisite: Mathematics IA.

Application of mathematical models to describe population dynamics and Mendelian inheritance.

ST208 Operations Research two credit points. Prerequisite: ST201.

Application of probability models to queues, inventory control and replacement.

THIRD-YEAR SUBJECTS

Pure Mathematics III, Applied Mathematics III, Mathematical Statistics III, Computer Science III, General Mathematics III, Mathematics IIIE and IIIF.

The subjects offered at third-year level in both the School of Humanities and the School of Social Sciences are Pure Mathematics III, Applied Mathematics III, Mathematical Statistics III, Computer Science III and General Mathematics III. A component system similar to that operating for second-year subjects will apply. Each of these subjects normally has a unit value of 1 or 1.5 depending on the number of credit points chosen.

In the case of unit value one, a student must select mathematics components totalling at least 12 credit points. Except for General Mathematics III, at least 8 of these credit points must be from the subject in which he is enrolled. (For example, if a student is enrolled in Pure Mathematics III for one unit, he must take at least 8 credit points from the Pure Mathematics III components.) The remaining credit points to make a total of at least 12 may be taken from components in Applied Mathematics III, Mathematical Statistics III or Computer Science III.

In the case of unit value 1.5, a student must select mathematics components totalling at least 18 credit points. Except for General Mathematics III, at least 12 of these credit points must be from the subject in which he is enrolled.

Pure Mathematics III (1 unit or 1.5 units): There are no compulsory components.

Applied Mathematics III (1 unit or 1.5 units): There are no compulsory components.

Mathematical Statistics III (1 unit or 1.5 units): Components ST301 and ST302 are compulsory. PM302 is strongly recommended for those intending to take Mathematical Statistics IV.

Computer Science III (1 unit or 1.5 units): Components CS301, CS302, CS303 and CS304 are compulsory.

General Mathematics III (1 unit or 1.5 units): There are no compulsory components.

Advisers will be available within the mathematics departments, at times to be arranged, to assist students in making their choice of components.

Students in Computer Science III may select from the physics components PH201 (one credit point), PH302 (one credit point) and from the physical chemistry component PC3.08 (one credit point) in addition to other third-year mathematics components.

Only one of the two components PM312 and PM316 may be counted for credit as a part of third-year mathematics.

PREREQUISITES

These are shown in the following table. In each case the appropriate prerequisite must be passed at a standard determined by the chairman of the appropriate mathematics department. Students will be notified with their examination results if they have not reached this standard.

Subject	Prerequisites:
Applied Mathematics III 1	Applied Mathematics II
Pure Mathematics III	Pure Mathematics II, including PM202
Mathematical Statistics III	Mathematical Statistics II
Computer Science III	Normally a second-year mathematics subject, or Physical Sciences II including a significant proportion of mathematics
General Mathematics III	Any second-year mathematics subject

In addition, students taking Mathematical Statistics III or Applied Mathematics III are strongly recommended to have taken Pure Mathematics II.

In special circumstances a student with only first-year mathematics but with some knowledge of computing may be allowed to enrol in Computer Science III.

It is also possible to take any one of Pure Mathematics III, Applied Mathematics III, Mathematical Statistics III or Computer Science III as a half unit by choosing components totalling at least six credit points. The details must be discussed with an adviser from one of the mathematics departments.

Note: Each component has its own prerequisite; in special cases prerequisites may be waived by the chairman of the appropriate mathematics department.

Students intending to take final honours in mathematics must have passed the subject Pure Mathematics II and should consult the various prerequisites for final-honours components before choosing their third-year components.

PRELIMINARY AND PRESCRIBED READING

A list of books for preliminary and prescribed reading will be handed out to all students at the end of 1974. Further prescribed reading in various components may be given during the lectures in these components.

Mathematics IIIE: Mathematics for Economists (Half Unit).

Mathematics IIIF: Further Mathematics for Economists (Full Unit).

These subjects are available only in the School of Social Sciences for students who are concurrently taking Economics IIIA. They consist of mathematics components from various stages making a work value of half a unit or a full unit respectively. The particular components taken will vary from student to student depending on his background. Students should see Mr Strantzen to arrange their components.

COMPONENTS AVAILABLE

The components for 1975 are listed below. Each department reserves the right to cancel any component in which insufficient interest is shown, or may offer further components. The letters in the code indicate whether the component is pure mathematics (PM), applied mathematics (AM), mathematical statistics (ST), or computer science (CS).

PURE MATHEMATICS

The components in pure mathematics are likely to be offered as follows:

Term 1: PM303, PM305, PM307, PM314

Term 2: PM302, PM304, PM306, PM315

Term 3: PM301, PM308, PM309, PM310, PM313, PM318

PM301 Linear Algebra two credit points.

Topics in linear algebra selected from the following: linear associative and non-associative algebras, including exact sequences, tensor products, structure theorems for simple and semi-simple finite-dimensional algebras; topological vector spaces, including the Hahn-Banach theorem, the closed-graph and open mapping theorems, the Krein-Milman theorem.

PM302 Measure Theory three credit points. Prerequisite: PM305.

General measures on σ -algebras. Measurable functions. Integration, and convergence theorems.

PM303 Advanced Calculus A two credit points. Prerequisite: PM202.

A modern approach to differential calculus in higher dimensions: derivative as a linear map, chain rule, higher derivatives and Taylor's theorem, inverse function theorem.

PM304 Advanced Calculus B two credit points. Prerequisite: PM303.

Integration of functions of several variables: Jordan content, integral as a linear map, change of variables theorem.

PM305 Topology two credit points. Prerequisite: PM202.

Metric spaces, limits, continuity, and completeness. Topological spaces. A discussion of general topological properties.

PM306 Group Theory two credit points. Prerequisite: PM206.

Jordan-Hölder Theorem. Sylow theorems. Soluble groups and nilpotent groups. Permutation groups. Linear groups.

PM307 Rings and Modules three credit points. Prerequisite: PM206.

Principal ideal domains. Elementary theory of modules, leading to finitely generated modules over a principal ideal domain. Application to abelian groups and linear transformations.

PM308 Fourier Series three credit points. Prerequisite: PM302.

Convergence of Fourier Series. An introduction to some related parts of functional analysis. The Banach-Steinhaus theorem.

PM309 Field Theory two credit points. Prerequisite: PM206.

Field extensions, leading to Galois theory. (This component may not be offered in 1975.)

PM310 Lattice Theory two credit points. Prerequisite: PM305.

Posets and lattices. Distributive and modular lattices. Ideal and representation theory. Spaces of prime and minimal prime ideals.

PM312 Formal Logic B six credit points. Prerequisite: PM208, or Philosophy IIFA/IIIFA. This component is identical with Philosophy IIFB/IIIFB.

A study of propositional and predicate logic, by considering some formal systems and their semantics, and an introduction to axiomatic set theory.

PM313 Number Theory two credit points.

Congruences. Fermat's theorem. Quadratic residues. Representation of integers as sums of squares.

PM314 Function of a Complex Variable two credit points. Prerequisite: PM201. This component is incompatible with AM301.

Differentiation and integration of functions of a complex variable. Cauchy's integral theorem. Introduction to contour integration.

PM315 Game Theory two credit points. Prerequisite: PM205.

Two person non-zero sum games, n -person games, infinite games.

PM316 Philosophy of Mathematics six credit points. Prerequisite: PM208 or Philosophy IIFA/IIIFA. This component is identical with Philosophy IIPM/IIIPM.

A study of some problems in the foundations of mathematics including a study of the logicist, formalist and intuitionist views, and an examination of some mathematical concepts such as number, set and infinity.

PM318 Linear System Theory two credit points.

This course covers elementary topics in linear system theory. The syllabus includes control theory, optimization, and system structure and description with relation to linear systems. Special emphasis will be placed on the control system properties of controllability, observability, stability and realizations.

APPLIED MATHEMATICS

The prerequisites given for Applied Mathematics III components for 1975 use the terminology of the 1974 handbook. Those given for subsequent years use the terminology of the 1975 handbook.

AM301 Functions of a Complex Variable two credit points. Prerequisite: AM201 or PM201. This component is identical with PM314.

AM302 Calculus of Variations two credit points. Prerequisites: AM201, AM202.

Euler-Lagrange equations. Optimality principles. Applications.

AM303 Integral Transforms two credit points. Prerequisites: AM201, AM202, AM203.

Laplace and Fourier transforms. Applications. Green's functions.

AM304 Hilbert Space and Distributions two credit points. Prerequisites: Either AM201 or PM201, PM202, PM203. All four are desirable.

Linear operators in Hilbert space. Applications to differential equations. Schwartz distributions and generalized functions.

***AM305 Boundary Value Problems** two credit points. Prerequisites: AM201, AM202, AM203.

Sturm-Liouville theory. Comparison and oscillations theorems. Asymptotic expansions.

***AM306 Applied Group Theory** two credit points.

Applications. Symmetries. Representations.

***AM307 Special Functions** two credit points. Prerequisites: AM201, AM202, AM203, AM301.

Topics selected from various special functions including: Orthogonal polynomials. Bessel functions. Applications to partial differential equations. Lie groups.

AM308 Numerical Analysis two credit points. Prerequisites: AM205 and either AM201 or PM203. This component is identical with CS305.

Calculation of eigenvalues and eigenvectors. Perturbation theory. Error analysis. Iterative solutions of equations. Solutions of boundary value problems.

AM309 Computer Design two credit points. This component is identical with CS302.

MATHEMATICS

AM310 Relativity two credit points. Prerequisites: 1975 – AM204. After 1975 – AM207, AM208.

Lorentz transformation. Minkowski space-time, particle kinematics and ray optics, mechanics of a particle, Maxwell field.

***AM311 Three-dimensional Dynamics** two credit points. Prerequisites: 1975 – AM202, AM204. After 1975 – AM202, AM207, AM208.

Rotating coordinate systems. Rigid body motion. Hamilton's Equations.

AM312 Quantum Mechanics A two credit points. Prerequisites: 1975 – AM201, AM202, AM203, AM204. After 1975 – AM201, AM202, AM203, AM204, AM207, AM208.

Hamiltonian systems. Vector spaces and linear operators, wave functions and wave equations. One-dimensional problems.

AM313 Quantum Mechanics B two credit points. Prerequisites: as for AM312. Atoms and molecules. Angular momentum. Many body problems.

AM314 Potential Theory three credit points. Prerequisites: AM201, AM202, AM203.

Gravitation. Solution of Laplace's equation. Conformal mapping techniques with applications. Electrostatics and magnetostatics.

AM315 Fluid Mechanics two credit points. Prerequisite: AM314.

Irrotational fluid mechanics.

***AM316 Electromagnetic Theory** two credit points. Prerequisites: AM314, AM310.

Steady fields and currents. Maxwell's equations. Plane waves. Radiation.

***AM317 Elasticity** two credit points. Prerequisites: AM201, AM202, AM203, PM201, PM202, PM203, AM314.

Stress and strain quadrics. Compatibility conditions. Navier equation in isotropic media. Boundary value problems.

***AM318 Control Theory** two credit points. Prerequisite: Mathematics IA; ST201 is recommended. This component is identical with CS307 and ST310.

*to be given only if the demand is sufficient.

MATHEMATICAL STATISTICS

The components in mathematical statistics are normally offered as follows:

Term 1: ST301 and ST307

Term 2: ST302, ST308 (one lecture) and ST304 or ST306

Term 3: ST303, ST308 (two lectures), ST310 and ST305 or ST309.

ST301 Techniques of Mathematical Statistics four credit points. Prerequisite: ST201.

Conditional probability distributions. Transformations in one and many

dimensions, derivation and sampling distributions for t and F ; characteristic functions, the central limit theorem and the weak law of large numbers; the multivariate normal distribution, order statistics.

ST302 Inference four credit points. Prerequisite: ST301, ST202.

Estimation, concepts of sufficiency and maximum likelihood, confidence intervals, hypothesis testing, the Neyman-Pearson lemma, asymptotic methods. Bayes' methods.

ST303 Linear Hypothesis Theory four credit points. Prerequisite: ST302.

A general treatment, using the multivariate normal distribution of problems of estimation and hypothesis testing with linear models.

ST304 Non-parametric Inference A two credit points. Even numbered years only. Prerequisites: ST202, ST301.

Ranks, Order Statistics; Sign Test, Wilcoxon Test, Kilmogorov-Smirnov Test; Non-parametric Estimation.

ST305 Non-parametric Inference B two credit points. Even numbered years only. Prerequisites: ST304.

Tests of symmetry and independence; Kendall and Spearman rank correlation.

ST306 Sampling Theory two credit points. Odd numbered years only. This component is identical to ST206. Prerequisite: Mathematics IA.

Methods of analysis of sample surveys; simple random sampling; cluster sampling, stratified sampling.

ST307 Stochastic Processes three credit points. Prerequisite: ST201.

Probability models for dependent random variables. Random walks. Markov chains in discrete time. Markov processes in continuous time.

ST308 Operations Research three credit points. Prerequisites: ST202, ST307.

Optimization problems, including linear programming and allocation and sequencing problems, applications of the theory of games; introduction to queueing theory; critical path analysis, inventory and replacement.

ST309 Sequential Analysis two credit points. Odd numbered years only. Prerequisite: ST302.

Wald's lemma and identity; the sequential probability ratio test and its properties. Other sequential procedures. Sequential estimation and fixed-width confidence intervals.

ST310 Statistical Control Theory two credit points. Prerequisite: ST201 is desirable but not essential.

Optimal prediction, interpolation and filtering in linear and non-linear systems. System identification and state estimation. Signal detection. Adaptive control problems.

COMPUTER SCIENCE

The components in Computer Science are likely to be offered as follows:

Term 1: CS301, CS302, CS305

Term 2: CS301, CS303, CS306

Term 3: CS301, CS304, CS307, CS308.

CS301 Practical Programming six credit points.

This will involve one 2-hour practical session a week for the whole year, which students will spend either studying languages, coding problems, or running programmes. Students will be expected to become proficient in ALGOL and MACRO, and to be acquainted with FORTRAN, COBOL and a non-numeric language.

CS302 Computer Design two credit points. This component is identical with AM309.

Hardware components. Boolean algebra and its applications to the design of circuits. Computer logic and arithmetic. Storage. Characteristics and handling of peripheral devices.

CS303 Programming Languages two credit points.

Assemblers, loaders and compilers. Data structures. Syntax. Compiling techniques.

CS304 Operating Systems two credit points.

Supervisors and operating systems. Multi-programming and time-sharing. Space allocation and scheduling. Data management and file handling.

CS305 Numerical Analysis two credit points. Prerequisite: AM205.

Calculation of eigenvalues and eigenvectors. Perturbation theory. Error analysis. Iterative solution of equations. Boundary value problems.

CS306 Information Theory two credit points. Prerequisite: ST201.

The concepts of information and entropy. Entropy of certain information sources. Channel capacity, noise, and coding.

CS307 Statistical Control Theory two credit points. Prerequisite: ST201 is desirable but not essential. This component is identical with ST310.

Optimal prediction, interpolation and filtering in linear and non-linear systems. System identification and state estimation. Signal detection. Adaptive control problems.

CS308 Applications of Computers two credit points. Only one of the components CS307 and CS308 will be given in 1975.

Real-time computer systems. Algebraic manipulation. Computer graphics. Coding theory, Social implications of computers.

CLASS REQUIREMENTS

Class Requirements will be given to the student at the beginning of and

during the year. Tutorials of practice classes, as arranged for each component. Regular written exercises in each component.

EXAMINATION REQUIREMENTS

About three 3-hour written papers in each subject: the number may vary according to the components chosen. Shorter papers may be set and tests held throughout the year.

HONOURS COURSES

Pure Mathematics IV, Applied Mathematics IV and Mathematical Statistics IV.

A student wishing to enrol in one of the subjects Pure Mathematics IV, Applied Mathematics IV or Mathematical Statistics IV should apply to the chairman of the appropriate department as soon as the results of his third-year examinations are known. As in earlier years, a component system is available to offer choice. A student's choice is not restricted to the components in the subject in which he is enrolled; subject to the detailed requirements below he may select one or more components from the other two subjects. Each student must take components totalling at least 30 points.

In addition to his work in these components, each student will be required to write a thesis which will be taken into account in his final assessment. The thesis will be supervised by a staff member in the appropriate mathematics department.

PREREQUISITES

Pure Mathematics IV. The prerequisite is Pure Mathematics III, normally with grade B or better. Each student must take fourth-year components totalling at least 30 points, at least 18 of which must be from pure mathematics. The thesis counts as approximately one-third of the year's work.

Applied Mathematics IV. The subject prerequisite is a pass in Applied Mathematics III with a grade B or better. Each student must take fourth-year components totalling at least 30 points, at least 18 of which must be from applied mathematics. The thesis counts as approximately one quarter of the year's work.

Mathematical Statistics IV. The prerequisite is Mathematical Statistics III, with a grade B or better. Students are also strongly advised to have taken Pure Mathematics III, especially the component PM302. Each student must take fourth-year components totalling at least 30 points, at least 18 of which must be from mathematical statistics. The components from Mathematical Statistics IV must include ST401, ST411 and at least one of ST402 and ST403. The thesis counts as approximately one-third of the year's work.

The components offered in fourth year are listed below: each department

reserves the right to withdraw any component in which insufficient interest is shown, or to offer further components.

In special cases prerequisites may be waived by the chairman of the appropriate department.

PM401 Group Theory six credit points. Prerequisite: PM306.

Selected topics from the theory of groups.

PM402 Differentiable Manifolds six credit points. Prerequisites: PM303, PM305.

Selected topics from differential topology and differential geometry.

PM403 Noncommutative Rings six credit points. Prerequisite: PM307.

Selected topics from the theory of noncommutative rings. This component may not be offered in 1975.

PM404 Advanced Topics in Nonlinear Programming six credit points. Prerequisite: PM205.

Quadratic and convex programming. Duality. Integer and fractional programming. Programming in complex space.

PM405 Functional Analysis six credit points. Prerequisite: PM308.

Integral representation theory. Locally convex topological vector spaces and the Hahn-Banach theorem. Duality theory. The Stone-Weierstrass theorem. Banach algebras.

PM406 Topics in Algebraic Topology six credit points. Prerequisites: PM206, PM305.

Homotopy theory. Homotopy of paths. The fundamental group functor. Homotopy of maps. Covering spaces and lifting theorems. Higher homotopy groups and related functors.

PM407 Ordered Permutation Groups six credit points.

Representation theory for lattice-ordered groups, closed prime subgroups, complete distributivity, σ -transitivity and σ -primitivity of ordered permutation groups. Compatible tight Riesz orders on ordered permutation groups.

PM409 Mathematical Logic six credit points. Prerequisite: PM312 or Philosophy IIFB/IIIFB. This component is identical with the mathematical logic component in Philosophy IV.

Metatheory for classical first-order and second-order quantificational logic. Philosophy of mathematics.

Note: Prerequisites for the following components are numbered in accordance with the 1974 Handbook.

AM401 Mathematical Methods eight credit points. Prerequisite: AM301.

Topics selected from: generalized functions. Asymptotic methods. Integral transforms. Integral equations. Applications of functional analysis. Special functions. Lie groups. Complex variables. Lebesgue integral.

AM402 Continuum Mechanics eight credit points. Prerequisites: AM301, AM302.

Topics selected from: motion of Newtonian fluid; boundary layer theory; lubrication theory; hydrodynamic stability; compressible flow; elasticity.

AM403 General Relativity eight credit points. Prerequisites: AM301, AM303. Tensor analysis, Riemannian geometry, Einstein's theory of gravitation, Schwarzschild's solution, gravitational red-shift, perihelion advance, bending of light ray, cosmological models.

AM404 Analytical Mechanics eight credit points. Prerequisites: AM301, AM304.

Hamiltonian systems, global dynamics, transformation theory, stability and perturbation theory.

AM405 Quantum Mechanics eight credit points. Prerequisites: AM301, AM303, AM305.

Advanced quantum field theory and quantum electrodynamics.

AM406 Electromagnetism eight credit points. Prerequisites: AM301, AM302, AM303, AM306.

Maxwell's equations; polarization; wave guides; radiation from point charge.

AM408 Numerical Analysis eight credit points. Prerequisites: AM301, AM308.

Projection methods. Iterative methods. Order of convergence. Error analysis. Application of elementary functional analysis to numerical analysis.

AM409 Statistical Mechanics eight credit points. Prerequisites: AM301, AM305.

Maxwell-Boltzmann Statistics, ideal gas, quantum statistics, thermodynamics, specific heats.

ST401 Probability Theory four credit points. Prerequisite: PM302 is very strongly recommended.

Probability theory as part of measure theory. Standard theorems and techniques.

ST402 Inference A four credit points.

Decision theory, estimation theory.

ST403 Inference B four credit points.

Advanced theory of hypothesis testing.

ST404 Non-parametric Inference A two credit points. Even numbered years only. This component is identical with ST304.

ST405 Non-parametric Inference B two credit points. Even numbered years only. This component is identical with ST305.

ST406 Probability and Stochastic Processes for credit points. Prerequisite: ST401.

Martingales. Brownian motion. Diffusion processes.

ST407 Applied Stochastic Processes four credit points. Prerequisite: ST307.

Topics from: Markov processes, branching processes, renewal theory.

ST408 Operations Research four credit points. Prerequisite: ST308.

Advanced topics in inventory, optimization procedures, network and flow theory.

ST409 Sequential Analysis two credit points. Odd numbered years only.

This component is identical with ST309.

ST410 Multivariate Analysis four credit points. Prerequisite: ST303.

Estimation and hypothesis testing with the multivariate normal distribution.

Generalised analysis of variance.

ST411 Foundations of Statistical Inference three credit points.

Study of various schools of thought in statistical inference and their logical foundations.

ST412 Stationary Processes two credit points. Prerequisite: ST401.

Introduction to ergodic theory. Spectral theory of covariance stationary processes. Minimum mean squared error prediction.

ST413 Time Series three credit points. Prerequisite: ST412.

Estimation and hypothesis testing for time series.

Preliminary reading, prescribed reading and class and examination requirements in Mathematics IV will be given to the student at the beginning of and during the year.

POSTGRADUATE STUDIES

Qualified candidates will be accepted for the degree of MA, M Sc and Ph D in a number of branches of mathematics. More detailed information can be obtained from the chairman of the appropriate mathematics department.

Research interests of members of the departments comprise abstract algebra, including group theory and ring theory, lattice-ordered groups, combinatorial theory, mathematical programming, functional analysis, topology, approximation theory, differential equations, numerical methods, computing, astrophysics, fluid mechanics, hydrodynamic stability, statistical mechanics, quantum mechanics, symmetry algebras, general relativity, electrochemistry, electromagnetism, probability theory and stochastic processes, mathematical ecology, regression analysis, mathematical epidemiology, biological cell kinetics, queueing and storage theory, non-parametric statistics, mathematical genetics and the statistical analysis of stochastic processes.

MUSIC

The department of music, administratively located in the School of Humanities, will be enrolling its first students in 1975. The department will be offering initially two first-year courses, one for students without any prior musical experience, and one for students with some previous musical training. Details of these courses, and the prerequisites, are listed below.

In subsequent years the department will develop a range of second, third and fourth-year courses, aimed at providing a full music major. Postgraduate studies will also be available. The special emphases of the department will include studies in music history, composition, community music, musical performance and presentation, ethnomusicology, particularly jazz research, and music communication, including training in the use of sound-studio techniques. It is not planned to teach applied music.

COURSES AVAILABLE IN 1975

MUSIC IA: The Art of Listening to Music

Professor K. Humble

A study of the nature of music, how it is made, how to listen to it. Development of music perception and discrimination through participation projects in tape music composition, small-group improvisation and invention of music notation. Old, new and newest music will be listened to and studied.

Class Requirements: one lecture, two laboratory sessions (a) improvisation, (b) tape.

Prescribed Texts

Bamberger and Brofsky, *Art of Listening*, 2nd edn, 1972

Dwyer, T. *Composing with Tape Recorders*, Oxford Univ. Pr., 1971

MUSIC IB: Music — Materials and Language

Development of skills including aural discrimination, music reading, basic conducting, musical acoustics, exploration of linear non-closed systems as applied in twentieth century music, general music history.

Prerequisites: Rudiments of music, performance ability. Introductory tests will be required.

Class Requirements: Two lectures (one will be music IA). Three laboratory sessions (two music IA sessions plus ear-training).

Prescribed Texts

Bamberger and Brofsky, *Art of Listening*, 2nd edn, 1972

Cope, William C. *New Directions in Music*, 1971

PHILOSOPHY

Erickson, Robert *The Structure of Music*, 2nd edn, 1961

Harder, Paul O. *Basic Materials in Music Theory: A Programmed Course*, 2nd edn, 1970

Sherman and Knight, *Aural Comprehension in Music*, 1972

PHILOSOPHY

The philosophy department offers a very broad range of courses, covering most areas of philosophical enquiry. This gives a student majoring in philosophy a wide choice of subjects, and also presents students majoring in other disciplines with the chance to take philosophy courses relevant to their major study.

It is difficult to explain philosophy briefly to someone unfamiliar with the discipline. Students unsure of what is involved will get some idea of the issues taken up in philosophical enquiry from the descriptions of courses below. Those seeking to acquaint themselves in more detail with the questions discussed, and with the types of reasoning and arguments that go into attempts to answer these questions, are advised to browse through some of the introductory text books in the subject. See in particular those listed as Preliminary or Prescribed Reading for the first-year philosophy courses described below.

MAJORS IN PHILOSOPHY

Students in the Schools of Humanities, Social Sciences, Physical Sciences and Biological Sciences may take either a major or a minor in Philosophy.

In the School of Humanities a major consists of courses totalling anything between four and six units. These would normally be arranged as follows: first year: one philosophy unit; second year: one, one and a half, or two units; third year: anything between one and three units. Since most philosophy courses at second and third-year level are half-unit courses, three units might well mean six half units. There is no necessity to have an even number of half units in philosophy; one might in a given year do one and one half units in philosophy and one and one half units in some other discipline or disciplines.

In the School of Social Sciences, a major is five units and normally consists of a first-year philosophy unit, two second-year units, and two third-year units.

In the Science Schools, a major in philosophy consists of a first-year philosophy unit, or two first year science subjects, an approved second-year unit in philosophy, and one and one half approved third-year units in philosophy (equivalent in workload to one third year science unit).

MINORS IN PHILOSOPHY

You may take a minor in philosophy by taking a first year philosophy unit plus virtually any further combination of philosophy units you please up to a total of three units, (three and one half units in Humanities). It is possible to take some philosophy courses in the third year of one's course without having taken any in one's second year.

THE PHILOSOPHY HONOURS COURSE

A student may apply to enter the honours course at the beginning of his second or third year, or at the end of his third year. In the first instance, consult an adviser of studies in the department. Any student even considering taking honours would do well to consult an adviser, in order to plan a suitable major on which to base the honours course.

Honours students are normally required to:

- (1) Take at least a five-unit major. (It is no longer required that a student take a six-unit major, nor that a student take an extra half-unit in his third year, though a student would still, of course, be permitted to do these things.)
- (2) Undertake a fourth year of study (Philosophy IV). Students will be admitted to this year on the recommendation of the chairman of the department.
- (3) Take Philosophy IIFA/IIIFA in their second or third year.

Though it is not formally required for entry to honours, students are strongly recommended to:

- (a) take Philosophy IIIEEM in their third year;
- (b) take at least one ethics course in their second or third year.

Note: Students with a BA pass degree can in some circumstances complete a BA Honours degree in Philosophy by taking an approved two-year full-time course.

DAVID HUME PRIZE

This prize of \$50 is awarded each year to the student who is placed first (or shared between the students who are placed equal first) in Philosophy I, provided the work of this student (or students) is of first-class honours standard.

COURSE STRUCTURE

The various combinations of subjects available in philosophy may be most easily grasped from the table below.

In order to provide students with as large a number of subjects as possible from which to select a course all the units offered except Philosophy I and Philosophy IIIEEM and Philosophy IIMX/IIIMX are half units. It is intended that restricting half units to just one half of the academic year will keep the workload of a half unit to half that of a full unit.

Note

(1) Half units in left-hand boxes are taught in the first half of the year, those in right-hand boxes in the second half of the year.

(2) Any two second/third-year half-units may be combined to form either a second-year unit or a third-year unit, or a second/third-year half unit may be combined with any third-year half unit to form a third-year unit.

COURSE STRUCTURE TABLE**First-Year Level**

Philosophy IA (Human Nature, Rationality and Morality)
Philosophy IB (Positive Philosophy)
Philosophy IC (Problems of Philosophy)
Philosophy ID (Contemporary Analytical Philosophy)

Second-Year Level

IIMP Comparative Methods in Philosophy	IIME Metaphysics
* IDS IIRS (Religious Studies) (See note below)	

Second/Third-Year Level

IIFA/IIIFA Formal Logic A	IIFB/IIIFB Formal Logic B
IIEB/IIIEB History of Ethics	IIEA/IIIEA Contemporary Ethics
IIPB/IIIPB History of Political Philosophy	IIPA/IIIPA Contemporary Political Philosophy (not available in 1975)
IIPP/IIIPP Philosophy of Perception	IIRR/IIIRR Rationalism and Rationality
IISPA/IIISPA Social Philosophy A	IISPB/IIISPB Social Philosophy B
IIPS/IIIPS Philosophy of Psychology	IISA/IIISA Philosophy of Science A
IIER/IIIER Eastern Philosophy and Religion	IIPR/IIIPR Philosophy of Religion
IIAE/IIIAE Aesthetics	IIPL/IIPL Philosophy of Language
IIAC/IIIIAC Philosophy of Action	IIILA/IIIIA Philosophical Logic A
IIPE/IIIIPE Philosophy of Education	IIPM/IIIPM Philosophy of Mathematics
IIMX/IIIMX Marxism (Full unit throughout the year**)	

Third-Year Level

IIIEP Epistemology and Metaphysics (Full Unit)	
IIIZZ Free Philosophical Studies (Half Unit throughout the year)	
IIIIHA Philosophy of History A	IIIIHE Philosophy of History B
IIIIKA Kant	IIISB Philosophy of Science B
IIIFC Metalogic	IIIFD Recursion and Proof Theory
IIIFE Set Theory	IIIFF Lesniewskian Logic
	IIIFG Modal Logic (Not available in 1975)

Fourth-Year Level (Honours)

Philosophy IV

*Note that Religious Studies, listed above amongst second-year level courses, is not in fact a course taught by the philosophy department. It is an interdisciplinary studies full unit which may, however, be counted as a philosophy *half unit* (for the purposes of constructing a major in Philosophy), plus an unspecified half unit.

**See course description below under Details of Courses.

DETAILS OF COURSES

Please note the following points concerning the details of courses given below:

- (1) Books marked with an asterisk are available in paperback editions.
- (2) Students are expected to own any books listed as 'prescribed reading', unless it is explicitly stated otherwise.
- (3) Further information about courses, and advice on choosing courses, is available from the advisers of studies in the philosophy department. They will be available especially for such consultation during the re-enrolment period in December, and the period for enrolment of new students in February. At other times, they may be contacted through the secretary of the department.

Advisers of studies in the department for 1975 will be:

First year: Mr I.T. Oakley, Mrs D.J. Mitchell, Chris Murphy.

Continuing Students: Andrew Giles-Peters, Robert Young.

- (4) At the time of going to press, full information has not been available on some few courses. More details will be available from the department. Contact the person listed against the course, or a student adviser.
- (5) Except where otherwise stated below, all courses involve three hours a week of classes, usually two lectures and a tutorial.

FIRST-YEAR COURSES

PHILOSOPHY 1A: Human Nature, Rationality and Morality (Full Unit)

Co-ordinator: Professor B.D. Ellis

The course will introduce three major areas of philosophy, all of which are relevant to understanding various aspects of mankind: human nature, both social and metaphysical; human beliefs and man's knowledge of the world; human conduct and the way man should order his life and society.

Term 1: This section of the course will deal mainly with some problems about the nature and capacities of man. It will include a discussion of

whether man has freewill and/or moral responsibility for his actions, a section on reasoning and argument and on the limitations of our powers of reason, a discussion of the relationship between mind and body and some remarks about the origin and nature of human values and value judgements.

Term 2: An introduction to the problems of rationality and belief. The rationality of the belief in the existence of God and in the belief in other people having minds.

Term 3: An introduction to ethics by way of a consideration of utilitarian and deontological ethics (i.e. ethics of consequences versus ethics of principles), and to political philosophy by examining liberal and non-liberal approaches to the problem of the state and morality.

Prerequisite: None.

Preliminary Reading

Shaffer, J.A. *Reality, Knowledge and Value*, Random House 1971

Prescribed Reading

*Corgman, James W. and Lehrer, Keith *Philosophical Problems and Arguments*, Macmillan NY

*Matson, W.I. *The Existence of God*, Cornell 1965

*Mill, J.S. *Utilitarianism and On Liberty*, Fontana 1965

*Rowe, W. and Wainwright, W. *Philosophy of Religion*, Harcourt Brace Jovanovich Inc. 1973

*Sidgwick, H. *Methods of Ethics*, Book IV (need not be purchased)

*Wasserstrom, R. *Morality and the Law*, Wadsworth Publishing Co. 1971

Relevant Reading

Edwards, P. and Pap, A. *A Modern Introduction to Philosophy*, rev. edn, The Free Pr., New York 1966

*Feinberg, J. *Social Philosophy*, Prentice-Hall 1973

*Foot, P. *Theories of Ethics*, Oxford

*Smart, J.J.C. and Williams, B. *Utilitarianism; For and Against*, Cambridge 1973

PHILOSOPHY IB: Positive Philosophy (Full Unit)

Co-ordinators: Christ Murphy, Robert Young

In this course we consider some important issues to which we feel philosophers can make a positive contribution. Some of the questions we investigate have not been adequately treated because of the inherent deficiencies in much of contemporary philosophical practice. In contrast to such practice, which has been inward-looking, we see philosophy as continuous with other empirical disciplines.

TERM 1

(a) **Rationality:** Most introductions to western philosophy are an introduction to being rational about certain matters, it being claimed that being rational is the way to reach the truth on any matter, and that being rational is the same thing for all humans. This section will consider whether these claims are correct. Might it not be, for instance, that what anyone thinks is rational depends on his or her cultural, social, even personal background, and so differs from one to another? To use the technical terms, is rationality really *absolute* as most philosophers claim, or is it *relative* as, say, sociologists tend to claim?

(b) **Logic:** An introduction to some of the concepts and techniques of formal logic; a discussion of some informal methods of argumentation and argument assessment.

TERM 2

(a) **Epistemology:** A sketch and defence of a naturalistic, non-foundational account of belief and evidence. The emphasis will be on the place of hypothesis, coherence, simplicity, falsification etc. in the obtaining and testing of beliefs.

(b) **Metaphysics, Morality and Persons:** Two issues from traditional metaphysics: the freedom/determinism controversy and the question of what makes persons identical over time, will be discussed with a view to bringing out the connection with the concept of a person (especially as a moral agent) and with the notion of personal integrity.

TERM 3

Social Philosophy: Philosophical discussion of some serious social issues with a view to determining how and why people should take action about the issues treated.

Prerequisite: None.

Class Requirements: Two lectures and one tutorial a week throughout the year. One extra tutorial a week on logic in first term only.

Prescribed Reading

*Trigg, R. *Reason and Commitment*, Cambridge 1973

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

Recommended Reading

*Quine, W.V. *Elementary Logic*, rev. edn, Harper Torchbooks 1965

*Rachels, J. (Ed.) *Moral Problems*, Harper and Row 1972

Further reading lists will be distributed throughout the course.

PHILOSOPHY IC: Problems of Philosophy (Full Unit)**Co-ordinator: Mr A. Hyslop**

This course is designed to introduce students to philosophy through a wide variety of philosophical problems.

TERM 1

(a) **Moral Beliefs:** In this section some questions to do with moral beliefs will be tackled. The central ones will be whether such beliefs can be objectively true or can only be considered as true for particular persons or cultures, and what, if any, principles one might make use of in attempting to determine what one ought to do in moral matters.

(b) **Logic:** This section of the course will consist of an introduction to some basic terms and distinctions of logic, logical relations between statements, some elementary argument forms and techniques of deductive logic and some rudiments of inductive logic. The emphasis will be entirely on aspects of logic relevant to the consideration of problems elsewhere in the course, and no attention will be given to the study of logic as a systematic science.

(c) **Freewill and Responsibility:** The issue of whether man has freewill and/or moral responsibility for his actions will be discussed in relationship to the thesis of determination.

TERM 2

(a) **Social Philosophy:** In this section an attempt will be made to show how philosophers can have something of consequence to say about some contemporary social issues.

(b) **The Existence of God:** This section of the course will examine the question whether belief in the existence of God is rational. Attention will be focused on the major traditional arguments for the existence of God – ontological, cosmological and physico-theological ('design').

(c) **Scepticism:** Most people claim to *know* a great variety of things: that their hair is a certain colour, that there is a tree in the garden, that there are feet beneath their knees. Other claims, though not unusual, are more adventurous; that a man's motives were thus and not so, that salt is soluble in water, that the earth is in orbit around the sun. A sceptic, with respect to some topic or other, denies that we *know* what we claim to know. In this section of the course we shall be examining the nature of knowledge claims, especially commonplace ones, and the arguments that sceptics have brought to bear on them.

TERM 3

(a) **The Mind-body Problem:** One supposed difference between men and rocks is that men have minds and rocks do not. Among the questions with

which this section of the course will be concerned are: What does this supposition amount to? Is it true? If it is, what is the nature of this mind that sets men (together, perhaps, with some other creatures) apart? What is the relationship between a man's mind and his body?

(b) **Rights:** In this section rights to life, liberty, and equality will be discussed, along with the right to privacy and the rights of women.

Prerequisite: None.

Class Requirements: Two lectures and one tutorial a week throughout the year. Some practice classes in logic will be held in the course of first term.

Prescribed Reading

Alston, W.P. and Brandt, R.B. *The Problem of Philosophy*, 2nd edn, Allyn and Bacon 1974

Cornman, J.W. and Lehrer, K. *Philosophical Problems and Arguments*, 2nd edn, Macmillan 1974

*Salmon, W. *Logic*, Prentice-Hall 1963

*Feinberg, J. *Social Philosophy*, Prentice-Hall 1973

PHILOSOPHY ID: Contemporary Analytical Philosophy (Full Unit)

Co-ordinator: Mr I.T. Oakley

The course will be concerned with some of the central problems and issues in contemporary philosophy, in particular problems concerning the nature of man's mind and his knowledge and beliefs about the world and other people, the structure and other features of language and arguments and the techniques for evaluating arguments and reasoning, and the way in which ethical theories and moral beliefs are formed and justified.

The emphasis of this course is on the nature of analysis and the use of argumentation and reasoning, the elements which seem to be essential to any type of philosophical enquiry. Intellectual positions will be examined intensively through the arguments for and against those positions. Students will be taken through the complex process of moves and countermoves involved in deciding for and against philosophical views.

Each term will concentrate on one of the main areas of contemporary philosophy, according to the following scheme:

TERM 1

Epistemology and Metaphysics: The mind-body problem: the claim that man is merely a machine, a complex physico-chemical system, will be examined.

Other minds: What, if anything, is the basis for our belief that other human figures are persons like ourselves with thoughts, emotions and sensations.

Perception: the nature of our knowledge of external reality will be examined.

Prescribed Reading

- *Armstrong, D.M. (Ed.) *Berkeley's Philosophical Writings*, Collier 1965
- *Campbell, K. *Body and Mind*, Methuen 1971
- *Shaffer, J.A. *Philosophy of Mind*, Prentice-Hall 1968

TERM 2

Logic: The nature of arguments: types of arguments, assessing arguments, the structure of arguments. Techniques for testing arguments for validity — including the development and use of symbolic logic. The nature of support, and the structure and assessment of non-deductive arguments. Problems associated with arguments and the nature and structure of language: logical form, truth, probability, sentences and propositions, meaning, necessity, explanation, belief and modal statements.

Preliminary Reading

- *Gorovitz, S. and Williams, R.G. *Philosophical Analysis*, 2nd edn, Random House 1965

Recommended Reading

- *Gorovitz, S. and Williams, R.G. *Philosophical Analysis*, 2nd edn, Random House 1965
- Jeffrey, R.C. *Formal Logic: Its Scope and Limits*, McGraw-Hill 1967
- *Skyrms, B. *Choice and Chance*, Dickenson Publishing Co. 1966

TERM 3

Meta-ethics: An Introduction to meta-ethics (i.e. an examination of the logical status of morality and ethical expressions) by way of a consideration of the subjectivist, non-cognitivist position of A.J. Ayer and C.L. Stevenson, leading on to a consideration of the naturalism of Hume, the rationalism of Kant, and the intuitionism of W.D. Ross.

Issues to be considered will include: Are moral standards manmade, made by the individual moral agent, or determined by human nature, or by the reason of man? Are they objective facts to be discovered by intuitive reason?

Prescribed Text

- *Stevenson, C.L. *Ethics and Language*, Yale Univ. Pr., New Haven 1944

Relevant Reading

- Ayer, A.J. *Language, Truth and Logic*, Gollancz, London 1936, pp. 102-114
- *Stevenson, C.L. *Facts and Values*, Yale Univ. Pr., New Haven 1964
- *Hare, R.M. *Freedom and Reason*, Clarendon, Oxford 1963
- *Hume, D. *An Enquiry Concerning the Principles of Morals* (any edition)
- Kant, I. *Fundamental Principles of the Metaphysics of Ethics* (any edition)
- Ross, W.D. *The Right and the Good*, Clarendon, Oxford 1930
- *McCloskey, H.J. *Meta-Ethics and Normative Ethics*, Martinus Nijhoff, The Hague 1969

SECOND-YEAR COURSE

PHILOSOPHY IIMP: Comparative Methods in Philosophy (Half Unit, First Half-Year) Chris Murphy, Nick Szorenyi

Students will be asked to look at what key philosophers have thought the problems to be and how they have differed in their approach to them. The main part of the course will consist of one and one-half hour sessions involving an introductory lecture followed by a workshop/seminar.

COURSE TOPICS

- (1) Early historical background: Hume and Descartes.
- (2) Positivism: Carnap.
- (3) Ordinary language philosophy: Austin.
- (4) Post-positivist philosophy: Quine.
- (5) Further interest: Popper, Feyerabend.
- (6) Phenomenology: Husserl, Merleau-Ponty.

Prerequisite: Any first-year philosophy unit.

Class Requirements: One lecture/workshop session and one tutorial a week for the first half of the year.

Preliminary Reading

The article 'Philosophy' in Edwards, P. (Ed.) *The Encyclopedia of Philosophy*, The Free Pr. 1964

Prescribed Reading

*Passmore, J. *A Hundred Years of Philosophy*, Pelican

Recommended Reading

*Magee, B. *Modern British Philosophy*, Paladin

PHILOSOPHY IIME: Metaphysics (Half Unit, Second Half-Year)

Mr M.R. Cann

A general perspective on a key twentieth century view as to the nature of man's contact with reality — the connection between language and the world. The course includes discussion of the notion of ontological commitment, reality, existential dependence, ontological reduction, and the connection between ontology and epistemology. The principal philosophers to be studied are Quine, Carnap, Wittgenstein, Ryle and Strawson.

Prerequisite: Any first-year philosophy unit.

Recommended Reading: To be announced. Interested students may consult the lecturer in the meantime.

RELIGIOUS STUDIES (IDS IIRS)

This course is recognised as a half unit in philosophy and another unspecified half unit at second-year level. For course details, see the course entry under Interdisciplinary Studies.

SECOND/THIRD-YEAR COURSES**PHILOSOPHY IIFA/IIIFA: Formal Logic A (Half Unit, First Half-year)**

Mr R.G. Phillips

The course consists of an introduction to truth-functional and quantificational logic, and an examination of some fundamental concepts of logic.

Prerequisites: Any first-year philosophy unit, or any subjects from the Schools of Physical or Biological Sciences that have a total work value of at least two units.

Class Requirements: Three lectures and one tutorial a week during the first half of the year. There will be optional practice classes throughout the course.

Preliminary Reading

*Gorowitz, S. and Williams, R.G. *Philosophical Analysis*, 2nd edn, Random House 1965

Prescribed Reading

Jeffrey, R.C. *Formal Logic: Its Scope and Limits*, McGraw-Hill 1967

'Notes for Basic Formal Logic', Department notes.

Note: This course can be taken as a component of Pure Mathematics II.

PHILOSOPHY IIFB/IIIFB: Formal Logic B (Half Unit, Second Half-year)

Dr R.T. Brady

This course will consist of a study of propositional and predicate logic, by considering some formal systems and their semantics, and an introduction to axiomatic set theory.

Prerequisites: Philosophy IIFA/IIIFA.

Prescribed Reading

*Mendelson, E. *Introduction to Mathematical Logic*, Van Nostrand 1964

Recommended Reading

*Hunter, G. *Metalogic*, Macmillan 1971

Note: This course can be taken as a component of Pure Mathematics III

PHILOSOPHY IIEB/IIIEB: History of Ethics – Ethics B (Half Unit, First Half-year) Mrs D.J. Mitchell

A study of the question of the foundation of morals, in the writings of British Moral Philosophers from Hobbes to Hume.

Prerequisite: Any first-year philosophy unit.

Prescribed Reading

*Raphael, D.D. (Ed.) *British Moralists 1650 - 1800*, Oxford Univ. Pr.

PHILOSOPHY IIEA/IIIEA: Contemporary Ethics – Ethics A (Half Unit, Second Half-year)

Some problems in contemporary ethical theory. Further details will be available from the department.

Prerequisite: Any first-year philosophy unit.

PHILOSOPHY IIPB/IIIPB: History of Political Philosophy – Political Philosophy B (Half Unit, First Half-year) Mr P.A.D. Singer

The course will cover the work in political philosophy of such major figures as Hobbes, Locke, Rousseau, Hegel, Mill and Marx.

Prerequisite: Any first-year philosophy course.

Preliminary Reading

Bowle, J. *Western Political Thought*, Cape

Prescribed Reading

*Barker, H. (Ed.) *Social Contact*, Oxford Univ. Pr.

*Feuer, L.S. (Ed.) *Marx and Engels: Basic Writings on Politics and Philosophy*, Anchor

*Hobbes, T. *Leviathan*, Everyman or Penguin

*Mill, *On Liberty*, any edn

Recommended Reading

*McLellan, D. *The Thought of Karl Marx, an Introduction*, Macmillan

*MacPherson, C.B. *The Political Theory of Possessive Individualism*, Oxford

*Singer, P. *Democracy and Disobedience*, Clarendon

*Wolff, R.P. et al. *A Critique of Pure Tolerance*, Bacon Pr.

Note: Though this course will be offered in 1975, it is not yet certain that it will be offered in 1976, and students would be unwise to depend on its availability in that year.

PHILOSOPHY IIPA/IIIPA: Contemporary Political Philosophy – (Political Philosophy A (Half Unit) Professor H.J. McCloskey

This course will not be offered in 1975.

Topics will be selected from the following: Anarchism; the state, authority,

power, force; political power; the sources and limits of political authority; the obligation to obey the law; rights; the rights of protest demonstration, civil disobedience, revolution; conscientious objection; war, pacifism and conscientious objection; democracy; liberty and democracy; liberty, equality and justice; privacy; law and morality; crime and punishment.

Prerequisite: Any first-year philosophy unit.

Note: This course will not be available in 1975, but it is expected that it will be available in the *second half* of the year, in 1976.

PHILOSOPHY IIPP/IIIPP: Philosophy of Perception (Half Unit, First Half-year) Frank Jackson and Mr A. Hyslop

Note: This is essentially the same as the course previously called Empiricism.

This course will be mainly an examination of the three central, empiricist theories of perception: Direct Realism, Representative Realism, and Phenomenalism (Idealism). The examination will center on the work of the British Empiricists, in particular, Berkeley and Locke.

Prerequisite: Any first-year philosophy unit.

Prescribed Text

*Berkeley, G. *Berkeley's Philosophical Writings*, Ed. D. Armstrong, Collier 1965

Recommended Reading

Locke, J. *Essay Concerning Human Understanding*, Everyman 332 (or Fontana)

*Bennett, J. *Locke, Berkeley, Hume*, Oxford 1972

*Hume, D. *Treatise of Human Nature, Bk. I*, Ed. D.G. MacNabb, Fontana 1962

PHILOSOPHY IIRR/IIIRR: Rationalism and Rationality (Half Unit, Second Half-year) Miss J.L. Thompson

This course will be about the Rationalist approach to human knowledge and rationality. We will be concerned with the Rationalist answer to such questions as: What distinguishes animal intelligence? What is knowledge? How does learning take place?

We will be looking at the 'Rationalist' views of Chomsky, on language and language learning, as well as the views of some traditional Rationalists — Descartes and Leibniz.

Prerequisite: Any first-year philosophy unit.

Preliminary Reading

*Bennett, J. *Rationality*, Routledge 1964

PHILOSOPHY IISPA/IIISPA: Social Philosophy A (Half Unit, First Half-year) Robert Young, Miss J.L. Thompson

This course will include the following issues: (1) 'Women's studies' — a discussion of the 'naked ape' thesis, and its connection with inequalities based on sex; discussion of the social determinism thesis and its relation to male and female roles; the nature of 'liberation'; (2) abortion; (3) euthanasia; (4) suicide; (5) death.

Prerequisite: Any first-year philosophy unit.

Preliminary Reading

*Rachels, J. (Ed.) *Moral Problems*, Harper and Row 1972

Mill, J.S. *The Subjection of Women*, any edn

Engels, F. *On the Origin of the Family*, any edn

Further reading lists will be issued at the beginning of the course.

Note: This half unit may be taken on its own, or may be combined with Philosophy IISPB/IIISPB, Social Philosophy B, to form a single full unit.

PHILOSOPHY IISPB/IIISPB: Social Philosophy B (Half Unit, Second Half-year) Robert Young.

This course will consist of a discussion of as many of the following issues as can be treated adequately: health care and the marketplace; war; revolution; population policy; famine and morality; punishment and 'behaviour modification' programs; animal rights.

Prerequisite: Any first-year philosophy unit.

Reading: A full list will be issued at the beginning of the course.

Note: This half unit may be taken on its own, or may be combined with Philosophy IISPA/IIISPA, Social Philosophy A, to form a single full unit.

PHILOSOPHY IIPS/IIIPS: Philosophy of Psychology (Half Unit, First Half-year) Dr M. von Thun

This is a course in the philosophy of science with some emphasis on the behavioural sciences. The central concern is with the question whether the behaviour of man can be explained in terms of his brain. Topics to be discussed include: explanation and prediction, theories and theoretical terms; reduction and emergence.

Prerequisite: Any first-year philosophy unit, or any subjects from the Schools of Social or Behavioural or Biological Sciences having a total work-value of at least two units. All students, but especially those who have not taken a first-year philosophy unit are advised to read the preliminary reading below before the course begins.

Preliminary Reading

*Gorowitz, S. and Williams, R. *Philosophical Analysis, An Introduction to its Language and Techniques*, 2nd edn., Random House 1966

Prescribed Reading

Nagel, E. *The Structure of Science*, Routledge 1961

Recommended Reading

Brodbeck, M. *Readings in the Philosophy of the Social Sciences*, Collier Macmillan 1968

Brody, B.A. *Readings in the Philosophy of Science*, Prentice-Hall 1970

*Fodor, J.A. *Psychological Explanation*, Random House

*Hempel, C.G. *Aspects of Scientific Explanation*, Collier Macmillan 1965

Note: The Interdisciplinary Course IDS IICY/IIICY: Cybernetics, available in the second half of the year, forms a very natural sequel to this course. See entry under Interdisciplinary Studies in this handbook.

PHILOSOPHY IISA/IIISA: Philosophy of Science A (Half Unit, Second Half-year) Professor B.D. Ellis

This course will study some basic problems concerning the nature of scientific enquiry. The lectures in second term will be concerned with general issues, such as the nature of scientific laws, theories and explanations. In third term, students may choose two of the following four options dealing with more specific topics.

- (1) Concepts of space and time.
- (2) Theory of measurement.
- (3) The methodology of scientific research programmes.
- (4) The philosophy of biology.

One lecture a week will be given in each of these four options during third term.

Prerequisite: Any first-year philosophy unit, or any subjects from the Schools of Physical or Biological Sciences with a total work value of at least two units.

Class Requirements: Two lectures a week for the second half of the year and one tutorial a week during the latter half of second term. Students will be required to submit three essays, one of about 2,000 words on the work of second term and one of about 1,500 words in each of the chosen options.

Recommended Reading: The following books are recommended for the general introductory lectures in second term:

Brody, B.A. (Ed.) *Readings in the Philosophy of Science*, Prentice-Hall 1970

Colodny, R.G. (Ed.) *Beyond the Edge of Certainty*, Prentice-Hall 1965

Feigl, H. and Brodbeck, M. (Eds) *Readings in the Philosophy of Science*, Appleton-Century-Crofts 1953

PHILOSOPHY

For the specific topics, the following are recommended reading:

TOPIC 1

*Reichenbach, H. *The Philosophy of Space and Time*, tr. by Maria Reichenbach and John Freund, Dover 1958

*Smart, J.J.C. (Ed.) *Problems of Space and Time*, Macmillan 1964

TOPIC 2

*Ellis B.D. *Basic Concepts of Measurement*, Cambridge Univ. Pr. 1966

TOPIC 3

*Kuhn, T.S. *The Structure of Scientific Revolutions*, Univ. of Chicago Pr. 1962

*Lakatos, I. and Musgrave, A. (Eds) *Criticism and the Growth of Knowledge*, Cambridge Univ. Pr. 1970

TOPIC 4

To be announced.

Note: Students who have not taken Philosophy IIFA/IIIFA before taking this course may be required to do some additional reading in formal logic.

PHILOSOPHY IIER/IIER: Eastern Philosophy and Religion (Half Unit, First Half-year) Mr I. Watson

This course will be an approach to certain aspects of Indian metaphysics, in theory and practice. A number of metaphysical issues central to this tradition will be discussed, as well as some religious practices.

Prerequisite: Any first-year philosophy unit.

Preliminary Reading

*Sarma, D.S. *Essence of Hinduism*, International Publication Services 1971

Guenon, R. *Introduction to Hindu Doctrines*

**Bhagavad Gita* (any edn)

Kena Upanisad

*Zaehner, R.C. *Hinduism*, Opus Books, Oxford Univ. Pr. 1966

Prescribed Reading: To be announced.

PHILOSOPHY IIPR/IIIPR: Philosophy of Religion (Half Unit, Second Half-year) Robert Young

This course concentrates on certain claims made in the alleged revelation which is Judaeo-Christian Theism. Topics discussed include: revelation; religious experience and mysticism; miracles; prayer; creation; omniscience, omnipotence and human freedom; problem of evil; life after death.

Prerequisite: Any first-year philosophy unit.

Prescribed Reading

Penelhum, T. *Religion and Rationality*, Random House

PHILOSOPHY IIAE/IIIAE: Aesthetics (Half Unit, First Half-year)

Dr A. Mackie

The course will consist of a study of some of the central problems in aesthetics and art criticism, such as the problem of definition, aesthetic qualities and perception in aesthetics, the nature of critical evaluation, and the artist's intentions.

Prerequisite: Any first-year philosophy unit.

Preliminary Reading

*Charlton, W. *Aesthetics*, Hutchinson 1970

*Osborne, H. *Art of Appreciation*, Oxford Univ. Pr. 1970

*Wollheim, R. *Art and Its Objects*, Harper and Row 1970

Prescribed Reading

Students will be referred to specific articles in journals and other works as particular problems are examined in lectures. A complete list will be issued before the course begins.

Recommended Reading

Beardsley, M.C. and Schueller, H.M. (Eds) *Aesthetic Inquiry: Essays on Art Criticism and the Philosophy of Art*, Dickenson 1967

*Charlton, W. *Aesthetics*, Hutchinson 1970

*Coleman, F.J. (Ed.) *Contemporary Studies in Aesthetics*, McGraw-Hill 1968

*Hospers, J. (Ed.) *Introductory Readings in Aesthetics*, Free Pr. 1969

Hospers J. (Ed.) *Artistic Expression*, Appleton Century Crofts 1971

*Margolis, J. (Ed.) *Philosophy Looks at Arts*, Scribner's 1962

*Owen, P. *Painting*, Oxford Univ. Pr. 1970

Vivas, E. and Krieger, M. (Eds) *The Problems of Aesthetics*, Holt, Rinehart and Winston 1953

PHILOSOPHY IIPL/IIPL; Philosophy of Language (Half Unit, Second Half-year) Mr A. Hyslop

This course will consider a number of problems in the philosophy of language. Topics will include meaning, proper names, metaphor, the nature of language, language acquisition, and the Whorf-Sapir hypothesis that one's language affects one's view of reality.

Note:

(a) This course may be combined with Linguistics II to form a full unit. For details, see entry under Linguistics.

(b) Knowledge of a foreign language is *not* required.

Prerequisite: Any first-year philosophy unit.

Preliminary Reading

*Alston, W.P. *Philosophy of Language*, Prentice-Hall 1964

Black, M. *The Labyrinth of Language*, Pall Mall 1968

*Chomsky, N. *Language and Mind*, Harcourt Brace and World 1968

*Lyons, J. *Chomsky*, Fontana 1970

PHILOSOPHY IIAC/IIIAC: Philosophy of Action (Half Unit, First Half-year) **Dr C.B. McCullagh**

The following subjects will be studied: theories of action (volitional, behavioural, ascriptive, causal); the individuation of actions; reasons and causes of action (intentions, wants, motives, beliefs); human ability; and freedom of action.

Prerequisite: Any first-year philosophy unit.

Preliminary Reading

*Shaffer, J.A. *Philosophy of Mind*, Prentice Hall 1968

Prescribed Reading

*White, A.R. (Ed.) *The Philosophy of Action*, Oxford Univ. Pr. 1968

*Brand, M. (Ed.) *The Nature of Human Action*, Scott, Foresman and Co. 1970

Goldman, A.I. *A Theory of Human Action*, Prentice-Hall 1970

Honderich, T. (Ed.) *Essays on Freedom of Action*, Routledge and Kegan Paul 1973

Recommended Reading

Danto, A.C. *Analytical Philosophy of Action*, Cambridge Univ. Pr. 1973

*Lehrer, K. (Ed.) *Freedom and Determinism*, Random House 1966

Melden, A.I. *Free Action*, Routledge and Kegan Paul 1961

Kenhy, A. *Action, Emotion and Will*, Routledge and Kegan Paul 1963

Louch, A.R. *Explanation and Human Action*, Blackwell 1966

Meiland, J.W. *The Nature of Intention*, Methuen 1970

Thalberg, I. *Enigmas of Agency*, Allen and Unwin 1972

Binkley, R. et al. (Eds) *Agent, Action and Reason*, Blackwell 1971

PHILOSOPHY IILA/IIILA: Philosophical Logic A (Half Unit, Second Half-year) **Chris Murphy and Frank Jackson**

This course will be an introduction to some of the central philosophical problems arising out of modern logic and will be centred around the work of Quine and Davidson. The following topics will be covered: meaning and the analytic-synthetic distinction; existence and ontological commitment; opaque

and transparent constructions; logical form; belief sentences, perception sentences and sentences involving adverbs; the problem of truth.

Class Requirements: Two 1½-hour seminars a week.

Prerequisite: Philosophy IIFA/IIIFA.

Prescribed Reading

*Quine, W.V. *From a Logical Point of View*, Harper Torchbooks 1963

*Quine, W.V. *Ways of Paradox*, Random House 1966

PHILOSOPHY IIPE/IIPE: Philosophy of Education (Half Unit, First Half-year) Nick Szorenyi

We will try to identify some of the contributions one could make as a philosopher to educational problems. The course will rely heavily on individual reading programs and consist largely of seminars. Students will be given the opportunity of deciding on individual projects.

Prerequisite: Any first-year philosophy unit.

Preliminary Reading

Hirst, P. 'Philosophy and Educational Theory', *British Journal of Educational Studies*, 1963

Any of the Penguin Education Specials.

Soltis, J. *An Introduction to the Analysis of Educational Concepts*

PHILOSOPHY IIPM/IIIPM: Philosophy of Mathematics (Half Unit, Second Half-year) Dr R.T. Brady

This course will consist of a study of some problems in the foundations of mathematics, including a study of the logicist, formalist and intuitionist views, and an examination of some mathematical concepts, such as number, set and infinity.

Prerequisite: Philosophy IIFA/IIIFA, and either a first-year mathematics unit, or Philosophy IIFB/IIIFB. (Concurrent enrolment in the latter course is sufficient).

Note: This course can be taken as a component of Pure Mathematics III.

Prescribed Reading

*Korner, S. *The Philosophy of Mathematics*, Hutchinson 1968

Recommended Reading

Russell, B. *Introduction to Mathematical Philosophy*, Allen and Unwin 1963

*Heyting, A. *Intuitionism An Introduction*, North-Holland 1966

PHILOSOPHY IIMX/IIIMX: Marxism (Full Unit)

Andrew Giles-Peters

A study of Marxist thought with emphasis on both the development of ideas in their historical context, and the critical appraisal of their validity and relevance.

This course is identical with the philosophy stream within the interdisciplinary studies course IDS IIMX/IIIMX. In the first half-year students will take the common core course and in the second half-year the Marxism/philosophy seminar elective. Students doing IDS IIMX/IIIMX in this way will receive credit for a full unit in philosophy. Students who have taken or are taking a non-philosophy seminar elective within IDS IIMX/IIIMX may still take the seminar course Marxism/philosophy as the half-unit IDS IIFM/IIIFM and receive credit for a half-unit in philosophy.

For full details of the course and reading, see the entry for the subject under Interdisciplinary Studies in this handbook.

Prerequisite: Any first-year philosophy subject.

THIRD-YEAR COURSES

PHILOSOPHY IIEM: Epistemology and Metaphysics (Full Unit)

Professor J.J.C. Smart

The course will be based on Russell's *Logical Atomism* and Wittgenstein's *Tractatus Logico-Philosophicus*, but additional reading (mainly journal articles and short excerpts from books) will be suggested. The texts will be used in order to discuss a number of philosophical issues which arise out of them, such as the relation of language to reality, phenomenalism, the reality of theoretical entities in science, indexical symbols, space and time, and some issues in the philosophy of mind.

Prerequisite: A second-year philosophy unit, preferably one with an orientation toward logic, epistemology or metaphysics.

Prescribed Reading:

*Pears, David (Ed.) *Russell's Logical Atomism*, Fontana

Wittgenstein, L. *Tractatus Logico-Philosophicus*, trans. D.F. Pears and B.F. McGuinness, Routledge and Kegan Paul 1961

Recommended Reading

*Pears, David *Bertrand Russell and the British Tradition in Philosophy*, Fontana

PHILOSOPHY IIIZZ: Free Philosophical Studies (Half Unit, All Year)

Co-ordinator Mr I.T. Oakley

A limited number of students may be permitted by the chairman of the department of philosophy to undertake a research project on a subject of their own choosing, providing there is no substantial overlap between that subject and the subject matter of an existing course. They should work on that project under the supervision of a member of staff throughout the year, and submit a report on their research to the course co-ordinator no later than the last day of third term.

Prerequisite: Students will need to make application through the philosophy student adviser in December. Students who are not in the third year of a philosophy major will normally *not* be considered. Approval of an application will depend on the student's past academic record, tutors' reports, the outline of the intended project, and the availability of a member of staff to supervise the project.

Class Requirements: Supervision sessions and other requirements throughout the year as arranged for each individual student.

PHILOSOPHY IIIHA: Philosophy of History A (Half Unit, First Half-year)

Dr C.B. McCullagh

The course will study the objectivity of history, the nature and justification of historical descriptions, both singular and general, colligation, historical narratives and interpretation.

Prerequisite: One history and one philosophy unit, at least one of which is at second-year level.

Note: This course may be taken with Philosophy IIIHB to form a full unit in philosophy of history. Both courses may be taken as half units in philosophy or as half units in history.

Preliminary Reading

*Dray, W.H. *Philosophy of History*, Prentice-Hall 1964

*Walsh, W.H. *An Introduction to Philosophy of History*, Hutchinson Univ. 1967

Prescribed Reading

*Aydelotte, W.O. *Quantification in History*, Addison-Wesley 1971

*Danto, A.C. *Analytical Philosophy of History*, Oxford Univ. Pr. 1965

*Meiland, J.W. *Scepticism and Historical Knowledge*, Random House 1965

*Meyerhoff, H. (Ed.) *The Philosophy of History in Our Time*, Doubleday Anchor 1959

Murphy, M.G. *Our Knowledge of the Historical Past*, Bobbs-Merrill 1973

Recommended Reading

- *Carr, E.H. *What is History?* Penguin 1964
- Clark, G.K. *The Critical Historian*, Heinemann 1967
- *Collingwood, R.G. *The Idea of History*, Oxford Univ. Pr. 1961
- Hook, S. (Ed.) *Philosophy and History*, New York Univ. Pr. 1963
- White, M. *Foundations of Historical Knowledge*, Harper and Row 1965

PHILOSOPHY IIIHB: Philosophy of History B (Half Unit, Second Half-year)

Dr C.B. McCullagh

This course will examine kinds of explanation in history — casual, rational and dispositional, genetic, ideological and functional. It will also study the role of empathy in historical understanding.

Prerequisite: One history and one philosophy unit, at least one of which is at second-year level.

Note: This course may be taken with Philosophy IIIHA to form a full unit in philosophy of history. Both courses may be taken as half units in philosophy or as half units in history.

Preliminary Reading

- *Dray, W.H. *Philosophy of History*, Prentice-Hall 1964

Prescribed Reading

- Berkhofer, R.F. *A Behavioural Approach to Historical Analysis*, Free Pr. 1969
- Dray, W.H. *Laws and Explanation in History*, Oxford Univ. Pr. 1957
- *Dray, W.H. (Ed.) *Philosophical Analysis and History*, Harper 1966
- Gardiner, P. (Ed.) *Theories of History*, Free Pr. 1963
- *Hexter, J.H. *Doing History*, Indiana Univ. Pr. 1971

Recommended Reading

- Emmet, D.M. *Function, Purpose and Powers*, Macmillan 1958
- *Hempel, C.G. *Aspects of Scientific Explanation*, Free Pr. 1965
- *Rickman, H.P. *Understanding and the Human Studies*, Heinemann 1967
- *Salmond, W.C. *Statistical Explanation and Statistical Relevance*, Univ. of Pittsburgh Pr. 1971

PHILOSOPHY IIIKA: Kant (Half Unit, First Half-year)

Mr R.J. Pinkerton

This course will consist of an introduction to Kant's Philosophy and a textual study of his major work, the *Critique of Pure Reason*.

Prerequisite: A second-year philosophy unit, (preferably one with an orientation towards epistemology or metaphysics).

Preliminary Reading

*Kemp, J. *The Philosophy of Kant*, Oxford Univ. Pr. 1968

*Korner, S. *Kant*, Penguin 1955

Prescribed Reading

*Kant, I. *Critique of Pure Reason*, trans. N. Kemp Smith, Macmillan 1963

*Kant, I. *Prolegomena*, trans. P.G. Lucas, Manchester Univ. Pr. 1953

Recommended Reading: A reading guide and introductory notes are available from the department.

PHILOSOPHY IIISB: Philosophy of Science B (Half Unit, Second Half-year)

Mr R.J. Farrell

The course will centre on the problems of demarcation and of rationality – the problems of separating science from nonscience, and of giving an account of why one theory is to be preferred to another.

Prerequisite: Philosophy IISA/IIISA.

Preliminary Reading

*von Mises, R. *Positivism*, Dover

Prescribed Reading

*Ayer, A.J. (Ed.) *Logical Positivism*, Free Pr.

*Kuhn, T.S. *The Structure of Scientific Revolutions*, Chicago Univ. Pr.

*Lakatos, I. and Musgrave, A.E. (Eds.) *Criticism and the Growth of Knowledge*, Cambridge Univ. Pr.

*Popper, K.R. *The Logic of Scientific Discovery*, Hutchinson

*Popper, K.R. *Conjectures and Refutations*, Routledge and Kegan Paul

PHILOSOPHY IIIFC: Metalogic, Formal Logic C (Half Unit, First Half-Year)

Dr T.J. Richards, Dr M. von Thun

This course will deal with the basic concepts of syntax, semantics and arithmetic, and with the philosophically important results involving these concepts. The emphasis will be on an understanding of the concepts and on the significance of the results rather than on a detailed study of the proofs.

The course is prescribed as a component for the fourth year philosophy honours course 'Mathematical Logic' for those students who have not already taken it in their third year.

The following topics will be discussed: Tarski's semantics for predicate logic (with and without identity); axiomatisations for predicate logic, for relational structures and algebras, and for formal arithmetic; the Gödel-Henkin completeness theorem for predicate logic, the Skolem-Löwenheim theorem; the Church-Turing thesis about decision procedures; Church's undecidability

theorem for formal arithmetic and predicate logic; the Gödel-Rosser incompleteness theorem for formal arithmetic; Tarski's theorem on the undefinability of truth.

Prerequisite: Philosophy IIFA/IIIFA.

Prescribed Reading

*Hunter, G. *Metalogic*, Macmillan 1971

*Rogers, R. *Mathematical Logic and Formalised Theories*, North Holland 1971

Crossley, J.N. *et al. What is Mathematical Logic*, Oxford Univ. Pr. 1972

PHILOSOPHY IIIFD: Recursion and Proof Theory – Formal Logic D (Half Unit, Second Half-year) Dr T.J. Richards

This course will consist of a formal study of the theory of recursive functions as an explication of an effective procedure, and of the general theory of formal deduction as developed by Gentzen and Scott.

Prerequisite: Philosophy IIFB/IIIFB or Philosophy IIIFC.

Prescribed Reading

Kleene, S.C. *Introduction to Metamathematics*, North Holland 1971

PHILOSOPHY IIIFE: Set Theory – Formal Logic E (Half Unit, First Half-year) Mr R.J. Farrell

An introduction to set theory, covering the developments of ordinal and cardinal arithmetic, and Gödel's results concerning the consistency of the axiom of choice and of the continuum hypothesis. Several axiomatic presentations of set theory will be presented.

Prerequisite: Philosophy IIFA/IIIFA.

Prescribed Reading

*Suppes, P. *Axiomatic Set Theory*, Van Nostrand Reinhold

PHILOSOPHY IIIF: Lesniewskian Logic – Formal Logic F (Half Unit, Second Half-year) Mr J.F. Fox and Andrew Giles-Peters

This course will deal with the logical systems developed by the Polish logician Stanislaw Lesniewski between the two world wars.

The course will combine formal logic and its philosophical interpretation and proceed from an informal exposition of Lesniewski's systems of protothetic and ontology to an examination of their technicalities. On the philosophical side the main aim will be to develop a critique of the style of philosophy of logic represented by Quine and in particular to critically examine his views on 'ontological commitment'.

Prerequisite: Philosophy IIFA/IIIFA.

Prescribed Reading: A reading list and other relevant material will be available from the philosophy department from the beginning of the year.

Note: It is anticipated that this course will be offered in alternate years, and in the years in which Philosophy IIIFG, Modal Logic, is not offered. This course will be offered in 1975, but will probably *not* be offered in 1976.

PHILOSOPHY IIIFG: Modal Logic – Formal Logic G (Half Unit)

Robert Pargetter

This course will not be offered in 1975.

A course dealing with modal logic: an introduction to various systems of modal logic and some of the important metatheoretic results, use of modal logic and decision procedures, predicate modal logic, semantics and their philosophical interpretations, *de re* and *de dicto* modalities, choosing between the systems and the alternative semantics.

Prerequisite: Philosophy IIFA/IIIFA.

Recommended Reading

Hughes, G.E. and Cresswell, M.J. *An Introduction to Modal Logic*, Methuen

*Linsky, L. (Ed.) *Reference and Modality*, Oxford

Note: It is anticipated that this course will be offered in alternate years, and in the years that Lesniewskian logic is not offered. The course will *not* be offered in 1975, but will be offered in 1976, very probably in the second half of the year.

PHILOSOPHY IV

This subject is the final year of the honours course in philosophy. The subject will consist of studies in four of the following areas, in which lecture-seminar series are presented through the year.

(1) METAPHYSICS AND EPISTEMOLOGY (Mr I.T. Oakley)

Problems connected with the nature and limits of human knowledge; scepticism; the nature of belief, inference and reasons; and a variety of other related topics.

(2) MATHEMATICAL LOGIC (Dr T.J. Richards, Dr M. von Thun)

The fourth-year course consists of any two of Philosophy IIIFC, FD, FE, FF or FG, which have not already been taken at third-year level. If Philosophy IIIFC has not been taken at third-year level, it must be included as part of the fourth-year course.

(3) PHILOSOPHICAL LOGIC (Dr T.J. Richards and Mr M.R. Cann)

Half the course, probably the first half, will be a study of Quine, Davidson

and Dummett on theories of meaning and truth in natural languages, using especially Quine's works *Word and Object*, and *Ontological Relativity and Other Essays*. The other half of the course will deal with logical problems associated with propositional attitudes, and in particular, belief statements.

(4) PHILOSOPHY OF SCIENCE (Mr R.J. Farrell)

The first half of the course will consist of seminars on the background to logical positivism, followed in the second half year by the lectures of Philosophy IIISB.

(5) ETHICS (Mrs D.J. Mitchell)

A study of some problems in Aristotle's *Nichomachean Ethics*. Problems to be discussed will include the nature of happiness, pleasure, the voluntary, moral virtue, and practical reasoning. Students should use the translation by Sir David Ross. This is found in *The Works of Aristotle Translated into English, vol.IX*, Oxford University Press, or the World's Classics edition of the *Nichomachean Ethics*.

(6) AESTHETICS (Dr A. Mackie)

A study of certain problems such as representation, and expressive qualities.

(7) POLITICAL PHILOSOPHY (Mr P.A.D. Singer)

An advanced study of some central topics in political philosophy.

(8) PHILOSOPHY OF SEMANTICS (Mr J.F. Fox, Chris Murphy)

Topics will be: truth theory and model theory; the theory of meaning; the logical paradoxes; substitutional quantification; the semantics of natural languages; the point of semantics.

Emphasis will be placed on the question of the relevance and importance of various semantical theorems and on the point of semantics as done by recent philosophers. The work of Tarski, Davidson, Lewis, Prior, Kripke, Quine and others will be considered.

Note: The above courses will only be available subject to adequate numbers of students seeking enrolment in a given course.

In addition to studies in four of the above areas, an honours student is required to write a research essay on an approved topic. A student will be expected to commence work on this essay in the long vacation, i.e. before the start of the academic year in which he is enrolled for Philosophy IV. Further details can be obtained from the department.

AREAS OF STUDY INVOLVING PHILOSOPHY

The following two areas of study involve philosophy as a major component:

PHILOSOPHY OF SCIENCE

The philosophy of science area of study is a course bridging the humanities and the sciences. Students intending to major in this area should normally be qualified for admission to either the School of Physical Sciences or the School of Biological Sciences. The course will consist of an approved combination of logic, science, philosophy and philosophy of science units. For additional information, consult the Philosophy of Science area of study entry in this handbook.

RELIGIOUS STUDIES

This area of study is a study of major religions of the world from a historical, philosophical, and sociological point of view. For further details, see the Religious Studies area of study entry in this handbook.

POSTGRADUATE STUDIES

Suitably qualified students will be accepted for postgraduate study in philosophy, for the Masters Preliminary the MA or the Ph D.

Master of Arts

The department offers a course leading to the degree of Master of Arts. Candidates must have a good honours degree in philosophy (or some acceptable alternative honours degree), or have passed the MA preliminary course. Candidates may proceed by offering a long thesis only, or by doing course work and offering a short thesis. Usually candidates will be encouraged to enrol for the degree by coursework and thesis. With the agreement of the chairman of the department a student who has enrolled for the degree by coursework and thesis may transfer to the degree by thesis only, and *vice versa*.

A candidate for the degree by thesis only is to write a thesis which normally will be of between 20,000 and 40,000 words. The thesis is to be submitted normally not later than the end of February in the third calendar year from his enrolment. (For available fields of study see Ph D entry below).

A candidate for the degree by coursework and thesis must enrol for three courses. At least two of these are to be MA courses and one may be a fourth-year honours course. The latter must not overlap his selection of the two MA courses, must not be one he has taken previously, and must not be a course available to third-year students. The MA courses offered in 1975 will be, (subject to adequate numbers of students seeking enrolment in each given course):

1. Formal Logic
2. Philosophy of Science
3. Metaphysics (including philosophical logic, epistemology)

4. Value Theory

5. Philosophy of Language.

For details of the fourth-year honours courses for 1974, see the Philosophy IV entry above.

Performance in each course will normally be assessed during the second year of a candidate's enrolment. Assessment will be by examination or by such written work as the department considers equivalent. Candidates will also submit a thesis which normally will be of between 10,000 and 20,000 words. The thesis is to be submitted normally not later than the end of February in the third calendar year from his enrolment. The degree by coursework and thesis will be evaluated as a whole after completion of all these degree requirements. In special cases a candidate for the degree by coursework and thesis may be permitted to complete the coursework requirements in one year.

MA Preliminary Course

The department offers a one or two-year course known as Master of Arts Preliminary Course. Its purpose is to give a student who does not have a BA (hons) degree in philosophy a qualification sufficient to admit him to the department's MA course.

A student may apply to enrol in the MA Preliminary course if he has a very good first degree in any subject. Students with a good first degree in philosophy may be permitted to do the MA Preliminary in one year: all others must take two years. The department will advise and may direct which courses a student should take. In his final year of MA Preliminary each student will be required to undergo part of the department's fourth-year assessment in BA (hons), or such assessment as the department considers equivalent. A student who qualifies in the MA Preliminary will be accepted to the MA Preliminary course.

Students with a BA pass degree (from any university) should enquire concerning the possibility of completing a BA (hons) degree (La Trobe) as an alternative to the MA Preliminary course.

Doctor of Philosophy

Suitably qualified students will be accepted for postgraduate study in philosophy for the Ph D degree.

Available fields of study include aesthetics, ethics, epistemology, logic, philosophy of science, philosophy of mathematics, political philosophy, metaphysics, philosophy of language, aspects of contemporary philosophy, philosophy of history, philosophical logic, and social philosophy. Students interested in fields not listed should consult the department.

PHILOSOPHY OF SCIENCE AREA OF STUDY

The Philosophy of Science area of study is a course bridging the humanities and the sciences, and students intending to major in this area should normally be qualified for admission to either the School of Physical Sciences or the School of Biological Sciences.

The first year of the course will normally consist of: Philosophy I, and any two subjects selected from the School of Physical Sciences or the School of Biological Sciences.

In the second year students majoring in philosophy of science must enrol in Philosophy IIFA, IISA and either one additional second-year philosophy unit and one second-year science unit, or two second-year science units.

The third year of the course will consist of an approved combination of logic, science and philosophy of science units as set out in the handbook. It is expected that a philosophy of science major will also be available to students in the Schools of Physical Sciences and Biological Sciences. Students wishing to take a major in philosophy of science with a view to completing a B Sc degree should consult the adviser of studies of the appropriate science School before enrolling.

Any queries relating to the philosophy of science area of study should be directed, in the first instance, to the chairman of the philosophy of science area of studies, Professor B.D. Ellis of the philosophy department.

POLITICS

Politics is the comparative study of the processes, institutions and behaviour of political systems in an attempt to arrive at systematic generalizations and explanations. It is also concerned with the ideas, doctrines and ideologies of democratic and non-democratic societies and the relations among states within the international system. The scope of politics as a discipline in the social sciences cannot be clearly demarcated from such neighbouring disciplines as psychology, sociology and anthropology. So, for instance, political scientists concern themselves with the study of attitude formation, the politics of small groups, political socialization, and the nature of primitive societies.

Politics courses (to a maximum of three units, one in each year) are available to students taking BA courses in the Schools of Humanities and Behavioural Sciences. However, students intending to major in politics must enrol in the School of Social Sciences.

POLITICS

A *major* consists of Politics I, the equivalent of two second-year politics full units, including Politics IIA and/or Politics IIB, and the equivalent of two third-year politics units. (Students in the School of Social Sciences wishing to major in politics are advised *not* to take Social Sciences IA or any of its associated half units.)

A student not majoring in politics may, subject to the agreement of the chairman of the department, take a third-year politics unit in his second year or a second-year unit in his third year, in appropriate cases.

PRIZES

Two prizes are available to politics students:

(1) The Board of the Australian Institute of Political Science offers an annual prize of \$40 cash, with one year's subscription to the Institute's publication, *The Australian Quarterly*, and a ticket to the Institute's annual summer school. This prize is awarded to the second-year politics major student who most distinguishes himself or herself in course-work during the year.

(2) The Victorian Employers' Federation exhibition is an award of \$250 presented to a politics student of outstanding quality.

This exhibition will be granted at the discretion of the department of politics under the following conditions:

(a) the exhibition may be awarded to the most outstanding politics honours student on completion of his final year examination;

OR

(b) it may be awarded to an outstanding honours student in the third year;

OR

(c) the prize may be shared between two equally outstanding students either in the third or final year of their studies.

POLITICS COURSES

FIRST YEAR

Politics I (Full Unit)

SECOND YEAR

Those *majoring* in politics must choose the equivalent of two full units, including Politics IIA and/or Politics IIB from the following. (Others are free to choose any unit or half-unit). Honours students must take Politics IIB Political Theory. (Note: The prerequisite for III IR is IIE or IIF).

Full Units

Politics IIA Comparative Democratic Politics
--

Politics IIB Politics of Communist States

Politics IIF* International Relations

Half Units (Three Terms)

Politics IIC (IIIC) Nazism in Theory and Practice

Politics IID (IIID) Comparative Western European Politics

Politics IIE* (IIIE) Social and Political Theory

Politics IIG (IIIG) International Communism

Honours students must also take:

Politics IIH Political Theory

THIRD YEAR

Those majoring in politics must choose the equivalent of two full units from any of the following: (others are free to choose any unit or half unit).

Full Units

Politics IIIPB Political Behaviour

Politics IIIPM Policy making and Bureaucracy

Politics IIIPS Political Sociology

Half Units (Three Terms)

Politics IIIC (IIC) Nazism in Theory and Practice

Politics IIID (IID) Comparative Western European Politics

Politics IIIE (IIE) Social and Political Theory

Politics IIIG (IIG) International Communism

Politics III IR* Theories of International Relations

*The prerequisite for III IR is IIE *or* IIF

Honours students must also take:

Politics IIIH Political Theory

POLITICS I (Full Unit)

Professor H.A. Wolfsohn

This subject falls into two related sections: (a) introductory political analysis, (b) aspects of political theory.

Section (a) will consider the nature of politics and the scope of political activity. This will lead to systematic discussion of concepts basic to political analysis, such as power, authority, social stratification, political socialization, consensus and public opinion.

Section (b) will relate basic issues of political theory to the analysis of modern political systems dealt with in the first part of the course.

Prerequisite: None.

Class Requirements: Two lectures and one tutorial a week are time-tabled, but the second lecture may not always be given.

Examination: Assessment by one 3-hour written examination and two essays.

Basic Reading

*Partridge, P.H. *Consent and Consensus*, Macmillan, London 1971

*Rowe, Eric *Modern Politics*, Routledge and Kegan Paul, London 1969

*Thomson, David (Ed.) *Political Ideas*, Penguin, London 1966

Detailed reading lists will be issued in class.

POLITICS IIA: Comparative Democratic Politics (Full Unit)

Dr Joan Rydon

A study of the political systems of Great Britain, Australia and the United States. The course examines some theories of constitutional government, political attitudes and voting behaviour, and the operation of political institutions, e.g. executives, legislatures, parties and pressure groups. These topics are studied in the context of a comparison between the American presidential system and the British and Australian versions of cabinet government.

Prerequisite: Politics I.

Class Requirements: Two 1-hour lectures and one tutorial a week are time-tabled, but the second lecture may not always be given. Written work will include at least two essays.

Examination: Assessment by one 3-hour written examination and essays.

Basic Reading

*Birch, A.H. *The British System of Government*, Minerva Paperback, London 1970

*Crisp, L.F. *Australian National Government*, Longman, Australia 1970

*Miller, J.D.B. and Jinks, Brian *Australian Government and Politics*, Duckworth, London 1971

*Vile, M.J.V. *Politics in the USA*, Pelican, Penguin, London 1973

Detailed reading lists will be issued in class.

POLITICS IIB: Politics of Communist States (Full Unit)

Mr J. Miller, Mr L. Glezer

A comparative study of the present-day systems of the Soviet Union, China and Eastern Europe, and how they come to be as they are. The course examines the political culture and cohesion, and the internal government and policy making of these countries. Marxist ideology is considered as one among several factors influencing their development and behaviour, but the course should not be looked upon as a course in Marxist theory.

Prerequisite: Politics I.

Class Requirements: Two 1-hour lectures and one tutorial a week are time-tabled, but the second lecture may not always be given. Written work will include at least two essays.

Examination: Assessment by one 3-hour written examination and essays.

Basic Reading

*Deutscher, Isaac *Stalin, A Political Biography*, Penguin, London 1966

*Miller, Jack *Life in Russia Today*, Batsford, London 1969

*Schapiro, Leonard *Government and Politics of the Soviet Union*, Hutchinson, London 1968

*Schram, Stuart R. *Mao Tse-tung*, Penguin, London 1967

Detailed reading lists will be issued in class.

POLITICS IIC-IIIC: Nazism in Theory and Practice (Half Unit)

Professor H.A. Wolfsohn

An investigation of the rise of Nazism in Germany in 1933. The course looks at the functions of leadership, ideology, the role of propaganda and terror etc. in Nazi Germany as an example of totalitarian politics.

Prerequisite: Politics I.

Class Requirements: One lecture and one tutorial a fortnight for three terms.

Examination: Assessment by one 3-hour written examination and essays.

Basic Reading

*Mann, Golo *The History of Germany since 1789*, Penguin 1973

*Grunberger, Richard *A Social History of the Third Reich*, Penguin 1974

*Fest, Joachim C. *The Face of the Third Reich*, Penguin 1972

POLITICS

*Bracher, Karl Dietrich *The German Dictatorship: The Origins, Structure and Effects of the Nature of National Socialism*, Penguin 1973

Detailed reading lists will be issued in class.

POLITICS IID-IIID: Comparative Western European Politics (Half Unit)

Dr C. Rubenstein

A study of political development patterns and political culture formation in Western European countries, concentrating on France and Germany and their contemporary political systems. The relevance of these cases to theories and approaches in comparative politics will be given particular attention.

Prerequisite: Politics I.

Class Requirements: One lecture and one tutorial a fortnight for three terms.

Examination: Assessment by one 3-hour written examination and essays.

Basic Reading

*Almond, G.A. and Powell, Jr., G.B. *Comparative Politics: A Developmental Approach*, Little, Brown, Boston 1966

*Edinger, L. *Politics in Germany*, Little, Brown, Boston 1968

*Ehrmann, H. *Politics in France*, Little, Brown, Boston 1971

Detailed reading lists will be issued in class.

POLITICS IIE-IIIE: Social and Political Theory (Half Unit)

Mr J.P. Chiddick

A study of the foundations and development of modern social and political theory, with particular reference to the assumptions underlying conservative, liberal and socialist thought in the nineteenth and twentieth centuries.

Note: IIE or IIF is a prerequisite for III IR.

Prerequisite: Politics I.

Class Requirements: One lecture and one tutorial a fortnight for three terms.

Examination: Assessment by one 3-hour written examination and essays.

Basic Reading

*Mill, J.S. *Utilitarianism*, Collins/Fontana, London 1962

Barry, B. *Political Argument*, Routledge and Kegan Paul, London 1965

Duncan, G. *Marx and Mill*, Cambridge Univ. Pr., Cambridge 1973

Detailed reading lists will be issued in class.

POLITICS IIG-IIIG: International Communism (Half Unit)

Mr R. Manne

A study of the development of the international communist movement from the Russian Revolution to the present day.

(a) **The Communist International (Comintern) 1919 - 1943.** The foundation of the Comintern and the development of its structure and function will be investigated. Particular emphasis will be given to the relation of the Comintern to (1) the communist parties outside the Soviet Union, and to (2) the foreign policy of the Soviet Union.

(b) **International Communism and Eastern Europe.** The pattern of revolution in Eastern Europe after World War II, the nature of the Soviet bloc, and the threats to the stability of the bloc will be studied.

(c) **The Sino-Soviet split.** The causes of the Sino-Soviet split, and its effects on the international communist movement will be investigated.

Prerequisite: Politics I.

Class Requirements: One lecture and one tutorial a fortnight for three terms.

Examination: Assessment by one 3-hour written examination and essays.

Basic Reading

*Hudson, C.F. *Fifty years of Communism*, Watts, London 1968

*Borkenau, F. *World Communism*, Ann Arbor, Univ. of Michigan Pr. 1962

Brzezinski, Z.K. *The Soviet Bloc*, Harvard Univ. Pr. 1967

Zagoria, D.S. *The Sino-Soviet Split*, Princeton Univ. Pr., Princeton N.J. 1962

Detailed reading lists will be issued in class.

POLITICS IIF: International Relations (Full Unit)

Dr J. Camilleri, Mr J.P. Chiddick

This course will consist of three main sections: (a) the evolving relationship of the two superpowers since 1945; (b) Asian international politics; (c) international society. Section (a) will analyse the origins and development of the cold war and the assumptions, objectives and strategies of Soviet and American foreign policy; section (b) will study the Asian international system with particular reference to the foreign policies of China, Japan, the Indian sub-continent, Southeast Asia and Australia, section (c) will examine various interpretations of the nature of international politics, discuss the phenomenon of conflict in international relations and consider various approaches to the problem of security.

Prerequisite: Politics I.

Class Requirements: Two 1-hour lectures and one tutorial a week are time-tabled, but the second lecture may not always be given. Written work will include at least two essays.

Examination: Assessment by one 3-hour written examination and essays.

Basic Reading

*Burton, J. *World Society*, Cambridge Univ. Pr., Cambridge 1972

POLITICS

- *Morgenthau, H.J. *Politics Among Nations*, Alfred A. Knopf, New York 1967
- *Camilleri, J. and Teichmann, M. *Security and Survival*, Heinemann, Melbourne 1973
- *Herz, J. *International Politics in the Atomic Age*, Columbia Univ. Pr., New York 1969
- *Rapoport, A. *The Big Two Pegasus*, New York 1971
- *Taubman, W. (Ed.) *Globalism and its Critics*, D.C. Heath and Co., Lexington, Mass 1973

Detailed reading lists will be issued in class.

POLITICS IIIPB: Political Behaviour (Full Unit)

Mr T. Polis, Mr J. Schehtman

This course will be concerned with the study of individual and group political behaviour. It will introduce such concepts in social psychology and psychoanalysis as are commonly used in the psychological interpretation of politics. The course will also deal with selected empirical literature on politics (e.g. electoral studies) and will involve an introduction to survey methods, a substantial part of which will cover elementary statistical techniques.

Prerequisite: Any second-year politics subject.

Class Requirements: At least one lecture and one tutorial a week throughout the year.

Examination: One 3-hour written examination and written assignment.

Basic Reading

- *Brown, Roger W. *Social Psychology*, Free Pr., New York 1967
- *Campbell, A., Converse, P.E., Miller, W.E., and Stokes, D.E. *The American Voter*, Wiley, New York 1960
- *Floud, R. *An Introduction to Quantitative Methods for Historians*, Methuen, London 1973

Detailed reading lists will be issued in class.

POLITICS IIIPM: Policy-Making and Bureaucracy (Full Unit)

Dr R. Plehwe

This course will deal with the processes by which public policy is made and implemented. It consists of three sections: (a) theories of decision making and the policy process; (b) organization theory and its application to public administration; (c) case studies of policy making in national government.

Prerequisite: Any second-year politics subject.

Class Requirements: At least one lecture and one tutorial a week throughout the year.

Examination: Assessment by one 3-hour written examination and essays.

Basic Reading

*Simon, H.A. *Administrative Behaviour*, Free Pr. New York 1965

*Etzioni, A. *Modern Organizations*, Prentice Hall, Englewood Cliffs 1964

*Hill, M. *The Sociology of Public Administration*, Weidenfeld and Nicolson, London 1972

Detailed reading lists will be issued in class.

POLITICS IIIPS: Political Sociology (Full Unit)

Mr L. Glezer, Dr C. Rubenstein

This course is concerned with some central theories and concepts in the sociological analysis of politics. Topics to be considered include: the nature of social cohesion; power analysis; politics in post-industrial societies; and political leadership and elites.

Prerequisite: Any second-year politics subject.

Class Requirements: At least one lecture and one tutorial a week throughout the year.

Examination: Assessment by one 3-hour written examination and essays.

Basic Reading

*Runciman, W.G. *Social Science and Political Theory*, 2nd edn, Cambridge Univ. Pr. Cambridge 1969

*Cohen, P.S. *Modern Social Theory*, Heinemann, London 1968

*Olsen, M. (Ed.) *Power in Societies*, Macmillan, New York 1970

Detailed reading lists will be issued in class.

POLITICS III IR: Theories of International Relations (Half Unit)

Dr J. Camilleri, Mr J. Chiddick

This course will examine some of the main recurring themes in the classical and contemporary study of international relations. Attention will centre on such normative questions as the place of morality in international politics, the applicability of notions of justice, and the implications of various conceptions of human nature. An analysis will also be made of various political, economic, sociological and psychological theories of war and peace. Finally consideration will be given to the ecological dimensions of the future of the international system. The thinkers with whom this course will be concerned include Hobbes, Rousseau, Marx, Morgenthau, Aaron and Calting.

Prerequisite: Politics IIE or Politics IIF.

Class Requirements: One lecture and one tutorial a fortnight for three terms.

Examination: Assessment by one 3-hour written examination and essays.

Basic Reading

*Lijphard, A. (Ed.) *World Politics: The Writings of Theorists and Practitioners, Classical and Modern*, 2nd edn, Allyn and Bacon, Boston 1971

*Hinsley, F.H. *Power and the Pursuit of Peace*, Cambridge Univ. Pr., Cambridge 1967

*Morgenthau, H.J. *Politics Among Nations*, Alfred A. Knopp, New York 1966

Detailed reading lists will be issued in class.

HONOURS

Honours work for students approved by the department on the basis of their performance in Politics I begins in second year. Honours students will normally be required to undertake additional seminar course-work in both their second and third years before entering, subject to satisfactory performance, the final honours year. In special circumstances, however, a student may be invited to undertake honours at the end of the second year. All honours courses run for two terms.

The second-year and third-year honours courses consist of an introduction to selected political theorists, with particular reference to their relevance to contemporary political discourse and issues.

In fourth year, courses will be offered in political and social theory, aspects of Australian politics, international relations, and aspects of public policy. Details of these courses will be available before the commencement of the year.

Fourth-year honours students are required to write either a thesis of 10,000 - 12,000 words or two long essays. Topics in either case are to be approved by the department.

POSTGRADUATE STUDIES

Facilities are available for students wishing to proceed to the MA degree* or the Ph D degree. Among the research fields are Australian politics; politics of developing areas including Latin America; the Middle East; India and Papua-New Guinea; politics of the British Commonwealth; political sociology; psychology of politics; public administration; electoral studies; labour movements; agrarian politics; politics of science; political methodology; international relations.

*The department will offer a wide field of study for MA by course work. Students for MA will normally be encouraged to proceed to the degree by course work rather than by thesis. Details are available at the department on application.

PORTUGUESE

The Spanish department offers two units in Portuguese.

PORTUGUESE III (Full Unit)

This course is basically an introduction to practical Portuguese, especially in its Brazilian variety. It includes an introduction to contemporary Brazilian literature, or, for social scientists, to the reading of texts in Portuguese relating to the discipline of their choice.

Prerequisite: None. However those who take this course will normally be expected to be acquainted with at least one Romance Language.

Class Requirements: Four hours a week (including language laboratory sessions). A student is required to spend additional time in the laboratory, working individually.

Assessment: By means of class work and essay.

Prescribed Texts

Ellison, F.P. *et al. Modern Portuguese*, Knopf, New York 1971

Pontiero, Giovanni (Ed.) *An Anthology of Brazilian Modernist Poetry*, Pergamon, London 1969

Amado, Jorge, *Jubiaba*, Livros do Brasil Lisbon

PORTUGUESE IV (Full Unit)

The contents of this unit vary from year to year according to the special interests of staff available and to the capacities and requirements of students. Further information is available from the Professor of Spanish.

PSYCHOLOGY

BEHAVIOURAL BIOLOGY I(T) (One Unit)

See page 136 under Behavioural Biology.

AVAILABILITY OF PSYCHOLOGY I

The subject, Psychology I, is available to students enrolled in the Schools of Behavioural Sciences, Biological Sciences, Humanities, Physical Sciences and Social Sciences. Quotas will apply to all of these groups, and entry will be determined largely by academic merit. Based on the experience of past years, entry is likely to be very competitive. Students intending to work as psychologists are advised to enrol in the School of Behavioural Sciences (LBV).

PSYCHOLOGY I (One Unit)

Dr Meredith Wallace

Some idea of the content of Psychology I can be gained by reading one of the books set as prescribed or recommended reading. In brief, the topics covered include: introduction to psychology; development; love; fear and anger; heredity; neurobiology; perception, sleep, dreaming, and attention; motivation; learning; memory; intelligence; thought and language; social behaviour; personality and abnormal behaviour.

Psychology I involves two 1-hour lectures each week, intended to introduce the student to the content of psychology and to guide and supplement his reading; and one 3-hour laboratory class each week. The laboratory course, in which half of each student's assessment is made, includes films, demonstrations, laboratory experiments and field studies.

It is intended to illustrate some of the content of the lectures, and to introduce the student to the methods used in psychological research.

In addition, integrated with the laboratory course is a one-hour class on introductory statistics designed to introduce the student to techniques for testing our hypotheses about behaviour. Contrary to popular belief, competence in statistics does not require a deep mathematical background, only a willingness to try, and to seek help when it's needed.

Class Requirements: Three 1-hour lectures and one 3-hour laboratory class a week.

Prescribed Reading

Harlow, H.F., McGaugh, J.L. and Thompson, R.F. *Psychology*, Albion 1971

Mussen, P. *et al. Psychology: an Introduction*, Heath 1972

Recommended Reading

Kagan, J., Haith, M.M. and Caldwell, C. (Eds) *Psychology: Adapted Readings*, Harcourt, Brace Jovanovich 1971

Rose, S. *The Conscious Brain*, Weidenfeld and Nicholson 1973

Schmaltz, L.W. *Scientific Psychology and Social Concern*, Harper and Row 1971

PSYCHOLOGY II (One Unit)

Dr G.D. Cumming

While Psychology I provides an overview of the techniques and content of psychology as a science, Psychology II and III are intended to treat in depth the major content areas and techniques. Psychology II and III are complementary courses and no student who takes only Psychology I and II can be said to have completed his undergraduate training.

Psychology II consists of four hours of lectures a week. Three hours of laboratory work and one hour of tutorials. Students will receive one (1-hour) lecture a week on each of the following areas: motivation, perception, and learning. The remaining hour of lectures will be on the design of experiments and analysis of data. The one hour a week tutorial will be used in conjunction with this series of lectures.

Prerequisite: Psychology I.

Prescribed Reading

Bower, J.G.R. *Development in Infancy*, Freeman 1974

Champion, R.A. *Learning and Activation*, Wiley 1969

Hays, W. *Statistics for Social Sciences*, 2nd edn, Holt, Rinehart and Winston 1973

Korman, A.K. *The Psychology of Motivation*, Prentice Hall 1974

Lindsay, P.H. and Norman, D.A. *Human Information Processing*, Academic Pr. 1972

Grossman, S.P. *Essentials of Physiological Psychology*, Wiley 1973

Recommended Reading

Cofer, C. and Appley, M. *Motivation: Theory and Research*, Wiley 1964

Day, R.H. *Human Perception*, Wiley 1969

Dewsbury, D.A. and Rethlingschafer, D. *Comparative Psychology: A Modern Survey*, McGraw Hill 1973

Gibson, E.J. *Principles of Perceptual Learning and Development*, Appleton Century Crofts 1969

Haber, R.N. and Hershenson, M. *The Psychology of Visual Perception*, Holt, Rinehart and Winston 1973

Held, R. and Richards, W. *Perception: Mechanisms and Models*, Freeman 1972

Hokanson, J.E. *The Physiological Bases of Motivation*, Wiley 1969

Janis, I., Mahl, G., Kagan, J. and Holt, R. *Personality*, Harcourt Brace and World 1969

PSYCHOLOGY III (One Unit)

Mr R.D. Francis

Psychology III consists of four hours of lectures a week, one on each of the following content areas: social behaviour, abnormal behaviour, individual differences in intelligence and personality, and cognitive processes. These lectures are complemented by four hours a week of laboratory work. In addition there will also be two hours a week of seminars where a number of philosophical and methodological issues in the science of psychology will be discussed, as well as some more complex aspects of data analysis and the design

of experiments. Finally, students will be required to carry out an experimental project in an area of research currently engaged in by a staff member, and under the supervision of a staff member. The nature of this project would be open to the choice of students within the range of research options currently available.

The complementary nature of Psychology II and Psychology III is seen in the fact that studies in the content areas of Psychology III presuppose training in the more fundamental areas of psychology covered in Psychology II. The program of training is selected (1) to give students as broad a coverage of training as is commensurate with the requirements of depth (2) to provide students with the broadest base from which to pursue further training in psychology, and (3) to provide students with the widest range of options for further career training.

Prerequisite: Psychology II.

Preliminary Reading

van Lawick-Goodall, J. *In the Shadow of Man*, Collins 1971

Prescribed Reading

Lindsay, P.H. and Norman, D.A. *Human Information Processing*, Academic Pr. 1972

Maher, B. *Principles of Psychopathology*, McGraw Hill 1970

Posner, M.I. *Cognition. An Introduction*, Scott, Foresman 1973

Secord, P.F. and Backman, C.W. *Social Psychology*, 2nd edn, McGraw Hill 1974

Slobin, D.I. *Psycholinguistics*, Scott Foresman 1971

Recommended Reading

Anderson, J., Durston, B. and Poole, M. *Thesis and Assignment Writing*, Wiley
Brown, R. *Social Psychology*, Free Pr. 1965

Bryant, P. *Perception and Understanding in Young Children*, Methuen 1974

Coltheart, M. (Ed.) *Readings in Cognitive Psychology*, Holt, Rinehart and
Winston 1972

Chomsky, N. *Language and Mind*, Harcourt Brace Jovanovich 1972

Crano, W. and Brewer, M. *Principles of Research in Social Psychology*, McGraw
Hill 1973

Danziger, K. *Socialization*, Penguin 1971

Dewsbury, D.A. and Rethlingshafter, D. *Comparative Psychology: A Modern
Survey*, McGraw Hill 1973

Hinde, R.A. *Biological Bases of Human Social Behaviour*, McGraw Hill 1974

Kintsch, W. *Learning, Memory and Cognitive Processes*, Wiley 1970

McGaugh, J.L. and Herz, W.J. *Memory Consolidation*, Albion 1972

HONOURS**Psychology IV****Dr Beryl E. McKenzie**

This course is available for selected candidates who have already qualified for a pass Bachelor's degree with a major sequence in psychology. All enrolments in Psychology IV require approval by the chairman of the department and normally students will be expected to have attained distinction in Psychology III.

The course consists of the following:

- (1) An empirical research project carried out independently by the candidates. The proposed hypotheses, design and analysis of the project must be presented at a seminar. This seminar, the literature survey relating to the area of research, and the thesis constitute the major requirement of the fourth year program.
 - (2) Two essays, at least one of which should be on a topic of theoretical importance in psychology. The topics of these essays will be decided in consultation with the supervisor.
 - (3) Participation in colloquia and seminars, which will normally be held each week and will include staff and visiting speakers. One of these seminars will cover advanced problems in design and analysis of experiments.
- Assessment is based on the thesis, seminar papers and essays.

SOCIAL SCIENCES

The following interdepartmental subjects are offered in the School of Social Sciences:

SOCIAL SCIENCES IA: The Origins of Modern Industrial Society (Half Unit)

Mr J.L. Anderson

This half unit will be concerned with the origins of modern industrial society and the relationship between economic and social change.

Prerequisite: None.

Class Requirements: One lecture a week for three terms and one tutorial a fortnight for three terms. Essays, tests, and tutorial papers as set.

Prescribed Reading

*Hicks, John A *Theory of Economic History*, Oxford Univ. Pr. 1969

SOCIAL SCIENCES IB: Quantitative Methods (Half Unit)

Mr R.S. Sims

This half unit is intended to give an introduction to the use and limitations of quantitative methods in the social sciences. There are no mathematical prerequisites, but students will be required to attend special practice classes in first term until an acceptable standard in basic arithmetic calculations is reached.

The topics covered will include: the sources, reliability, presentation and interpretations of data; frequency distributions and their description; rates of growth; linear regression and correlation; time series and index numbers; basic sampling; hypothesis testing and use of calculating machines.

Prerequisite: None.

Class Requirements: Lectures — one a week for three terms. Tutorials — one a fortnight for three terms. Practice classes as required.

Examination: One 3-hour paper and interim tests and assignments.

Preliminary Reading

Huff, Darell *How to Lie with Statistics*, Gollancz 1954

Prescribed Reading

Yeomans, K.A. *Introducing Statistics*, vol. 1 and 2 of *Statistics for the Social Scientist*, Penguin 1968

OR

Speigel, M.R. *Theory and Problems of Statistics*, Schramm Outline Series

References

Official Year Book of Australia 1973

Hamburg, Morris *Basic Statistics — A Modern Approach*, Harcourt Brace and Javanovich

Four figure logarithm tables — Käye and Laby will be required and a small pocket electronic calculator, if desired may be used in the course.

SOCIAL SCIENCES IC: Introduction to Statistics (Half Unit)

Dr H.T. Burley, Professor S.P. Burley, Dr G.G. O'Brien, Mrs Zaiga Wiltshire

This half unit is intended to give an elementary introduction to the use of statistical models in the social sciences. Students are advised to take this option if they wish to go on to Economics IIES (economic statistics) and/or Economics IIME (mathematical economics).

The course presumes an ability to attempt Leaving standard mathematics. Students who have not reached this level are advised to enrol in Social Sciences IB, and students who have passed mathematics at higher school certificate level are advised to take one or more first-year subjects in the department of mathematics.

In this course the basic concepts of sets, matrices and analysis of continuous functions are introduced, and then used to describe elementary applications of probability and statistical models in the social sciences.

Prerequisite: None.

Class Requirements: Lectures — one a week for three terms. Tutorials — one a week for three terms. Practice classes — as specified.

Examination: One 3-hour paper.

Prescribed Reading

*Hoel, P.C. *Finite Mathematics and Calculus with Applications to Business*, Wiley 1974

SOCIAL SCIENCES IIIA: Papua New Guinea (Full Unit)

Dr Bronwen Douglas, Mr W.R. Stent, Dr A.D. Ward

This subject will be taught by members of the departments of economics, history, politics and sociology, and will aim at using the methods of all these disciplines to arrive at an understanding of the nature of society in Papua New Guinea and the problems it faces in relation to social change and political and economic development.

Prerequisite: Entry will be restricted to students who have completed the second year of their degree and have obtained at least one C level grading.

Class Requirements: One lecture and one tutorial a week for three terms.

Examination: Assessment by one 3-hour paper and written assignments.

Preliminary Reading

Eri, Vincent *The Crocodile*, Jacaranda 1970

*Gardner, Robert and Heider, Karl G. *Gardens of War*, Penguin 1974
Kiki, Albert Maori Kiki: *Ten Thousand Years in a Lifetime*, Cheshire 1968

Prescribed Reading

Rowley, Charles D. *The New Guinea Villager*, Cheshire 1965

SOCIAL SCIENCES IIIC: Sociological and Economic Theories of the Firm (Full Unit) Dr R.C.S. Trahair, Dr O.T. Kingma

This subject aims to study the behaviour of the firm through a detailed examination of the motives and environments of the decision makers of the firm. The course will be conducted by members of staff of the departments of sociology and economics.

Prerequisite: Economics IIMI and IIMA, except with the special approval of the members of staff responsible for the subject.

Class Requirements: One lecture and one seminar a week for three terms. Such written work as may be required.

Examination: To be announced.

Prescribed Reading: To be announced.

Note: This course may not be offered in 1975;

SOCIOLOGY

Sociology is concerned with the comparative study of culture and society. The course aims to give students a basic training in the methods and theories of sociology, while at the same time allowing intensive study of selected topics. To this end, the course for a student majoring in sociology is composed of a compulsory core unit in each of the three years and, in addition, a number of electives from which the student selects subjects in second and third year.

The organization of the undergraduate pass course is summarized in the accompanying table:

It should be noted that the department has adopted a policy of offering some half units in alternative years. Thus, half units that were available in 1974 but are not offered in 1975 may be available again in 1976.

A student intending to major in sociology should take:

First year: Sociology I (any of the alternatives).

Second year: Sociology IIA + Sociology IIMT + half-unit elective

OR: Sociology IIB + Sociology IIMT + half-unit elective

OR: Sociology IIC + Sociology IIMT + half-unit elective.

Third year: Sociology IIIA + two half-unit electives OR: one full-unit elective.

Note: Students majoring in Sociology who took Sociology IIB — Part I only in 1974 will be required to take the second half of Sociology IIB in 1975 to count as Sociology IIIB Part II (half unit).

Students wishing to take a three-year sequence in Sociology without majoring may select their units as follows:

Second year: Sociology IIA

OR: Sociology IIB

OR: Sociology IIC

OR: History Sociology II

Third year: Sociology IIIA

Two half-unit electives or a full-unit elective.

Students wishing to major in sociology with an emphasis on Latin America should see page 219 for possible subject combinations in Latin American studies. The department places a limitation on enrolment in half units. A student's initial enrolment in any half unit is provisional and acceptance will not finally be confirmed until the end of the enrolment period.

Selection for half units will be based on the following principles:

(1) Students who have enrolled by the end of the enrolment period and whose enrolment forms are correct in all details will be given preference over late enrolments.

(2) Where a subject is offered at both second and third-year levels, third-year students will be given preference.

(3) In selection among third-year students, the order of preference will be:

(a) students enrolled to complete their course and who are majoring in sociology.

(b) other students majoring in sociology

(c) other students enrolled to complete their course

(d) part-time students who are not on a restricted work-load

(e) other students.

Students who have a special contribution to make to a half unit by virtue of previous academic or other experience may be given preference over other applicants.

An honours student takes the pass course at first, second and third-year levels, supplemented by the additional half-unit Sociology IIH in third year. In fourth year, honours students take some general theoretical courses, some specialized studies and are expected to complete a small research project.

Students who wish to enter a third-year honours course should apply in writing to the chairman of the department immediately after receiving their second-year results. Students with A or B passes in some of their sociology subjects in first and second year will normally be accepted into honours. Applications from other students will be considered on their merit.

Students who have taken the third-year honours course and wish to proceed to fourth year should apply in writing to the chairman of the department immediately after receiving their third-year results. Preliminary enquiries about entry into fourth year can be made through Dr A. Cubbon.

FIRST YEAR

Sociology ICA (Full Unit)
Sociology ICC (Full Unit)
Sociology ICP (Full Unit)
Sociology IDM (Full Unit)
Sociology IGV (Full Unit)
Sociology ILAC (Full Unit)
Sociology IME (Full Unit)
Sociology ISA (Full Unit)
Sociology ISS (Full Unit)
Sociology ITW (Full Unit)

SECOND YEAR

Sociology IIA (Full Unit)	+	Sociology IIMT Methodology (Half Unit)	+	Half Unit
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or

Sociology IIB (Full Unit)	+	Sociology IIMT Methodology (Half Unit)	+	Half Unit
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or

Sociology IIC (Full Unit)	+	Sociology IIMT Methodology (Half Unit)	+	Half Unit
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ELECTIVES AVAILABLE ARE:

History-Sociology II: Brazil* (Full Unit)

Frist half of the year

Second half of the year

Sociology IIMT Methodology (Half Unit)	Sociology IIMT Methodology (Half Unit)
Sociology IIAH: Introduction to Social Anthropology (Half Unit)	Sociology IIED: Sociology of Education (Half Unit)
Sociology IIAR: Sociology of Art (Half Unit)	Sociology IIFA: Sociology of the Family (Half Unit)
Sociology IIBP: Biology of Human Populations (Half Unit)	Sociology IIJP: Sociology of Japan (Half Unit)
Sociology IICL: Religion & Social Change – Latin American Cases (Half Unit)	Sociology IILA: Sociology of Law (Half Unit)
Sociology IIDB: Deviant Behaviour (Half Unit)	Sociology IIPP: Population & Society (Half Unit)
Sociology IIPL: Political Sociology (Half Unit)	Sociology IISE: Education & Social Inequality (Half Unit)
Sociology IIPN: Prisons (Half Unit)	Sociology IITD: Theories of Development (Half Unit)
Sociology IIISD: Social Demography (Half Unit)	Sociology IIUS: Urban Sociology (Half Unit)
Sociology IIISL: Sociology of Language (Half Unit)	
Sociology IIISP: Sociology & Planning (Half Unit)	

* Although History-Sociology II is a full unit it may be counted as a half unit in History and a half unit in Sociology.

THIRD YEAR

Sociology IIIA (Full Unit)

+

Two half units or One full unit

ELECTIVES AVAILABLE ARE:

History-Sociology III: Latin America (Full Unit)

First Half of the year**Second half of the year**

Sociology IIICM (A): Australian Community Studies (Half Unit)	Sociology IIICM (B): Australian Community Studies (Half Unit)
Sociology IIIAH: Introduction to Social Anthropology (Half Unit)	Sociology IIIED: Sociology of Education (Half Unit)
Sociology IIIRAR: Sociology of Art (Half Unit)	Sociology IIIFA: Sociology of the Family (Half Unit)
Sociology IIIBP: Biology of Human Populations (Half Unit)	Sociology IIIGB: Group Behaviour (Half Unit)
Sociology IIICL: Religion & Social Change – Latin American Cases (Half Unit)	Sociology IIJIP: Sociology of Japan (Half Unit)
Sociology IIIMS: Medical & Psychiatric Sociology (Half Unit)	Sociology IIILA: Sociology of Law (Half Unit)
Sociology IIIPL: Political Sociology (Half Unit)	Sociology IIIRM: Advanced Methods of Sociological Analysis (Half Unit)
Sociology IIIPN: Prisons (Half Unit)	Sociology IIIPP: Population & Society (Half Units)
Sociology IIISD: Social Demography (Half Unit)	Sociology IIISE: Education & Social Inequality (Half Unit)
Sociology IIISL: Sociology of Language (Half Unit)	Sociology IIITD: Theories of Development (Half Unit)
Sociology IIISP: Sociology & Planning (Half Unit)	Sociology IIIOUS: Urban Sociology (Half Unit)
Sociology IIIFR: Free Reading (Half Unit)	

SOCIOLOGY ICC (Full Unit)**Ms Rosemarie Otto**

Details of this course may be obtained from the department of sociology.

SOCIOLOGY ICA (Full Unit)

This course will be an introductory course analysing basic concepts such as social change, socialization and relationship of personality and society. The approach will be generally through the analysis of particular societies, groups or institutions.

Prerequisite: None.

Class Requirements: Approximately three hours a week.

Assessment: To be decided.

Preliminary Reading

*Berger, P. *Invitation to Sociology*, Penguin 1966

SOCIOLOGY ICP (Full Unit)

Dr W. Pelz

A general introduction to some of the theories and problems students of sociology encounter in their attempts to understand and interpret human interactions. A closer look at some specific forms of such interactions, for instance in the family and other small groups. Finally, using *Fanshen: A Documentary of Revolution in a Chinese Village* as an example, we shall have a first look at the structures of society and the possibilities of change.

Prerequisite: None.

Class Requirements: Approximately three hours a week.

Assessment: To be decided.

Prescribed Reading

*Marx, K. and Engels, F. *The Communist Manifesto*, Penguin 1967

*Durkheim, E. *The Division of Labour in Society*, Free Pr. 1964

*Weeks, D.R. *A Glossary of Sociological Concepts*, Open Univ. Pr. 1972

*Lewis, O. *The Children of Sanchez*, Penguin 1964

*Hinton, W. *Fanshen: A Documentary of Revolution in a Chinese Village*,
Monthly Review Pr. 1966

SOCIOLOGY IDM (Full Unit)

Dr K. Dempsey

The purpose of this course is to described and analyse some of the structures, institutional arrangements and processes that shape the biography of any society's members. The topics to be examined include: the development of sociology; major contemporary theoretical perspectives; basic concepts and terms; socialization, the family, social control; the community; religion; social inequality and social change.

Prerequisite: None.

Class Requirements: Two 1-hour lectures and one 1-hour tutorial a week.

Assessment: Students will be required to complete two essays, periodic tests and a final examination.

Preliminary Reading

*Berger, P. *Invitation to Sociology*, Penguin 1966

Prescribed Reading

*Berger, P. and Berger, B. *Sociology: A Biographical Approach*, Basic Books
1972

*Open University Press *The Sociological Perspective*, Block 1, Units I-IV

*Thompson, K. and Tunstall, J. (Eds) *Sociological Perspectives*, Penguin 1971

SOCIOLOGY IGV (Full Unit)

Dr D. Hickman, Mrs Sue Harvey

The course will provide a general introduction to sociology by focussing on:

(1) An introduction to basic concepts of sociology: belonging, structure, stratification, values, socialization and social control through case studies of some groups in Australian society.

(2) An examination of the sociological foundations of some important ideologies.

(3) The design and use of games to illustrate sociological processes.

OR (choice given)

The analysis of some important studies in development of sociological theory and method.

Prerequisite: None.

Class Requirements: Approximately three hours a week, including a mixture of lectures, small group skill development sessions, group projects and seminars.

Assessment: To be decided.

Preliminary Reading

*Mills, C.W. *The Sociological Imagination*, Oxford Univ. Pr. 1967

SOCIOLOGY ILAC (Full Unit)

Dr P. Coy

The purpose of this course is to introduce students to some of the basic concepts of sociology. These concepts are articulated by making an holistic study of the social institutions of a particular society, both in the past and in the present: that of Mexico.

Prerequisite: None.

Class Requirements: Approximately three hours a week.

Assessment: Verbal presentation of term papers by each student and a final examination will be a normal part of the course.

Preliminary Reading

*Lewis, O. *Village in Mexico: Tepoztlan Restudied*, Urbana 1951

SOCIOLOGY IME (Full Unit)

Mrs Lyn Richards

The emphasis in this course will be on the interrelationship of individuals, social structures and environments. Considering first how social and physical environment mould the individual, then to what extent individuals, or groups,

can affect and control their environment, the course will raise specific contemporary problems (e.g., urban crowding, pollution) and examine social processes and institutions. In this context, basic sociological concepts will be introduced, and the development of sociological theory outlined as a response to these questions, with critical examination of what sociology is, and what sociologists can do.

Prerequisite: None.

Class Requirements: Approximately three hours a week.

Assessment: To be decided.

Preliminary Reading

*Berger, P. *Invitation to Sociology*, Penguin 1966

Passmore, J. *Man's Responsibility for Nature*, Gerald Duckworth 1974

SOCIOLOGY ISA (Full Unit)

Dr D. Edgar

This course is designed to introduce students to the study of sociology through an examination of selected aspects of Australian society. Particular stress will be placed upon: the family and child socialization; myths and alternative views of reality; who holds power in Australian society; the social distribution of competence; pressures for change in Australian society, both internal and external; alternative theoretical perspectives and their application to Australian social issues. The course will involve students in both extensive critical reading and applied research projects.

Prerequisite: None.

Class Requirements: Approximately three hours a week.

Assessment: To be decided.

Suggested Reading

Russell, Bertrand *Authority and the Individual*, Unwin Books 1974

*Mead, Margaret *Culture and Commitment: A Study of the Generation Gap*, Doubleday 1970

Lefebvre, Henri *The Sociology of Marx*, Vintage Books 1969

Edgar, D.E. (Ed.) *Social Change in Australia: Readings in Sociology*, Cheshire 1974

Mayer, H. (Ed.) *Readings in Australian Politics*, 2nd edn, Cheshire 1973

SOCIOLOGY ISS (Full Unit)

Dr A. Cubbon, Dr H. Schutte

The aim of this course is to introduce the student to one of the principal attempts to develop a theoretically integrated sociology, in the belief that

such a sociology is desirable on both academic and pedagogic grounds, if only as a counterbalance to the dispersive tendencies of the discipline.

Lectures will provide a broad exposition, with concrete illustrations and appropriate background, of Parsons' approach to both sociology and society. Tutorials will concentrate primarily on developing the students' ability to cope with the principal text; informal gatherings will provide for less directed discussion.

The main topics of the text, from which selections will be made are: the materials of sociology; the structure of the social system; socialization and social control; the cultural tradition; social process; social change and sociology, the natural sciences and the 'sciences of action'.

Prerequisite: None.

Class Requirements: Lecture, seminar and tutorial: each one hour in length.

Assessment: To be decided.

Prescribed Reading

Parsons, Talcott *The Social System*

SOCIOLOGY ITW: (Full Unit)

Mr G. Ternowetsky

This introductory unit will proceed by examining sociological material through a variety of theoretical orientations. During the first two terms the major themes, of the individual in society, groups in society, society maintained and society changed, will be discussed in the context of theoretical and substantive sociological problems. In addition, throughout the course discussions will be related to the contemporary self-reflective emphasis encompassed in the sociology of sociology. In the third term, poverty in Australian society will be examined. Theoretical tools from first and second term will be used to evaluate and critically examine conceptions, definitions, and the measurement of poverty. During this term, students will also be exposed to the problems of measurement, device construction and data analysis.

Prerequisite: None.

Class Requirements: Three hours a week.

Assessment: To be decided.

Preliminary Reading

*Berger, P.L. *Invitation to Sociology*, Penguin 1966

SOCIOLOGY II: The Development of Sociological Theory

Sociology IIA, Sociology IIB and Sociology IIC aim to provide a general

outline of the development of sociological theory. They will devote considerable attention to the study of such theorists as Marx, Durkheim and Weber. Any of the three courses may serve as a prerequisite for third-year sociology subjects.

Prerequisite: Any first-year sociology subject.

Assessment: To be determined.

Preliminary Reading

*Aron, R. *Main Currents in Sociological Thought*, 2 vols., Penguin

*Nisbet, R.A. *The Sociological Tradition*, Heinemann

SOCIOLOGY IIA (Full Unit)

Ms Beryl Donaldson, Ms Katy Richmond

The course will examine some of the major themes of sociology such as social conflict and social integration, alienation, the interaction of personality and society, and the ways of studying social behaviour. The course will be based on four 5-week modules, each focussing on a particular theoretical approach – conflict, systems, and interpretative sociologies – tracing the development of each approach through the work of particular nineteenth and twentieth-century theorists.

Attention will be given both to the development of the theoretical perspectives of sociologists and also to the ways in which theoretical concepts can be used in the understanding of particular social phenomena.

Class Requirements: One or two lectures a week, plus one tutorial seminar or workshop a week.

Assessment: Assessment will be based on written work plus an optional examination.

Reading: As a guide to the course, the following books will be useful.

*McLellan, D. *The Thought of Karl Marx*, Macmillan 1971

*Manis, J. and Meltzer, B. *Symbolic Interaction: a Reader*, 2nd edn, Allyn and Bacon 1971

*Gouldner, A. *The Coming Crisis of Western Sociology*, Basic Books 1970

*Berger, P. and Luckmann, T. *The Social Construction of Reality*, Anchor 1966

SOCIOLOGY IIB (Full Unit)

Dr J. Carroll, Dr W. Pelz

This course will focus on such themes as utopian versus realist social theory, exploring conflicting images of man and different concepts of alienation and freedom, including Freud's 'repression'. It will look closely at

the rise of capitalism. As a history of sociological thought it will devote half the year to the period up to the time of Durkheim, Weber and Freud, placing strong emphasis on the work of these three theorists. The second half of the year will cover the period from Freud to the present day. It will be more theoretically demanding than the first half and will include work on the modern crisis in European knowledge.

Class Requirements: One lecture and one 2-hour tutorial a week; occasional seminars.

Assessment: To be decided.

SOCIOLOGY IIC: (Full Unit)

This course will present a history of sociological theory, examining how the works of major theorists such as Marx, Durkheim and Weber may be used to investigate social behaviour, and indeed how theory in general should be employed in the key areas of sociological enquiry.

Class Requirements: One or two lectures a week and one tutorial, seminar or workshop a week.

Assessment: To be decided.

SOCIOLOGY IIMT: Methodology (Half Unit)

Dr Y. Sugimoto, Mr G. Ternowetsky, Professor R. Bell

This half unit will consist of a basic introduction to social research. In this context a wide range of theoretical and methodological issues will be explored. The course will begin by examining the relationship between theory and research which will provide the framework for the analysis of related difficulties such as problem selection, concept formulation, measurement, sampling techniques and data analysis.

Prerequisite: Enrolment in Sociology IIA or Sociology IIB or Sociology IIC.

Class Requirements: Students may take this half unit either during the first or second half of the year. Statistics tutorials and a computer workshop will form an important part of this course.

Assessment: To be decided.

Preliminary Reading

*Labowitz, S. and Hagerdorn, R. *Introduction to Social Research*, McGraw Hill 1971

Freeman, Linton C. *Elementary Applied Statistics*, John Wiley and Sons 1968

Wiseman, Jacqueline P. and Aron, Marcia S. *Field Projects for Sociology Students*, Schenkman 1970

HISTORY-SOCIOLOGY II: Brazil (Full Unit)**Dr R. Ireland, Dr A. Disney**

Selected themes in the history and sociology of Brazil. These will include studies of how the various racial and social elements related from pre-colonial times to the present, and of characteristics and trends of the Brazilian power structure. Methods and perspectives of both disciplines will be integrated.

Prerequisite: Any first-year history or sociology subject. A student taking this unit as part of a sociology major must have completed or be enrolled in either Sociology IIA, Sociology IIB or Sociology IIC.

Class Requirements: One lecture and one seminar a week for three terms.

Assessment: To be determined.

Preliminary Reading

*Poppino, Rollie *Brazil, the Land and the People*, Oxford Univ. Pr. 1968

*Wagley, Charles *Introduction to Brazil*, Columbia Univ. Pr. 1963

*Ramos, Graciliano *Barren Lives*, Univ. Of Texas Pr. 1965

*Roett, Riordan *Brazil: Politics in a Patrimonial Society*, Allyn and Bacon Inc. 1972

SOCIOLOGY IIAH/IIIAH: Introduction to Social Anthropology (Half Unit)**Dr P. Coy**

Anthropology attempts to understand universal man, using four major theoretical approaches: evolutionary, structural-functional, cultural and ethological. This course traces the development and principal features of these four approaches.

Prerequisite: Normally Sociology ILAC.

Class Requirements: Two hours a week.

Assessment: Verbal presentation of term papers by each student and a final examination will be a normal part of the course.

SOCIOLOGY IIAR/IIIIAR: The Sociology of Art (Half Unit)**Ms Beryl Donaldson**

This course will be concerned with theoretical perspectives in the sociology of art, and with the sociological analysis of particular art movements, patterns of art consumption and patronage, and definitions of art and the artist.

While the major focus of the course will be on the visual arts, consideration will be given to the arts in general: literature, film, music, and popular culture. In addition to considering the perspectives of major sociological theorists on the sociology of art, the course will consider topics like the sociology of the avant garde, art and social elites, the social role of the artist, and the situation of the artist in Australia.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Class Requirements: Three hours of class time each week for the first half of the year.

Assessment: To be decided.

Prescribed Reading

Albrecht, M.C. *The Sociology of Art and Literature*, Praeger 1970

Baxandall, L. and Morowski, S. *Marx and Engels on Literature and Art*, Telos Press 1973

Hughes, Robert *The Art of Australia*, Penguin 1970

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IIBP/IIIBP: The Biology of Human Populations (Half Unit)

Mrs Astrid Rose

This half unit consists of an introduction to the biology of human populations in the broadest sense. It includes topics such as fundamental genetics, human biology, human genetics and human behaviour, with particular reference to intelligence and mental abnormalities.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Class Requirements: Three lectures and one tutorial a week for the first nine weeks of the year.

Assessment: Students will be assessed by means of written assignments and one 3-hour written examination. Students who have passed Behavioural Biology 1T will be set extra assignments.

Prescribed Reading: Genetics notes, by the department of genetics and human variation.

Clegg, Edward J. *The Study of Man: an Introduction to Human Biology*, English Univ. Pr. 1968

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IICL/IIICL: Religion and Social Change — Latin American Cases (Half Unit) Dr R. Ireland

This half unit considers the major theories and issues in the study of religion and social change. It focusses on the Catholic Church in Latin American societies, but other churches and sects will be studied in an attempt

to clarify the roles and problems of the Catholic Church. Themes taken up include a comparative study of the place of the Catholic Church in the institutional matrices of several Latin American societies; the organized church in relation to folk religiosity; changes in the Catholic Church and the relationship between these changes and political and social change; problems of the Catholic Church as an agency of social change.

Prerequisite: History-Sociology I or II or any units considered part of a program in Latin American studies.

Class Requirements: Lectures and seminars for the first half of the year.

Assessment: Class papers and a long essay.

Prescribed Reading

*Vallier, I. *Catholicism, Social Control and Modernization in Latin America*, Prentice Hall 1970

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IIBD: Deviant Behaviour (Half Unit)

Ms Katy Richmond

This course will examine some of the major theoretical approaches to the sociology of deviant behaviour, including the work of Durkheim, Parsons, Merton, Becker, Erikson, Lemert, Lofland and Douglas. In tutorials, emphasis will be on empirical work which reflects particular theoretical positions. Two short essays due early in the course will be on set topics, while the final essay will allow students considerable scope to follow their own interests.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC.

Class Requirements: One or two lectures a week (a total of 12) plus one compulsory tutorial a week.

Assessment: Two short and one long essay, plus an examination for students whose work or attendance is unsatisfactory.

Prescribed Reading: As a guide to the course, the following books will be useful:

*Becker, H. *Outsiders*, Free Pr. 1963

*Becker, H. (Ed.) *The Other Side*, Free Pr. 1964

*Taylor, I. et al. *The New Criminology*, Routledge and Kegan Paul 1973

*Clinard, M. and Quinney, R. *Criminal Behaviour Systems: a Typology*, 2nd edn, Holt Rhinehart and Winston 1973

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IIED/IIED: Sociology of Education (Half Unit)

Dr D. Hickman

This half unit is concerned with some aspects of the relation between education and society and analysis of the school as an organization. Focus will be on the sociology of educational ideologies, the distribution of power in educational structures, alternative educational structures and social change and education.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Class Requirements: Two hours formal teaching a week during the last half of the year. This will include some lectures, some tutorials and some project groups.

Assessment: Assessment will be by a variety of written work.

Preliminary Reading

*Holt, J. *The Underachieving School*, Penguin 1971

*Coleman, J.S. *Adolescents and the Schools*, Basic Books 1965

Prescribed Reading

*Katz, Frederick M. and Browne, R.K. *Sociology of Education*, Macmillan of Australia 1970

*Edgar, D. *Sociology of Education: Australian Readings*, Angus Robertson 1974

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IIFA/IIIFA: Sociology of the Family (Half Unit)

Professor R. Bell

This course will be concerned with the institution of the family in its relations with other social institutions. Particular attention will be placed on changes in the structure and importance of the family. Material from Western Industrial society and non-Western societies will be used.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Class Requirements: Two hours of lectures and seminars a week.

Assessment: By written assignments and an examination.

Preliminary Reading

*Wolf, Margery *The House of Lim*, Appleton-Century 1968

*Young, M. and Willmott, P. *Family and Kinship in East London*, Pelican 1957

SOCIOLOGY IJJP/IIJJP: Japan, Social Development and Contemporary Problems (Half Unit) Mr H. Kitaoji

The course starts with six lectures to introduce Japanese cultural, geographic and historical background. Then nine lectures will be given at first to discuss the development in major structural dimensions of modern Japanese society, with a use of demographic material. The second major section of the course consists of another nine lectures on political sociology of modern Japanese History, including party politics, national government, and social movement. In the last three lectures some contemporary Japanese problems will be discussed from the perspectives of the sociology of international relations. The course is designed, apart from an area study interest, to give an example of the societal system analysis from an historical and comparative viewpoint. Previous readings in Japanese history and culture, and training in Japanese language are helpful, but not required.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Assessment: To be decided.

Preliminary Reading

Taeuber, Irene B. *The Population of Japan*, 1950

Beardsley, R. et al. *The Twelve Doors to Japan*, 1966

Drysdale, P. and Kitaoji, H. *Japan and Australia: Two Societies and their Interaction*, 1974 (forthcoming)

SOCIOLOGY IIILA/IIILA: Sociology of Law (Half Unit)

Dr J. FitzGerald

This half unit will focus on the nature of legal institutions and processes and their inter-relationships with other social phenomena such as informal group norms, stratification and other forms of social organization. Considerable attention will be devoted to exploring how law can inhibit social change under some circumstances and facilitate it under others. This involves a close examination both of the roles currently played by the lawyers, judges, officials such as the police and litigants, and of possible alternatives to these roles.

This course is identical with the Sociology of Law course in the legal studies department (Legal Studies IIILA). A student who elects to take this

course for credit as a sociology subject may not also take for credit Legal Studies IIILA.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Class Requirements: A total of 12 two-hour classes will be held during the last half of the year. Three of these will be lectures, and the remainder will be seminars. Each member of the class will be expected to lead the discussion in one seminar. Special lectures and other functions may be scheduled from time to time.

Assessment: Students will be assessed mainly by means of written assignments. A written examination will be optional for those who satisfactorily complete all written assignments. This examination will be compulsory for those who fail to satisfactorily complete all written assignments.

Preliminary Reading

*Schur, Edwin M. *Law and Society a Sociological View*, Random House 1968

*Aubert, Vilhelm, comp. *Sociology of Law: Selected Readings*, Penguin 1969

Douglas, R. *Social Aspects of Law: An Australian Perspective*, Heinemann 1973

In addition, students who have not taken the half-unit of Deviance should read: Schur, Edwin *Labeling Deviant Behaviour*, Harper and Row 1971.

Prescribed Reading

*Schwartz, R.D. and Skolnick, J. *Society and the Legal Order*, Basic Books 1970

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IIPL/IIPL: Political Sociology (Half Unit)

Dr Y. Sugimoto

The course focusses on several key issues in contemporary political sociology and examines them in the light of classical theories and recent works in the field. The issues to be considered will include: competing definitions and measurements of power, patterns of value consensus and class relations in different political systems, determinants of voting behaviour, structural sources of popular revolts, conditions and patterns of racial and ethnic social movements, correlates of mass society, revolution and revolutionary change, and economic consequences of political conflicts.

The course will rely heavily on empirical data and articles published in recent journals. On the basis of these materials, each student is expected to engage in research which attempts to construct concepts and formulate

theories inductively. Elementary knowledge of methodological procedures is assumed.

Prerequisites: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Class Requirements: One lecture and one tutorial a week.

Assessment: Research paper.

Preliminary Reading

Olsen, Marvin E. *Power in Societies*, Macmillan 1970

Gusfield, Joseph R. *Protest, Reform and Revolt; A Reader in Social Movements*, John Wiley and Sons 1970

Sydellott, William O. *Quantification in History*, Addison-Wesley 1971

SOCIOLOGY IIPN/IIIPN: Prisons and Society (Half Unit)

Dr J. FitzGerald, Dr Rosemary Wearing, Ms Katy Richmond

This half-unit course is identical with the course Prisons and Society offered in the legal studies department (Legal Studies IIIPN). Students who are taking this course for credit in the sociology department may not also take Legal Studies IIIPN for credit.

The course will focus mainly upon the prison, but will also deal with other penal institutions (e.g. 'approved schools' and 'half-way houses').

The following issues will be considered:

- (1) The history of the concept of prison, and, in particular, its relationship to changing notions of crime and punishment.
- (2) The prison and the inmate, including an examination of socialization by staff and by other inmates.
- (3) The prison and its staff, including an examination of the formal limits to the staff's control over prisoners and patterns of behaviour departing therefrom.
- (4) The social effects of prison, including consequences of imprisonment for inmates, inmates' families, and society at large, and reforms of, and alternatives to, prison.

Prerequisites: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Class Requirements: Thirteen 2-hour seminars will be held during the first half of the year. Written assignments will include seminar papers. Some field work in the form of visits to penal institutions will be arranged.

Students may be required to attend a workshop camp of several days' duration during the May vacation.

Assessment: To be decided.

Preliminary Reading

Irwin, J. *The Felon*

Sykes, G. *Society of Captives*

Parker, T. *The Frying Pan: A Prison and its Prisoners*

Prescribed Reading: To be announced.

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IIPP/IIIPP: Population and Society (Half Unit)

Ms Lyn Richards

This half unit will draw together and critically analyse contributions sociology has made to population studies. Areas will include sociology of fertility (e.g. factors associated with high and low birth-rates), of population control (e.g. family planning and its dissemination) and of social norms concerning fertility (e.g. attitudes to sex, role of women). Problems of such studies will be examined, and theoretical issues emphasised, especially the evaluation of different levels of analysis, from demographic surveys to depth studies.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Class Requirements: Approximately two hours a week.

Assessment: To be decided.

Preliminary Reading: Students are urged to do some prior reading of the debate on world population problems, as a background to this subject (e.g. works of Paul Ehrlich and John Maddox, and the UNFPA book, Dom Moraes, *A Matter of People* 1974).

Prescribed Reading

*Hawthorn, Geoffrey *The Sociology of Fertility*, Macmillan 1970

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IISD/IIISD: Social Demography (Half Unit)

Mr H. Kitaoji

The course offers a sociological introduction to the study of population. Students are expected:

(1) to learn basic skills of social-demographic analysis;

(2) to acquire historical and contemporary theoretical perspectives and;
 (3) to understand the development of political issues concerning population problems. Lectures consist of three major sections dealing with:

- (a) structures and growth of world population,
- (b) geographic distribution and migration, and
- (c) social differentiation and mobility.

In addition there will be an introduction to the discipline, theoretical development and material for social demographic research, and a summary of political debates on population issues. Short essays, exercises, and examinations will be required.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Class Requirements: Two hours formal teaching a week.

Assessment: By both examination and written assignments.

Prescribed Reading

Goldscheider, Calvin *Population, Modernization and Social Structures*, Boston Little Brown and Co. 1971

Petersen, William *Population*, 2nd edn, Wiley, New York 1969

Bogue, Donald *Principles of Demography*, Wiley, New York 1969

Hauser, Philip, (Ed.) *Population and World Politics*, Free Pr., New York 1958

Hutchinson, E.P. *The Population Debate*, Houghton Mifflin Boston 1967

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IISE/IIISE: Education and Social Inequality (Half Unit)

Ms Sue Harvey

This half unit will be concerned with a sociological examination of some aspects of social inequality: particularly the expression and experience of that inequality in the educational institutions of society. Attention will be directed to the social bases of knowledge and control within the education system.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I. Sociology IISE/IIISE is incompatible with Sociology IIED/IIIED.

Class Requirements: Two hours a week. Special lectures may be scheduled from time to time.

Assessment: By written assignments and an examination.

Preliminary Reading

Cosin, B.R. *et al. School and Society: A Sociological Reader*, Open Univ. Pr.

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IISL/IIISL: Sociology of Language (Half Unit)

Dr D.G. Mulligan

This subject deals with linguistic correlates of social facts. Topics will include (a) the use of formal analyses of language as models for a 'syntax' of social life and (b) social structure and the choice of speech.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Class Requirements: Weekly meetings for the first half of the year.

Assessment: One 2-hour paper and one essay.

Prescribed Reading

*Giglioli, P. (Ed.) *Language and Social Context*, Penguin 1972

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IISP/IIISP: Sociology and Planning (Half Unit)

Mr L.A. Kilmartin

This half unit will consider the relationship between sociology and planning and the contribution of the sociologist to the planning process. Although the course will be concerned with planning in general terms, its main area of interest will be urban planning. Topics to be covered will include history and philosophy of planning, urban renewal, new town planning, public participation in planning and planning environments.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Class Requirements: One 2-hour lecture-seminar a week. Other meetings may be convened for particular purposes.

Assessment: Assessment will be by a variety of written work including a project or field report or a three-hour examination.

Preliminary Reading

*Goodman, Robert *After the Planners*, Pelican, Middlesex 1972

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IITD/IIITD: Theories of Development (Half Unit)**Dr H. Schutte**

The course is concerned with an evaluation of the modernisation approach and will look at critical Marxist theories of development. Specific situations and experiences in Africa, Asia and Latin America will be considered in the light of theoretical elaborations under scrutiny.

Prerequisite: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology II A or IIB Part I.

Class Requirements: Two hours a week. Special lectures may be scheduled from time to time.

Assessment: (i) Two book reviews of at least 500 words each, one due at the end of the third teaching week of the second half of the year, the second one due at the end of the sixth week. A list of books for this purpose will be available in the sociology office from January 1975 onwards.

(ii) One essay of about 3,000 words, due at the end of the academic year. A series of essay topics will be provided early in the course.

Preliminary Reading: Each student is expected to have read *Frantz Fanon *The Wretched of the Earth*, Penguin 1967 before commencing the course.

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IIUS/IIIUS: Urban Sociology (Half Unit)**Dr Rosemary Wearing**

The focus of this elective half unit will be firstly the ways in which people interact within cities, and secondly on the structure of cities and the processes by which they change.

Prerequisites: As a second-year subject the course will be available to those students who have completed Sociology IIA or Sociology IIB Part I or are enrolled for Sociology IIA, IIB or IIC. As a third-year subject this course will be available to those students who have completed Sociology IIA or IIB Part I.

Class Requirements: One 2-hour seminar each week.

Assessment: By written assignment and a research exercise.

Prescribed Reading: To be announced.

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IIIA: (Full Unit)

(a) RESEARCH METHODS IN SOCIOLOGY: Mr G. Rose (First Half-year)

This is the first half of a compulsory third-year core course for a student majoring in sociology. The main object of this half of the course is to develop an understanding of the processes of empirical research in sociology. The approach will be to use selected empirical studies to illustrate the basic issues of research method including relationship of theory to research, concepts and indicators, sampling and research design, data analysis and interpretation.

Prerequisite: Sociology IIA or Sociology IIB, Part I.

Class Requirements: To be decided.

Assessment: To be decided.

Preliminary Reading

*Labowitz, S. and Hagedorn, R. *Introduction to Social Research*, McGraw Hill 1971

(b) EXPLANATION IN SOCIAL SCIENCE: Dr D.G. Mulligan (Second Half-year)

Together with the first half of Sociology IIIA this second half-year subject is compulsory for a student majoring in sociology. Sociologists are in the business of accounting for social facts. This course looks at what sociologists seek to explain and at forms of explanation found in sociological writings.

Prerequisite: Sociology IIA or Sociology IIB Part I.

Class Requirements: Three hours a week.

Assessment: One 4,000-words essay. In addition, students may be required to take an oral examination.

Prescribed Reading

*Ryan, Alan *The Philosophy of the Social Sciences*, Macmillan 1970

*Winch, P.G. *The Idea of a Social Science*, Routledge 1958

HISTORY-SOCIOLOGY III: Latin America (Full Unit)

Professor C. Veliz

This subject will be based on a critical analysis of the social, political and economic history of Latin America. A working hypothesis will be offered as a tentative explanation of recent development in a region. This hypothesis will include an examination of the factors which may account for the apparent inability of Latin America to provide a fertile soil for European ideological models. Amongst these will be considered the absence of the feudal experience from the Latin American historical tradition, the absence of religious non-conformity, the exceptional character of the process of industrialization, and the existence in Latin America of a pre-industrial urban civilization.

Finally, it will be suggested that a satisfactory explanation of recent developments and perhaps a useful clue to the political future can be discovered in the *sui generis* urban, populist, centralism of Latin America.

Prerequisites: Students must have completed History-Sociology I or II. If taking this subject as part of a sociology major, they must also have completed or be enrolled in Sociology IIIA.

Class Requirements: One or two lectures and one tutorial a week during three terms.

Assessment: Assessment by means of essays and examinations.

Preliminary Reading

Furtado, Celso *Economic Development in Latin America*, Cambridge 1970

Parry, J.H. *The Spanish Seaborne Empire*, Hutchinson 1966

Sunkel, Osvaldo, 'Big Business and Dependencia, A Latin American View' in *Foreign Affairs*, April 1972

Veliz, Claudio 'Centralism and Nationalism in Latin America' in *Foreign Affairs*, October 1968

SOCIOLOGY IIICM (a): Australian Community Studies (Half Unit)

Dr K. Dempsey

Members of this course will be required to participate in an ongoing study of continuity, change and the individual in a rural community. Issues to be examined include: conjugal relationships; the changing role of women in rural society; neighbouring and kinship; child and adolescent socialization.

Prerequisite: Sociology IICM.

Class Requirements: Two hours a week during the first half of the year.

Assessment: Students will be required to prepare a 5,000 to 10,000 word research paper on an appropriate topic.

Prescribed Reading: To be supplied at the commencement of the course.

SOCIOLOGY IIICM: (b): Australian Community Studies (Half Unit)

Dr K. Dempsey

Members of this course will be required to participate in the research study referred to in Sociology IIICM(a). There will be a marked emphasis on the inter-relationships of local and external social systems, especially with the impact of bureaucratization. Topics to be covered include: the impact of federal and state bureaucracy on the rural community; voluntary organizations, charity and the delivery of welfare services; the place of leisure in rural life; and politics and people in the local community.

Prerequisite: Sociology IIICM(a).

Class Requirements: Two hours a week during the second half of the year.

SOCIOLOGY IIIFR: Free Reading (Half Unit)

A group (or groups) of third-year students who are majoring in sociology will be permitted to take a free-reading half unit in place of one half-unit elective, provided that a member of staff is available to act as supervisor, that the subject has departmental approval, and that a student may count only one free-reading half unit towards his degree course.

Prerequisite: Students must have completed or be enrolled in Sociology IIIA.

Class Requirements: To be determined.

SOCIOLOGY IIIGB: Group Behaviour (Half Unit)

Dr Rosemary Wearing

This half unit will explore the nature of group dynamics and the significance of the role of the group for the individual and for society. The following issues will be examined: theoretical perspectives on the concept group; group dynamics within the community (ranging from decision making in bureaucracies e.g. hospitals, government, to informal group interaction); the individual and the group; dynamics of group therapy e.g. encounter groups.

Prerequisite: Students must have completed Sociology IIA or IIB.

Class Requirements: Two hours a week. Each session will generally include both a lecture and group discussion but presentation of material will vary due to the emphasis on group discussion and interaction.

Assessment: To be decided.

Preliminary Reading

*Maslow, A.H. *Toward a Psychology of Being*, 2nd edn, Van Nostrand 1968

*Schutz, W.C. *Joy*, Penguin 1973

*Rogers, C. *Encounter Groups*

*Cartwright, D. and Zander, A. *Group Dynamics; Research and Theory*, Harper 1968

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IIIMS: Medical and Psychiatric Sociology (Half Unit)

Ms Rosemarie Otto

This half unit will examine the relationship between sociology and medicine. Relevant areas include: a critical examination of the notion of 'health' and its implications; sociologists' contributions to explanations of physical and psychiatric illness (through epidemiology, stress research, and societal reaction models); cultural and subcultural influences on behaviour patterns surrounding illness, and their implications for health care planning; hospital organization and functioning (general and psychiatric) and its meaning for participants; and some 'free reading' options.

Prerequisite: Students must have completed Sociology IIA or IIB.

Class Requirements: Two hours a week.

Assessment: By written assignments.

Preliminary Reading

*Dreitzel, H.P. (Ed.) *The Social Organization of Health*, Recent Sociology No. 3, Macmillan 1971

Mechanic, D. *Medical Sociology*, Free Pr. 1968

*Arthur, R.J. *An Introduction to Social Psychiatry*, Penguin 1971

*Laing, R.D. *The Divided Self*, Penguin 1965

*Maslow, A.H. *Toward a Psychology of Being*, 2nd edn, Van Nostrand 1968

It may be necessary to impose a quota on enrolments in this subject.

SOCIOLOGY IIIRM: Advanced Methods of Sociological Analysis (Half Unit)

Dr Y. Sugimoto, Dr D.G. Mulligan, Mr G. Rose, Mr G. Ternowetsky

The course concentrates on several advanced techniques of sociological analysis. Lectures and tutorials in each topic will be given by a specialist in that topic. The materials to be covered will include: proportional reduction in error measures of association on nominal and ordinal data, scale and index construction, path analysis and causal modelling, multiple regression, factor analysis, time-series analysis and analysis of spatial diffusion. The course is oriented to practical implementation of research involving a multiplicity of variables. The student is expected to submit a research paper using one or more methods discussed in the course.

Prerequisite: Sociology IIMT.

Class Requirements: Two seminars a week.

Assessment: One research paper.

It may be necessary to impose a quota on enrolments in this subject.

MA PRELIMINARY COURSE

The department offers a one year full-time or two year part-time Master of Arts preliminary course. The purpose of this course is to qualify a student who does not have an honours degree in sociology for the department's MA degree program. Applicants must be graduates of at least two years' standing.

All applicants for MA preliminary are required to complete the following:

- (a) summer reading requirement;
- (b) comprehensive course;
- (c) two half unit options;
- (d) research essay.

Details may be obtained by writing to Dr D.E. Edgar graduate studies adviser, department of sociology.

POSTGRADUATE STUDIES

The department of sociology offers the MA degree by thesis and by course work.

To qualify for admission as a candidate for the MA degree an applicant must have an honours BA degree, or have completed a preliminary course or possess equivalent qualifications. Both full-time and part-time candidates are accepted.

The MA course-work degree involves two years' full-time or three years' part-time study. Requirements include courses in sociological theory, research methodology, two full-year options, a short course on computer techniques, attendance at the department's graduate research colloquium, and submission of an independent research project in addition to course work assignments.

The MA thesis degree requires a minimum of one year's full-time or two years' part-time work. Candidates develop a research topic with their supervisors and are expected to present regular 'Work in Progress Reports' to the graduate research colloquium. Regular consultation with thesis advisers is required.

The department also accepts candidates for the Ph D degree.

Postgraduate students may select thesis topics from the following fields: minority groups and the sociology of migration, role theory, deviant behaviour, sociolinguistics, class stratification, urban sociology, sociology of education, sociology of religion, medical sociology, industrial sociology, sociology of law, organization theory and research methodology.

Further information about postgraduate studies may be obtained from Dr D.E. Edgar, the graduate studies adviser, department of sociology.

SPANISH

Spanish is the language of over twenty countries in the Old World and the New. It is one of the official languages of the United Nations. It is the second official language of UNESCO and the first of the Organization of American States. In its written form it is the vehicle of one of the world's richest literatures, which extends from the middle ages to the present day and includes such distinguished landmarks as the *Celestina*, *Don Quixote*, the drama of Lope and Calderon and, in our own age, the work of writers such as Lorca, Neruda, Borges and García Márquez. Many of the outstanding novels of the last 20 years have been written by Latin Americans in Spanish.

In all courses special emphasis is placed on the practical acquisition of the language in its spoken and written forms.

Students are encouraged to specialize in areas such as Latin American Studies, Romance Languages and Golden Age literature. They may also, in their later years, take up the study of Portuguese, a closely related language, spoken by more than one hundred million people in Europe, Africa, Asia and the Americas. Here our main interests tend to lie in the culture and contemporary Brazil although courses are available in the literature of Portugal from earliest to modern times.

Catalan, another of the Peninsular languages, is also offered to advanced students who may follow a course in language and literature which will take them from the Middle Ages to the present day.

Reference Books; All students of Spanish should possess an adequate dictionary, *Collins' English-Spanish, Spanish-English Dictionary* will suffice, at least in the introductory stages. *Pequeño Larousse Ilustrado* will be found a useful book of reference.

Written Work: Written exercises and essays will be prescribed in all Spanish courses. Students who fail to submit such work at the required time, or who fail to satisfy the department's standards, may be refused permission to sit for examinations at the end of the year.

SPANISH IA/IIX

This is a practical introduction to the Spanish language. In the first term a student will concentrate on acquiring a sound knowledge of the spoken language and will spend a considerable amount of his time in the language laboratory. During the remainder of the year he will be introduced to written Spanish through the study of work of representative authors. Free composition will be taught at this stage but no translation.

During the whole of the year formal instruction will be given on the origins

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and nature of Hispanic culture and particular emphasis will be laid on its manifestations in Latin America.

Prerequisite: None.

Class Requirements: Lectures — one a week for three terms. Laboratory hours (under supervision) — four a week for three terms. A student will be required to spend additional time in the laboratory working individually.

Prescribed Reading

Modern Language Association of America *Modern Spanish*, Harcourt, Brace and World 3rd edn, 1973

Reference Books

Michel, R.J. and López Sancho, L. *ABC de civilización hispánica*, Bordas, Paris 1962

Collins' English-Spanish, Spanish English Dictionary, Collins, Glasgow 1971

Toro y Gisbert, Miguel de, *Pequeno Larousse Ilustrado*, Larousse, Paris 1972

SPANISH IB

This course is open only to students who have a fair command of the Spanish language.

Students will be given an intensive course in practical Spanish and an introduction to contemporary Spanish and Latin American literature.

Prerequisite: A pass in Spanish at the Victorian higher school certificate examination or an approved equivalent.

Class Requirements: Lectures — one a week for three terms. Tutorials — one a week for three terms. Language laboratory and language tutorials — four hours a week for three terms.

Examination: Assessment by written and oral examination and year's work.

Prescribed Reading

PRACTICAL SPANISH

Espinosa, Aurelio M., Jr, Franklin, R.K. and Mueller, C.A. *Cultura Hispánica — Temas para hablar y escribir* Heath, Lexington, Mass. 1972

LATIN AMERICAN LITERATURE

Anerson, Imbert, E. and Florit, E. *Literatura hispanoamericana*, Holt, Rinehart and Winston, New York 1967 or later edn.

García Márquez, Gabriel *Los funerales de la Mama Grande*

Other texts may be indicated in class.

SECOND-YEAR SUBJECTS

All students at second-year level take part in a course in practical Spanish, Spanish IIA.

SPANISH IIA: Practical Spanish (Half Unit)

This course continues to emphasise performance in the skills of hearing, speaking, reading and writing. It also contains elements relating to grammar and to Hispanic life and culture. It is available as a half-unit to all suitably qualified students or as the compulsory element in a major or minor sequence.

Prerequisite: Spanish IA or IB.

Class Requirements: Supervised language laboratory sessions: four hours weekly for three terms. A student is required to spend additional time in the laboratory working individually. Written work will be set.

Assessment: On year's work and by written and oral examination.

Prescribed Texts

Lado, E. *et al. Galería Hispánica*, 2nd edn, McGraw-Hill, New York 1971

The following second-year courses are available in 1975. All are half-units.

SPANISH IIB: Latin American Literature

SPANISH IIC: Contemporary Spanish Literature

SPANISH IID: History of the Spanish Language

SPANISH IIE: Historia de la cultura

SPANISH IIF: Siglo de Oro (available to students who have passed IB)

SPANISH IIG: Spanish Theatre (practical)

Minor students take any one of these options in addition to IIA.

Majoring students take any three of these options in addition to IIA.

Class Requirements: One lecture and one tutorial weekly for three terms for each of the options.

Assessment: On the year's work. In exceptional circumstances a student may be permitted to take an examination.

Prescribed Reading: Available from the professor.

SPANISH IIG: Spanish Theatre – Practical (Half Unit, First Half-year)

Prerequisite: Spanish IA or IB.

Class Requirements: The study of two plays considered as live theatre. Classes will meet twice weekly for 13 weeks.

During the first part of each session different scenes from one of the plays will be discussed from a purely literary point of view, difficulties of language will be studied and an analysis will be made of the values and ideas presented by the text.

The second part will be devoted to the personal interpretation of parts from the point of view of director and actor and to the memorization of the text.

Finally, the group will give a public performance of the work.

Assessment:

(A) Attendance and participation in tutorials as in other subjects

(B) Presentation of two essays, one in general commentary (style, ideas, technique) on the work studied, the other an approach to the second play which will allow the student to apply the experience obtained in class-work on the first play.

Note: The ability of the student as an actor will not be taken into account as an important or decisive factor but rather his interest and involvement in class work as well as his preparation and participation.

THIRD-YEAR SUBJECTS

All students at third-year level take Spanish IIIA.

SPANISH IIIA (Full Unit)

This course is made up of three parts:

- (a) Practical Spanish
- (b) Hispanic life and culture
- (c) Spanish grammar

Prerequisite: Spanish IIA.

Class Requirements:

- (a) Supervised language laboratory sessions: Three hours weekly.
- (b) One class per week for first half of year.
- (c) One class per week for second half of year.

Assessment

- (a) On year's work and by written and oral examination
- (b) and (c) on year's work.

Prescribed Texts

- (a) *MLA Continuing Spanish I and II*, American Book Co., New York 1967
- (b) and (c) List available from the professor

The following third-year courses are available in 1975. All are full units:

SPANISH IIIB: Latin American Literature

SPANISH IIIC: Contemporary Spanish Literature

SPANISH IID: Siglo de Oro Literature

CATALAN III/IV (See Catalan)

PORTUGUESE III (See Portuguese)

Students may take Spanish IIIA or Spanish IIIA and one or two courses from this list.

Class Requirements: One lecture and one tutorial weekly each of the Spanish options. Four classes a week for Catalan and for Portuguese.

Assessment: On the year's work.

Prescribed Reading: Available from the professor.

FOURTH-YEAR SUBJECTS

Well-qualified students may be admitted to the honours school in their third-year. They follow the same courses as pass students but are given additional work.

Final (fourth-year) honours students take Spanish IVA and three topics to be selected in consultation with the professor. Topics available in 1975 will be in the area of Hispanic linguistics, Latin American literature, contemporary Spanish literature, Siglo de Oro literature.

SPANISH IV: Practical Spanish and Grammar

Class Requirements: Supervised laboratory sessions: two hours weekly.

Grammar class: one hour weekly.

Assessment: On year's work and by written and oral examination.

Prescribed Text

Ponce de León, José Luis S, *Arte de la conversación*, Harper and Row, New York

POSTGRADUATE STUDIES

An honours degree in Spanish will normally be the preliminary requirement for admission to postgraduate work though candidates with high qualifications in other disciplines and a good knowledge of Spanish may be considered. Certain candidates may be admitted to an MA preliminary course of one year's duration. This course will normally be identical with Spanish IV.

MA: Assessment will be by thesis.

PhD: Assessment will be by thesis.

Postgraduate students will be accepted in 1975 for postgraduate work in Hispanic linguistics, Latin American literature, Siglo de Oro literature, and contemporary Spanish literature.

APPENDIX A: ACADEMIC PROGRESS RULES

The results of a student who completes a pass or honours subject will be in four categories: A, B, C, and D. A: 80 to 100 per cent, B: 70 to 79 per cent, C: 60 to 69 per cent and D: 50 to 59 per cent. Less than 50 per cent, constitutes a failure.

Each year the progress committees of the Schools review the academic progress of students. A student whose progress has been considered unsatisfactory may be informed that should he again seek enrolment in a course or in a subject he will be required to show cause why such enrolment should be allowed. Alternatively he may be permitted to re-enrol but warned that subsequent failure to make satisfactory progress will mean automatic exclusion from that course or from that subject.

A student will not be allowed to continue his enrolment in any subject in which he is not making satisfactory progress. The final assessment of a student's progress may take into account his performance in tutorials, practical work, assignments and any other prescribed work.

A student who fails to meet the requirements established by the School as shown below may be considered not to have made satisfactory academic progress. In attempting to meet these requirements, a student will not normally be permitted to enrol for any subject more than twice.

SCHOOL OF HUMANITIES

All students enrolled in 1970 or before in the School of Humanities are subject to the following regulations:

- (a) a full-time student will normally be expected to obtain a work value of at least three units within two calendar years, or at least seven units within four calendar years, and to complete the requirements for his degree within six calendar years of his first effective enrolment;
- (b) a part-time student will normally be expected to obtain a work value of at least three units within three calendar years, or at least six units within six calendar years and to complete the requirements for his degree within nine calendar years of his first effective enrolment;
- (c) a full-time student must pass at least one unit in each year of his enrolment.

Students admitted from 1971-73 inclusive must progress at the rate set out in the following table; though these figures apply to students enrolled in the School of Humanities, students concurrently enrolled in the School of Education should expect their progress to be assessed at a similar rate.

Year of Enrolment	Cumulative Number of Units to be completed	
	Full-time	Part-time
first	1	0
second	3	2
third	5	3
fourth	7	4
fifth	8	5
sixth	9	6
seventh		7
eighth		8
ninth		9

Note

(1) Only units undertaken at La Trobe University or as approved complementary courses count in the assessment of academic progress.

(2) (a) A student who changes his enrolment from full-time to part-time as a part-time student must complete at least one unit a year successfully.

(b) A student who changes his enrolment from part-time to full-time must thereafter complete his degree within the time prescribed for a full-time student; the following table provides an example by showing the progress required for a student changing from part-time to full-time at the completion of his second year:

	Units
Minimum passes required in two years part-time	2
First year full-time (3rd year of enrolment)	1
Second year full-time (4th year of enrolment)	2
Third year full-time (5th year of enrolment)	2
Fourth year full-time (6th year of enrolment)	2

ACADEMIC PROGRESS RULES FROM 1974

(1) A full-time student will be expected to complete his degree within five calendar years of his first effective enrolment unless he has had approval from the Dean to defer his enrolment at any time during his course.

(2) Students admitted from 1974 onwards must progress at the rate set out in the following table; though these figures apply to students who enrol in the School of Humanities, students who enrol concurrently in the School of Education should expect their progress to be assessed at a similar rate.

Year of Enrolment	Cumulative Number of Units to be completed	
	Full-time	Part-time
first	2	1
second	3	2
third	5	3
fourth	7	4
fifth	9	5
sixth	—	6
seventh		7
eighth		8
ninth		9

In addition, a full-time student, and a part-time student will be required to pass *at least* one unit each year.

(3) Only units undertaken as Humanities students or as part of a Humanities course at La Trobe University or as approved complementary courses count in the assessment of academic progress.

(4) A student who changes his enrolment from full-time to part-time as a part-time student must complete at least one unit a year successfully thereafter.

(5) A student who changes his enrolment from part-time to full-time must thereafter complete his degree within the time prescribed for a full-time student; the following table provides an example by showing the progress required for a student changing from part-time to full-time at the completion of his second year:

	Units
Minimum passes required in two years part-time	2
First year full-time (3rd year of enrolment)	2
Second year full-time (4th year of enrolment)	2
Third year full-time (5th year of enrolment)	2
Fourth year (6th year of enrolment)	1

(6) In determining a student's progress *it is the number of units passed*, not the number of units failed that determines whether he should show cause as to why his re-enrolment should be permitted. Withdrawal from courses resulting in a student not meeting these progress requirements will result in the student being required to show cause as to why his re-enrolment should be permitted, whether or not the withdrawal is recorded as a failure.

(7) Students who are excluded may, unless otherwise determined, re-apply for admission at any time. However unless they improve on their qualifications and thereby academically rehabilitate themselves, they are unlikely to be readmitted. In special cases students may be excluded for a specified number of years, and be granted a reserved place subject to their fulfilling stated requirements for academic rehabilitation.

SCHOOL OF SOCIAL SCIENCES

The board of studies is responsible for reviewing the academic progress of students enrolled in the School and may delegate this responsibility to the academic progress committee of the School. The board ensures that students' progress in their study is in accordance with the requirements of the School whilst taking into account problems that arise and may impede their performance.

A student's requirement to progress at a required level varies as to whether he is enrolled as a full-time or part-time student. Normally a student's enrolment for the purpose of assessment of academic progress will be that in effect from the last approved date for variation of enrolment in the University.

A full-time student will be expected to complete his degree within five calendar years of his first effective enrolment unless he has had approval from the Dean to defer his enrolment at any time during his course. Similarly a part-time student will be expected to complete his degree within nine calendar years.

From 1974 onwards students must progress at the rate set out in the following table; though these figures apply to students who enrol in the School of Social Sciences, students who enrol concurrently in the School of Education should expect their progress to be assessed at a similar rate.

ACADEMIC PROGRESS

Cumulative Number of Units to be Completed.

Year of Enrolment	Full-time	Part-time
first	1½	1
second	3	2
third	5	3
fourth	7	4
fifth	9	5
sixth	—	6
seventh		7
eighth		8
ninth		9

A student whether full-time or part-time will be required to pass *at least* one unit each year.

A student who changes his enrolment from part-time to full-time must thereafter complete his degree within the time prescribed for a full-time student who has completed the same number of units; similarly a student who changes from full-time to part-time must complete his degree within

the time prescribed for a part-time student who has completed the same number of units.

In determining a student's progress *it is the number of units passed*, not the number of units failed that determines whether he should show cause as to why his re-enrolment should be permitted. Withdrawal from courses resulting in a student not meeting these progress requirements will result in the student being required to 'show cause' as to why his re-enrolment should be permitted, whether or not the withdrawal is recorded as a failure.

If a student fails any subject of his course the Board of Studies will define the number of units for which that student may enrol in the next year. In this regard a student may not except with the permission of the Board of Studies:

- (a) enrol in a second-year subject unless he has passed at least one and a half units of the first-year course and is currently enrolling for first year units, completion of which would entitle him to a pass in the first year of the course;
- (b) enrol in a third-year subject unless he has passed at least one and a half units of the second year course, and is currently enrolling in second year units, completion of which would entitle him to a pass in the second year of the course.

Number of first year units still to be passed	Maximum number of second year units to be taken concurrently
$\frac{1}{2}$	$2\frac{1}{2}$ *
1	2 *
$1\frac{1}{2}$	1 *
2, $2\frac{1}{2}$, 3	0

* A student who has obtained a 'c' grade pass or better in a full unit may be permitted to enrol in an additional half-unit.

Number of second-year units still to be passed	Maximum number of third-year units to be taken concurrently
$\frac{1}{2}$	3
1	$2\frac{1}{2}$ *
$1\frac{1}{2}$	$1\frac{1}{2}$
2, $2\frac{1}{2}$, 3	0

* A student who has obtained a 'c' grade pass or better in a full unit may be permitted to enrol in an additional half-unit.

A student may apply in writing to the Registrar for permission to increase his workload in any year providing his application is made prior to the last approved date for variation of enrolment.

APPENDIX B: TABLE OF SUBJECTS

SUBJECT	CODE NO.	UNIT VALUE	PREREQUISITE SUBJECTS
Art History I (i history of European art, ii methodology of art history, iii some theoretical aspects of art history)	700.10	1	Nil
Art History IIA/IIIA (development of Greek vase-painting from the 10th century BC, but the remains of monumental painting will also be discussed)	700.20	0.5	Art History I
Art History IIB (the classical tradition in European art – 5th to 19th centuries AD)	700.21	0.5	Art History I
Art History IIC/IIIC (French painting in the 19th century)	700.22/ 700.32	0.5	Art History I
Art History IID/IIID (major movements in 20th century painting)	700.23/ 700.33	0.5	Art History I. Art History IIC/IIIC for art- history majors only.
Art History IIE/IIIE (Greek sculpture)	700.24/ 700.34	0.5	Art History I
Art History IIF/IIIF (Renaissance in art in Italy and northern Europe)	700.25/ 700.35	0.5	Art History I
Art History IIIB (art in Rome C.1600-1650)	700.31	0.5	Any second year art history subject.
Art History IIIG (theory and method of art history)	700.36	0.5	Any second year art history subject.
Art History IIH (individual readings)	700.37	0.5	Any second year art history subject.
Behavioural Biology IT	571.10	1	Nil (to be taken concurrently with Psychology I)

Biology IB	570.11	1	For students enrolled in the School of Biological Sciences in chemistry and one of biology, physics, or a branch of mathematics at HSC level. For students enrolled in other Schools – chemistry at HSC level.
Catalan III/IV (the Spanish department offers a course in Catalan language and literature to students of French or Spanish in their third or fourth year).	861.30	1	Spanish IIA
Cinema Studies I (fundamental elements of film)	790.10	1	Nil
Economics I	330.10	1	Nil
Accounting I AC (accounting)	330.13	0.5	Can only be done concurrently with Economics I and Social Sciences IB/IC or a mathematics half unit. Social Sciences IA must then be taken as a half unit at second year.
Economics II MA (macroeconomic theory)	330.20	0.5	Economics I
Economics II MI (microeconomics)	331.23	0.5	Economics I
Economics II BD (business decision making) ⁷	330.28	0.5	Economics I
Economics II IE (industrial economics) ⁷	331.21	0.5	Economics I
Economics II IR (industrial relations) ³	330.24	0.5	Economics I
Economics II SC (economics and politics of social choice)	330.29	0.5	Economics I
Accounting II AC (accounting) ⁷	330.23	0.5	Economics I (Economics II MA and Economics II MI and Economics II ES or Econometrics IIME) ²
Accounting II EM (economics of management) ⁷	331.20	0.5	Economics I
Econometrics II ES (economic statistics)	330.21	0.5	Social Sciences IC ⁹ or first-year mathematics subject (incompatible subject Mathematical Statistics II)

SUBJECT	CODE NO.	UNIT VALUE	PREREQUISITE SUBJECTS
Econometrics II IM (introductory mathematics for economists)	330.27	0.5	Economics I (incompatible with any mathematics subjects)
Econometrics II ME (mathematical economics)	330.26	0.5	Either a first-year mathematics subject or Social Sciences IC or a good pass in Social Sciences IB.
Economic History IIEH ¹ (economic history)	330.22	0.5	Economics I
Economics III A (monetary economics and economic policy)	331.36	1	Economics II MA and Economics II MI (incompatible with Economics III MIH, Economics III MAH)
Economics III MAH (macroeconomic theory)	330.30	0.5	Economics II MA and Economics II MI (incompatible with Economics III A)
Economics III MIH (microeconomics)	331.33	0.5	Economics II MA and Economics II MI (incompatible with Economics III A)
Economics III CF (management of company finance)	331.39	0.5	Economics II MA and Economics II MI and <i>either accounting II AC or Economics II BD</i>
Economics III CS (comparative economic systems)	330.35	0.5	Economics II MA and Economics II MI
Economics III DS (case studies in development)	331.32	0.5	Economics III ED (incompatible subject Social Sciences III A)
Economics III ED (economic development)	330.32	0.5	Economics II MA and Economics II MI
Economics III HT (history of economic thought)	331.30	0.5	Economics II MA and Economics II MI
Economics III IL (inflation and the labour market)	330.34	0.5	Economics II MA and Economics II MI
Economics III LE (labour market Economics)	331.35	0.5	Economics II MA and Economics II MI
Economics III MM (financial management and marketing) ⁸	330.38	0.5	Economics II MA and Economics II MI and <i>either Accounting II AC or Economics II BD</i>

Accounting III CR (corporate reporting) ⁸	331.34	0.5	Economics II MA and Economics II MI and a C grade or better in Accounting II AC.
Econometrics III EK (econometrics)	330.36	0.5	Econometrics II ES or Econometrics II ME
Econometrics III ES (economic statistics)	330.31	0.5	Econometrics II IM
Econometrics III IE (industrial econometrics)	331.31	0.5	Econometrics II ES, Econometrics II ME or a mathematics subject.
Econometrics III ME (mathematical economics)	331.33	0.5	Economics II ES or Economics II ME or any mathematics subject (Economics III EK or Econometrics III OR or Mathematics III E) ²
Econometrics III OR (operations research)	330.39	0.5	Econometrics II ES or Econometrics II ME or any mathematics subject.
Economic History III EH (European economic history)	330.37	0.5	Economics II MA and Economics II MI
Economics IV AD (economic anthropology and development)	330.40	0.5	
Economics IV CF (corporate financial planning)	330.41	0.5	Economics III CF
Economics IV ED (economic development)	330.42	0.5	Economics III ED
Economics IV EH (advanced methods and problems in economic history)	330.43	0.5	
Economics IV EI (economics of institutions)	330.44	0.5	
Economics IV EK (econometrics)	330.45	0.5	Econometrics III EK or Econometrics III ME or Social Sciences III D
Economics IV HT (history of economic thought)	330.46	0.5	Economics III HT a useful preliminary.
Economics IV LE (directed studies in labour economics)	330.47	0.5	Economics III LE or equivalent.
Economics IV LT (location economics)	330.48	0.5	
Economics IV MA (macroeconomics and the theory of money)	330.49	0.5	Economics III MAH

SUBJECT	CODE NO.	UNIT VALUE	PREREQUISITE SUBJECTS
Economics IV ME (mathematical economics)	331.40	0.5	Econometrics III ME or Social Sciences III D or a course in differential equations would be of great advantage.
Economics IV MI (advanced microeconomics)	331.41	0.5	Economics III MIH
Economics IV MP (manpower planning)	331.42	0.5	
Economics IV PF (public finance)	331.43	0.5	
Economics IV QP (quantitative economic planning)	331.44	0.5	Econometrics III EK, or Econometrics III QR, or Econometrics III ME or Social Sciences III D
Economics IV RE (Regional Economics)	331.45	0.5	
Economics IV TG (Trade and Growth)	331.46	0.5	
Education II	370.20	1	Nil
Education III	370.30	1	Education II
Education IV	370.40	1	Education III
English I (Introduction to the study of poetry, drama, and the novel, and to the critical problems of literature).	820.10	1	Nil
English IIA (Elizabethan and Jacobean drama)	820.20	1	English I (may not be taken with both IIIA and IIIT)
English IIB (19th and 20th century poetry)	820.21	1	English I
English IIC (Fiction 1850-1950)	820.22	1	English I
English IIIA (Elizabethan and Jacobean drama)	820.30	1	A second-year English subject (may not be taken with both IIA and IIIT)
English IIIB (English poetry and prose: Milton to Wordsworth)	820.31	1	A second-year English subject.
English IIIC (from Jane Austen to George Eliot: mainly fiction)	820.32	1	A second-year English subject.

English IIID (poetry from Chaucer to the Metaphysicals)	820.33	1	A second-year English subject.
English IIIE (contemporary literature)	820.34	1	A second-year English subject.
English IIIF (Australian literature)	820.35	1	A second-year English subject.
English IIIG (American literature)	820.36	1	A second-year English subject.
English IIIT (tragedy--Greek, 17th century and modern drama)	821.38	1	A second-year English subject (may not be taken with both IIA and IIIA)
English IVA (critics and criticism)	820.40	1)	Satisfactory completion of third-year subjects including a course in dating and practical criticism by students admitted to honours School.
English IVB (17th century literature)	820.41	1)	
English IVC (18th century literature)	820.42	1)	
English IVD (19th century literature)	820.43	1)	
English IVE (modern literature)	820.44	1)	
English IVF (Australian literature)	820.45	1)	
English IVG (special author)	820.46	1)	
French I (French language, literature and civilization)	840.10	1	French in HSC examination or equivalent.
French IIA (French language, literature and history of ideas)	840.20	1	French I
French IIB (the French classical theatre)	840.21	0.5	French I and a pass or concurrent enrolment in French II
French IIIA (French language and literature)	840.30	1	French IIA
French IIIB (French Romanticism (poetry and theatre))	840.37	0.5	French IIA or a pass or current enrolment in French IIIA.
French IIIT (French literature of the 20th century)	840.38	0.5	French IIA and a pass or concurrent enrolment in French IIIA.
History IA (revolution in the 20th century world)	940.10	1	Nil
History IB (the French Revolution)	940.11	1	Nil
History IC (the expansion of Spain and Portugal)	940.12	1	Nil

SUBJECT	CODE NO.	UNIT VALUE	PREREQUISITE SUBJECTS
History ID (the Reformation and society in Europe, 1500-1648)	940.13	1	Nil
History IE (cultures in contact: Africa, the Pacific, Asia)	940.14	1	Nil
History IF (history of religions)	940.15	1	Nil
History IG (Great Britain and 'The New World', 1550-1815)	940.16	1	Nil
History IJ (Darwin and Darwinism)	940.18	1	Nil
History IIA (European ideas and society from the Renaissance to the Enlightenment)	940.20	1	Any first-year history subject
History IIB (continental Europe, 1840-1940)	940.21	1	Any first-year history subject.
History IIC (traditional India)	940.22	1	Any first-year history subject.
History IIE (aspects of the French Revolution, ideals and reactions)	940.24	0.5	Any first-year history subject.
History IIF (the United States to 1877)	940.25	1	Any first-year history subject.
History IIG (Colonial Australia)	940.26	0.5	Any first-year history subject.
History IIJ (Colonial Mexico)	940.28	1	Any first-year history subject.
History IIK (African history)	940.29	1	Any first-year history subject.
History IIL (19th century British History)	941.20	0.5	Any first-year history subject.
History IIM (Australia and the Wars)	941.21	0.5	Any first-year history subject.
History IIN (Chinese civilization)	941.22	0.5	Any first-year history subject.
History IIS (20th century Spain)	941.27	1	Any first-year history subject.
History IIV (Britain the 20th century)	942.20	1	Any first-year history subject.
History IIX (women's studies: women in history, with special reference to British society from the 18th to 20th centuries.	942.22	1	Any first-year history subject.

History-Sociology II (Brazil)	650.20	1	Any first-year history or sociology subject (if part of a sociology major a pass or concurrent enrolment in sociology IIA)
History IIIA (European ideas and society from the Renaissance to the Enlightenment)	940.30	1	Any second-year history subject.
History IIIB (Continental Europe 1840-1940)	940.31	1	Any second-year history subject.
History IIIC (Modern East Asia)	940.32	1	Any second-year history subject.
History IIID (USA 1877-1920)	940.33	0.5	Any second-year history subject.
History IIIE (USA since 1920)	940.34	0.5	Any second-year history subject.
History IIIF (Florence and the Italian Renaissance)	940.35	0.5	Any second-year history subject.
History IIIG (Colonial Australia)	940.36	1	Any second-year history subject.
History IIIH (reflective history, third year)	940.37	0.5	Any second-year history subject.
History IIIJ (aspects of modern Indian history)	940.38	1	Any second-year history subject.
History IIIK (African history)	940.39	1	Any second-year history subject.
History IIIN (individual readings)	941.32	0.5	Third-year history major.
History IIIO (Australian Labour history)	941.33	0.5	Any second-year history subject.
History IIIP (Pacific history)	941.34	1	Any second-year history subject.
History IIIQ (religious conscience and political obedience in 17th century France)	941.35	0.5	Any second-year history subject.
History IIIR (Aborigines in Australia since 1788)	941.36	0.5	Any second-year history subject.
History IIIS (popular political and religious ideologies of the English Revolution and after)	941.37	0.5	Any second-year history subject.
History IIIT (Victoria in the 1930's)	941.38	0.5	Any second-year history subject.
History IIIV (Britain in the 20th century)	941.39	1	Any second-year history subject.
History IIIW (war and modern society)	942.31	0.5	Any second-year history subject

SUBJECT	CODE NO.	UNIT VALUE	PREREQUISITE SUBJECTS
History IIIX (women's studies: women in history, with special reference to British society from the 18th to 20th centuries)	942.32	1	Any second-year history subject.
History IIY (Bourgeois society and its critics)	942.33	1	Any second-year history subject.
History IIIZ (revolution in Cuba and Bolivia)	942.34	1	Any second-year history subject.
History-Sociology III (modern Latin America)	650.30	1	History-Sociology II
Interdisciplinary Studies IIAN/IIIAN (anarchism)	001.20/ 001.30	0.5	Nil
Interdisciplinary Studies IICY/IIICY (cybernetics)	001.21/ 001.31	0.5	Nil
Interdisciplinary Studies IIFM/IIIFM (further Marxism)	001.25/ 001.35	0.5	IDS IIMX/IIIMX or its core course plus concurrent enrolment in another elective.
Interdisciplinary Studies IIMX/IIIMX (Marxism)	001.28/ 001.38		Nil
Interdisciplinary Studies IIRS (religious studies)	001.23		Any first-year unit in the School of Humanities or a first-year sociology unit.
Italian I (Italian language and literature)	850.10	1	Assumes HSC level in Italian.
Italian II (Italian language and literature)	840.20	1	Italian I
Legal Studies ILS (law in society)	340.10	1	Nil
Legal Studies ICL (the content of Criminal Law)	340.11	1	Nil
Legal Studies IICB/IIICB (the law and Criminal behaviour)	340.20/ 340.30	1	any legal studies 1 unit.
Legal Studies IILG/IIILG (the law and government officials)	340.21/ 340.31	1	any legal studies I unit.
Legal Studies IIEA/IIIEA (the law and economic activity)	340.22/ 340.32	1	any legal studies I unit.

Legal Studies IIIPA (legal framework of political activity)	341.30	0.5	any second-year legal studies unit
Legal Studies IIIPF (legal problems of federalism)	341.31	0.5	Legal Studies IIIPA
Legal Studies IIIPN (prisons and society)	341.32	0.5	completion of or enrolment in any first-year sociology unit, and completion of Legal Studies IILG or Legal Studies IICB
Legal Studies IIILA (sociology of law)	340.33	0.5	completion of or enrolment in Sociology IIA or Sociology IIB and any Legal Studies II unit
Legal Studies IIICE (legal controls of economic activity)	340.34	0.5	Legal Studies IIC
Legal Studies IIICJ (the Criminal Justice system)	340.35	0.5	any second-year legal studies unit
Legal Studies IIILP (law and the poor)	340.36	0.5	any second-year legal studies unit
Legal Studies III IR (law and industrial relations)	340.37	0.5	any second-year legal studies unit
Legal Studies IIILW (law and women)	340.38	0.5	any second-year legal studies unit
Legal Studies IIIFR (free reading)	340.39	0.5	satisfactory completion of a total of four units of legal studies
Linguistics II (aspects of linguistics)	821.20	0.5	Nil.
Linguistics IIIA (linguistic analysis)	821.30	0.5	Linguistics II desirable.
Linguistics IIIB (current issues in language theory)	821.31	0.5	Current enrolment, or a satisfactory pass in Linguistics II, in Linguistics IIIA or Philosophy IIPL/IIPL.
Linguistics IV	821.40		
Mathematics IA	512.10	1	Nil (incompatible with Mathematics IC, IE and IF)
Mathematics IB	512.11	1	Nil (incompatible with Mathematics IC, ID, IE and IF)
Mathematics IC	512.12	1	Nil (incompatible with Mathematics IA, IB, ID and IF)

SUBJECT	CODE NO.	UNIT VALUE	PREREQUISITE SUBJECTS
Mathematics ID ⁹	513.13	0.5	Concurrent enrolment with Mathematics IA (incompatible with Mathematics IB, IC, IE and IF)
Mathematics IE ⁹	513.14	0.5	Concurrent enrolment in Mathematics IC (incompatible with Mathematics IA, IB, ID and IF)
Mathematics IF ⁹	513.15	0.5	Nil (incompatible with Mathematics IA, IB, IC, ID and IE)
Pure Mathematics II	510.20	1	Mathematics IA
Applied Mathematics II	515.20	1	Mathematics IA
Mathematical Statistics II	519.20	1	Mathematics IA
General Mathematics II	512.20	1	Mathematics IA
Pure Mathematics III	510.30	1-1.5 ¹¹	Pure Mathematics II
Applied Mathematics III	515.30	1-1.5 ¹¹	Applied Mathematics II
Mathematical Statistics III	519.30	1-1.5 ¹¹	Mathematical Statistics II ¹²
General Mathematics III	512.30	1-1.5 ¹¹	A second-year mathematics subject
Computer Science III	520.30	1-1.5 ¹¹	Normally a second-year mathematics subject
Mathematics IIIE	513.34	0.5	Concurrent enrolment in Economics IIIA
Mathematics IIIF	513.35	1	Concurrent enrolment in Economics IIIA
Music IA (the art of listening to music)	780.10	1	Nil.
Music IB (music: materials and language)	780.11	1	Nil but knowledge of rudiments of music and performance ability will be tested.
Philosophy IA (human nature, rationale and morality)	100.10	1	Nil.
Philosophy IB (positive philosophy)	100.11	1	Nil.
Philosophy IC (problems of philosophy)	100.12	1	Nil.

Philosophy ID (contemporary analytical philosophy)	100.13	1	Nil.
Philosophy IIAC/IIIAc (philosophy of action)	100.24/ 100.34	0.5	Any first-year philosophy unit.
Philosophy IIAE/IIIAE (aesthetics)	100.25/ 100.35	0.5	Any first-year philosophy unit.
Philosophy IIEA/IIIEA (Ethics A)	101.23/ 101.33	0.5	Any first-year philosophy unit.
Philosophy IIEB /IIIEB (history of ethics)	101.24/ 101.34	0.5	Any first-year philosophy unit.
Philosophy IIER /IIIER (eastern religion and philosophy)	102.23/ 102.33	0.5	Any first-year philosophy unit.
Philosophy IIFA/IIIFA (Formal logic A)	100.20/ 100.30	0.5	Any first-year philosophy unit or two subjects from the Schools of Physical or Biological Sciences that have a total work-value of at least two units.
Philosophy IIFB/IIIFB (Formal logic B)	103.21/ 103.31	0.5	Philosophy IIFA/IIIFA
Philosophy IILA/IIILA (philosophical logic A)	103.22/ 103.32	0.5	Philosophy IIFA/IIIFA
Philosophy IIME (metaphysics)	102.21	0.5	Any first-year philosophy unit.
Philosophy IIMX/IIIMX (Marxism)	101.21/ 101.31	1	Any first-year philosophy unit.
Philosophy IIMP (comparative methods in philosophy)	103.24	0.5	Any first-year philosophy unit.
Philosophy IIPA/IIIPA (contemporary political philosophy)	104.21/ 104.31	0.5	Any first-year philosophy unit.

SUBJECT	CODE NO.	UNIT VALUE	PREREQUISITE SUBJECTS
Philosophy IIPB/IIIPB (history of political philosophy)	104.22/ 104.32	0.5	Any first-year philosophy unit.
Philosophy IIPE/IIPE (philosophy of education)	101.25/ 101.35	0.5	Any first-year philosophy unit.
Philosophy IIPL/IIPL (philosophy of language)	100.26/ 100.36	0.5	Any first-year philosophy unit.
Philosophy IIPM/IIIPM (philosophy of mathematics)	104.24/ 104.34	0.5	Philosophy IIFA/IIIFA and either a first-year mathematics unit, or Philosophy IIFB/IIIFB (Concurrent enrolment in the latter course is sufficient.)
Philosophy IIPP/IIIPP (philosophy of perception)	104.25/ 104.35	0.5	Any first-year philosophy unit.
Philosophy IIPR/IIIPR (philosophy of religion)	101.27/ 101.37	0.5	Any first-year philosophy unit.
Philosophy IIPS/IIIPS (philosophy of psychology)	101.20 101.30	0.5	Any first-year philosophy unit or any subject from the Schools of Social or Behavioural or Biological Sciences having a total work-value of at least two units.
Philosophy IIRR/IIIRR (rationalism and rationality)	101.28/ 101.38	0.5	Any first-year philosophy unit.
Philosophy IISA/IIISA (Philosophy of Science A)	100.21 100.31	0.5	Any first-year philosophy unit or any subject from the Schools of Physical or Biological Science with a total work-value of at least two units.
Philosophy IISPA/IIISPA (Social Philosophy A)	100.20/ 100.30	0.5	Any first-year philosophy unit.
Philosophy IISPB/IIISPB (Social Philosophy B)	101.22/ 101.32	0.5	Any first-year philosophy unit.

Philosophy IIIE M (epistemology and metaphysics)	103.20	1	Any second-year philosophy unit preferably one with an orientation towards logic, epistemology or metaphysics.
Philosophy IIIFC (metalogic)	103.33	0.5	Philosophy IIFA/IIIFA
Philosophy IIIFD (recursion and proof theory)	104.33	0.5	Philosophy IIFB/IIIFB or Philosophy IIIFC
Philosophy IIIFE (set theory)	102.35	0.5	Philosophy IIFA/IIIFA
Philosophy IIIFF (Lesniewskian Logic)	102.36	0.5	Philosophy IIFA/IIIFA
Philosophy IIIFG (modal logic)	102.37	0.5	Philosophy IIFA/IIIFA
Philosophy IIHA (Philosophy of History A)	102.38	0.5	One history and one philosophy unit at least one of which is at second-year level.
Philosophy IIHB (Philosophy of History B)	102.39	0.5	One history and one philosophy unit at least one of which is at second-year level.
Philosophy IIKA (Kant)	104.33	0.5	A second-year philosophy unit, preferably one with an orientation towards epistemology or metaphysics.
Philosophy IIISB (Philosophy of Science B)	100.39	0.5	Philosophy IISA/IIISA
Philosophy IIIZZ (free philosophical studies)	102.34	0.5	A third-year philosophy major.
Philosophy IV	100.40		
Politics I ⁴	320.10	1	Nil
Politics IIA (comparative democratic politics)	320.20	1	Politics I
Politics IIB (politics of Communist states)	320.21	1	Politics I
Politics IIC (IIIC) (Nazism in theory and practice)	320.22/ 320.32	0.5	Politics I
Politics IID (IIID) (comparative Western European politics)	320.23/ 320.33	0.5	Politics I
Politics IIE (IIIE) (social and political theory)	320.24/ 320.34	0.5	Politics I

SUBJECT	CODE NO.	UNIT VALUE	PREREQUISITE SUBJECTS
Politics IIF (international relations)	320.25	1	Politics I
Politics IIG (IIIG) (international communism)	320.26/ 320.36	0.5	Politics I
Politics III IR (theories of international relations)	320.39	0.5	Politics IIE or Politics IIF
Politics IIIPB (political behaviour)	320.38	1	Any second-year politics subject.
Politics IIIPM (policy making and bureaucracy)	320.35	1	Any second-year politics subject.
Politics IIIPS (political sociology)	320.37	1	Any second-year politics subject
Politics IIIUD	320.31		
Portuguese III (introduction to practical Portuguese)	861.31	1	Nil, but at least one Romance language is desirable.
Portuguese IV (the contents of this unit vary from year to year according to the special interests of staff available and to the capacities and requirements of students).	861.40	1	Satisfactory completion of third-year subjects.
Psychology I	150.10	1	Nil
Psychology II	150.21	1	Psychology I (and an approved biology I unit is recommended)
Psychology III	150.31	1	Psychology II
Psychology IV	150.40	—	Pass bachelor's degree with major in psychology
Social Sciences IA ⁵ (the origins of modern Industrial society)	300.10	0.5	Nil
Social Sciences IB (quantitative methods)	300.11	0.5	Nil.
Social Sciences IC (introduction to statistics)	300.12	0.5	Nil.
Social Sciences IIIA (development of Papua New Guinea) ⁴	300.30	1	Completion of the second year of the degree (except with the special approval of the lecturers concerned)

Social Sciences IIIC (sociological and economic theories of the firm)	300.32	1	Economics IIMA and Economics IIMI (except with the special approval of the lecturer concerned)
Social Sciences IIIE (Marxism) (Interdisciplinary Studies IIB)	300.34	1	Nil.
Sociology ICA	360.10	1	Nil
Sociology ICC	360.19	1	Nil
Sociology ICP	360.11	1	Nil
Sociology IDM	360.12	1	Nil
Sociology IGV	360.13	1	Nil
Sociology ILAC	360.14	1	Nil
Sociology IME	360.15	1	Nil
Sociology ISA	360.16	1	Nil
Sociology ISS	360.17	1	Nil
Sociology ITW	360.18	1	Nil
Sociology IIA	360.20	1	Any first-year sociology subject ⁶
Sociology IIB	360.21	1	Any first-year sociology subject ⁶
Sociology IIC	360.22	1	Any first-year sociology subject ⁶
Sociology IIMT (methodology)	360.23	0.5	Any first-year sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IIICL (religion and social change – Latin American cases)	361.26	0.5	Any subject considered part of the Latin American Studies sequence or Inter-disciplinary Studies II
Sociology IIAR (sociology of art)	362.24	0.5	Any first-year Sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)

SUBJECT	CODE NO.	UNIT VALUE	PREREQUISITE SUBJECTS
Sociology IIBP (biology of human populations)	360.24	0.5	Any first-year sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB PART I ²)
Sociology IICL (religion and social change – Latin American cases)	361.26	0.5	Sociology ILAC or Sociology ILAL or History-Sociology I (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IIDB (deviant behaviour)	360.25	0.5	Any first-year Sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IIED (sociology of education)	360.27	0.5	Any first-year Sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IIFA (sociology of the family)	360.28	0.5	Any first-year Sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IIJP (Japan, social development and contemporary problems)	361.28	0.5	Any first-year Sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IILA (sociology of law)	360.29	0.5	Any first-year Sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IIPL (political sociology)	362.26	0.5	Any first-year sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IIPN (prisons and society)	361.25	0.5	Any first-year sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)

Sociology IIPP (population and society)	362.27	0.5	Any first-year sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IISD (social demography)	362.21	0.5	Any first-year sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IISE (education and social inequality)	362.29	0.5	Any first-year sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IISL (sociology of language)	361.22	0.5	Any first-year sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IISP (sociology and planning)	361.23	0.5	Any first-year sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IITD (theories of development)	363.22	0.5	Any first-year sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IIUS (urban sociology)	361.24	0.5	Any first-year sociology subject ⁶ (Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I ²)
Sociology IIIA	360.30	1	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIIAH (introduction to social anthropology)	362.35	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIIAR (sociology of art)	362.34	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I

SUBJECT	CODE NO.	UNIT VALUE	PREREQUISITE SUBJECTS
Sociology IIIBP (biology of human populations)	360.34	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIICL (religion and social change – Latin American cases)	361.26	0.5	Any subject considered part of the Latin American Studies sequence or Interdisciplinary Studies II
Sociology IIIED (sociology of education)	360.37	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIIFA (sociology of the family)	360.38	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIJJP (Japan, social development and contemporary problems)	361.38	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIILA (sociology of law)	360.39	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIPL (political sociology)	362.36	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIIPN (prisons and society)	361.35	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIIPP (population and society)	362.37	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIISD (social demography)	361.31	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIISE (education and social inequality)	362.39	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIISL (sociology of language)	361.32	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIISP (sociology and planning)	362.33	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I

Sociology IIITD (theories of development)	363.32	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIUIS (urban sociology)	361.34	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIICM (A) (Australian community studies)	363.30	0.5	Sociology IICM
Sociology IIICM (B) (Australian community studies)	363.31	0.5	Sociology IIICM (A)
Sociology IIIFR (free reading)	361.39	0.5	Sociology IIA (Sociology IIA ²)
Sociology IIIGB (group behaviour)	361.37	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIIMS (medical and psychiatric sociology)	361.38	0.5	Sociology IIA or Sociology IIB or Sociology IIC or Sociology IIB Part I
Sociology IIIRM (advanced methods of sociological analysis)	360.33	0.5	Sociology IIIMT
History-Sociology II (Brazil)	650.20	1	Any first-year sociology or history subject
History-Sociology III (Latin America)	650.30	1	History-Sociology I or II, Sociology ILAC or Sociology ILAL
Spanish IA/II X	860.10	1	Nil
Spanish IB (practical Spanish and contemporary Spanish literature or Latin American literature)	860.11	1	Spanish at HSC or approved equivalent
Spanish IIA (practical Spanish)	860.20	0.5	Spanish IA or IB
Spanish IIB (Latin American literature)	860.21	0.5	Spanish IA or IB
Spanish IIC (contemporary Spanish Literature)	860.22	0.5	Spanish IA or IB
Spanish IID (history of the Spanish language)	860.23	0.5	Spanish IA or IB
Spanish IIE (Historia de la cultura)	860.24	0.5	Spanish IA or IB
Spanish IIF (Siglo de Oro)	860.25	0.5	Spanish IA or IB
Spanish IIG (Spanish theatre, practical)	860.26	0.5	Spanish IA or IB

SUBJECT	CODE NO.	UNIT VALUE	PREREQUISITE SUBJECTS
Spanish IIIA (practical Spanish, Hispanic life and culture, Spanish grammar)	860.30	1	Spanish IIA
Spanish IIIB (Latin American literature)	860.31	1	Spanish IIA
Spanish IIIC (contemporary Spanish literature)	860.32	1	Spanish IIA
Spanish IIID (Siglo de Oro Literature)	860.33	1	Spanish IIA
Spanish IV (practical Spanish and grammar)	860.40		Satisfactory completion of third-year subjects.

(1) This subject may be counted as a half unit in a history major subject to the approval of both departments: A student taking a history major may also combine one or two history half units with related sociology half units. If History/ Sociology I has been taken in the first year only one additional sociology half unit may be taken in this way later.

(2) Concurrent enrolment or previously completed.

(3) This subject may be counted as a half unit in a sociology major.

(4) This subject may be counted as a unit in a history major.

(5) This half unit must be taken with either Social Sciences IB or Social Sciences IC or a half unit in mathematics.

(6) Students enrolled in a first year unit before 1971 may count any first year subject in the School of Social Sciences as a prerequisite.

(7) No more than two of the following may be taken, Accounting IAC/IIAC, Economics IIBD, Accounting IIEM, Economics II IE.

(8) No more than two of the following may be taken: Economics IIICF, Economics IIIMM, Accounting IIICR.

(9) Applies in School of Social Sciences only. This subject is normally combined with Social Sciences IA in place of Social Sciences IB.

(10) Students who have taken Social Sciences IB are normally advised to take Economics IIH and then proceed to Economics IIIB.

(11) The unit value may be 1 or 1.5 depending on the components chosen.

(12) In addition Pure Mathematics II is strongly recommended.

(13) Students are advised that it would be preferable to take both of the preceding subjects.

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