

**La Trobe University
Calendar 1977
Volume 1**

**Course
Handbook**

Schools of
Behavioural Sciences
Economics
Education
Humanities
Social Sciences

**La Trobe University
Calendar 1977**

There are six volumes of the 1977 Calendar beginning with the Course Handbooks. Each volume is distributed on publication.

La Trobe University Calendar 1977 Volume 1,
*Course Handbook, Schools of Behavioural Sciences, Economics, Education,
Humanities, Social Sciences.*

Publication date – November 1976.

La Trobe University Calendar 1977 Volume 2,
*Course Handbook, Schools of Agriculture, Behavioural Sciences,
Biological Sciences, Physical Sciences.*

Publication date – November 1976.

La Trobe University Calendar 1977 Volume 3,
Information for Students

Publication date – December 1976.

La Trobe University Calendar 1977 Volume 4,
Statutes and Regulations

Publication date – March 1977.

La Trobe University Calendar 1977 Volume 5,
Tenth Annual Report of Council 1976

Publication date – April 1977.

La Trobe University Calendar 1977 Volume 6,
Research Report 1976

Publication date – September 1977.

Official Details

Enquiries

All enquiries should be directed to
The Registrar
La Trobe University
Bundoora
Victoria 3083
Australia
Telephone enquiries
(03) 478 3122

Term Dates 1977

First term: 14 March to 14 May
Second term: 6 June to 13 August
Third term: 5 September to 22 October

Examinations begin on 7 November
and conclude on 20 November 1977.

The one-year Diploma in Education course
commences on 7 March.

Note

Some departments may require students to take part in excursions or other out-of-term activities as part of courses offered.

Volume 3 of the Calendar, *Information for Students*, contains full details of all important dates, administrative requirements and general information of assistance to students.

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Armorial Bearings

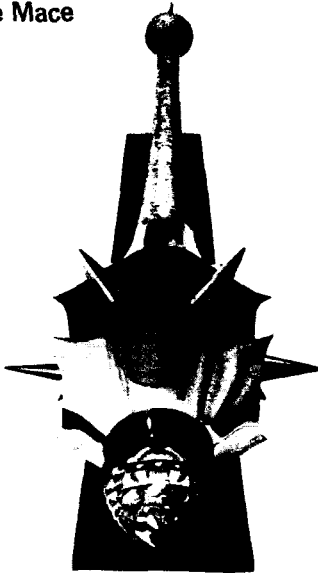


The official description of the University's armorial bearings is 'For the Arms, Argent, a chaplet of common heath proper tied azure and circling in chief a Book expanded also proper leathered Gules, over all on a fesse of the last three Escallops Silver, and for the Crest on a Wreath Argent and Gules 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.

The Mace



The Mace is a metal club traditionally carried to protect the Chancellor from his adversaries. Through the generosity of the late Lt. Col. A.G. Oldham, CBE, ED, La Trobe University was presented with its mace prior to the first graduation ceremony in December 1969. It was designed and created in London by Australian silversmith Stuart Devlin, designer of Australia's decimal currency.

D.M. Myers University Medal



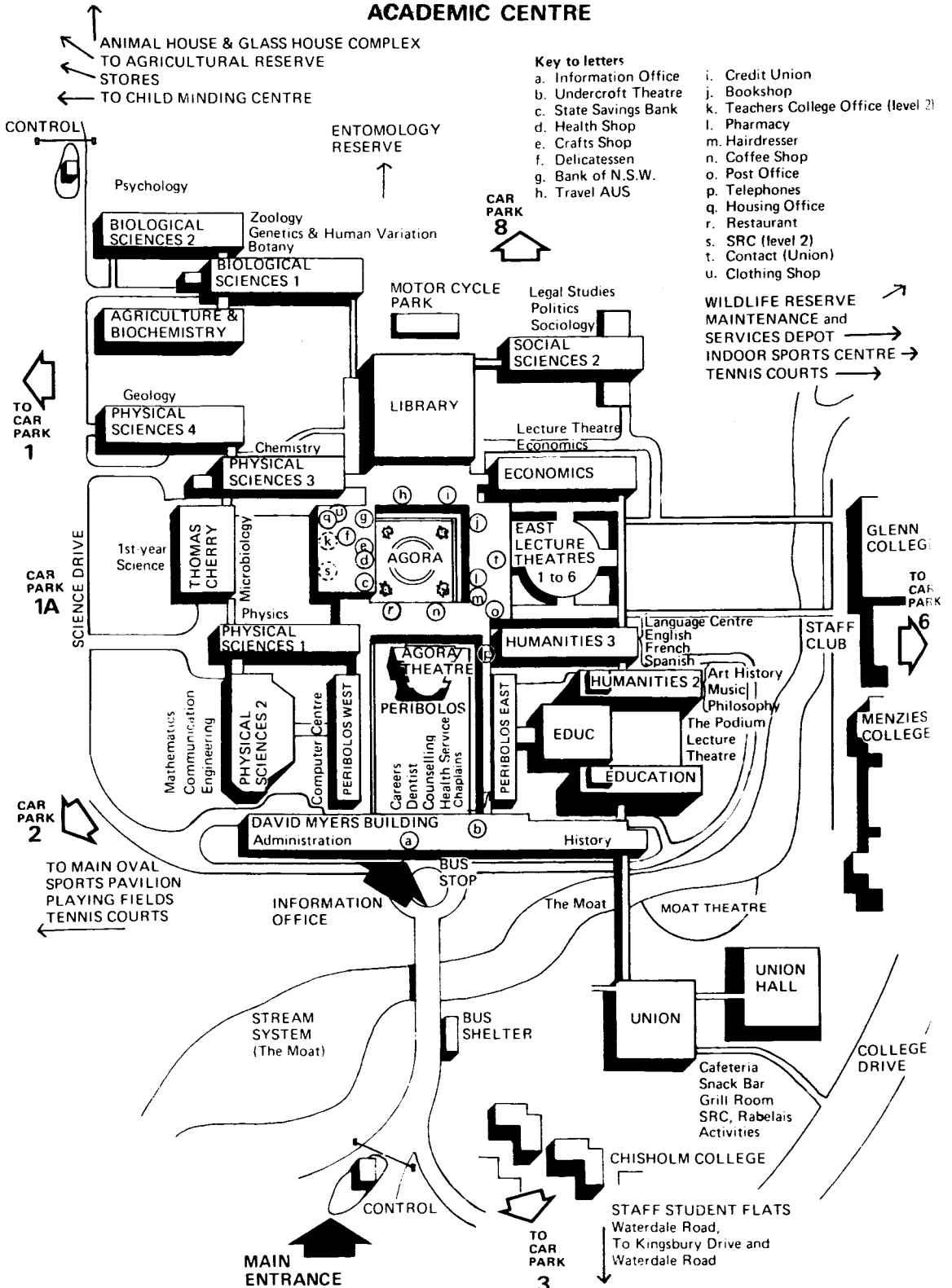
The D.M. Myers University Medal is awarded annually to the outstanding honours graduate in each School, if of sufficient merit.

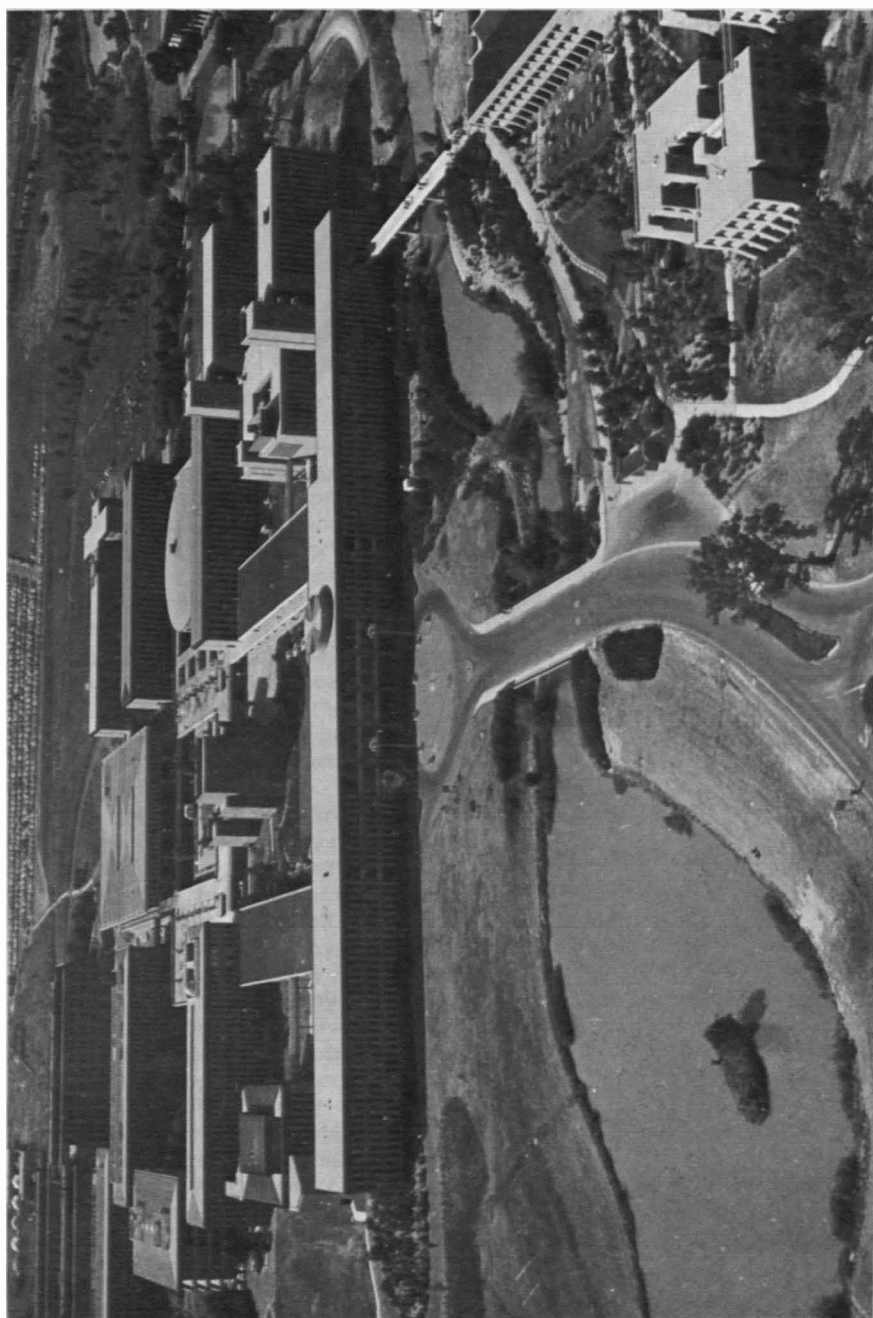
Cast in bronze from a design by the late Andor Mezaros, the medallion's theme is the origin of communication. A primaevial hero is shown clubbing a lion and in the background there is pictorial representation – the first hieroglyph – suggesting the beginning of writing.

Letters of different alphabets, hieroglyphs, cryptograms and signs form the rest of the background and illustrate the development of written communication. Myths and legends evolve – depicted in the two seated figures recalling the hero's deed.

Andor Mezaros came to Australia from Hungary in 1939. A medallionist and sculptor of international repute, his major works include the King George V Memorial Statue (Sydney, King George V Hospital) in marble, an altar piece in the Canterbury Cathedral, and the 1956 Olympic Medallion.

ACADEMIC CENTRE





La Trobe University 1976, looking north.

Principal Officers of the University 1977

The Visitor, His Excellency, the Hon. Sir Henry Winneke,
KCMG, OBE, K St J, QC.
Governor of Victoria.

The Chancellor
The Hon. Mr Justice Smithers

The Deputy Chancellor
Mr A.J. Gorman.

The Vice-Chancellor
Professor J.F. Scott.

The Acting Vice-Chancellor
Professor E.K. Braybrooke (January to July 1977).

The Vice-Chancellor
Professor J.F. Scott (from July 1977).

The Registrar
Mr D.D. Neilson.

The Business Manager
Mr R.C. Chrstie.

**Members of Council
as at 31 August 1976**

Term Expires

The Hon. Mr Justice Smithers <i>Chancellor</i> , elected by members of Council	31 December 1976
Mr A.J. Gorman <i>Deputy Chancellor</i> , appointed by the Governor in Council	18 December 1978
Dr D.M. Myers CMG <i>Vice-Chancellor, ex-officio</i>	
Mr P.R. Bain <i>President SRC, ex-officio</i>	
Mr J.J. Bayly, appointed by the Governor in Council	18 December 1978
Professor E.K. Braybrooke <i>Deputy Chairman of the Academic Board, ex-officio</i>	
Dr R.W. Cattrall, elected by the Academic Board	February 1977
Mr T.W. Cherrey, elected by students other than postgraduate students	18 June 1977
Professor B.S. Crittenden, elected by the Academic Board	5 August 1979
Dr J.M. Fitzgerald, elected by members of staff	5 October 1978
The Hon. J.W. Galbally, QC, MP, appointed by the Governor in Council	18 December 1978
Mr J. McK. Hilliard, appointed by the Governor in Council	18 December 1978
Mr G.W. Hutton, appointed by co-option under para 7(d) of the La Trobe University Act of 1964	18 December 1978
Miss P. Kennedy, appointed by co-option under para 7(d) of the La Trobe University Act of 1964	18 December 1978
Dr C.A. Lamp, elected by members of staff	5 October 1976
Mrs J.I. Marsh, appointed by co-option under para 7(d) of the La Trobe University Act of 1964	18 December 1978
Mr D.S. McCloskey, elected by students other than postgraduate students	5 July 1978
Mr J.D. Norgard, appointed by Governor in Council	18 December 1978
Dr G.C. O'Brien, elected by members of staff	5 October 1976
Mr W.G. Philip, appointed by co-option under para 7(d) of the La Trobe University Act of 1964	18 December 1976
Dr L.W. Shears <i>Director General of Education, ex-officio</i>	
Professor G. Singer, elected by the Academic Board	5 August 1978

Mrs C. Storey, appointed by the Governor in Council	18 December 1978
Mr D.J.G. Strang, appointed by co-option under para 7(d) of the La Trobe University Act of 1964	18 December 1978
Professor J.S. Turner, appointed by co-option under para 7(d) of the La Trobe University Act of 1964	18 December 1978
Mr R.M. Vale, MP, appointed by the Governor in Council	18 December 1978
Mr J.R. Whitecross, elected by members of staff	5 October 1978
Mr M.S. Whiting, MP, appointed by the Governor in Council	18 December 1978
Mr H.C. Williams, appointed by co-option under para 7(d) of the La Trobe University Act of 1964	18 December 1978
Mr K.G. Wilson, elected by postgraduate students	5 July 1978
Mr M.H. Winneke, appointed by the Governor in Council	18 December 1978

Academic Staff and Schools
as at 31 August 1976

School of Agriculture

Dean	Professor R.F.M. Van Steveninck
Professors	Reid, R.L. B Sc Agr (Syd), Ph D Camb., FRSE Van Steveninck, R.F.M. Candidaats, IR (Wageningen), Ph D (Lond)
Visiting Professor	Leggett, J.E. AB (Glennville State), MS, Ph D (Maryland)
Reader	Connor, D.J. B Agr Sc, Ph D (Melb)
Senior Lecturers	Cranwell, P.D. B Agr Sc (NZ), M Agr Sc (Massey) Foster, W.N.M. MA, D Phil (Oxf), BVM & S (Edin), 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), Ph D (NE) Willatt, S.T. B Sc (W Aust), M Sc (NSW)
Lecturers	Boston, R.C. M Sc, Ph D (Melb), MACS, AIEE Dumsday, R.G. B Agr Sc (Melb), Ph D (NE) Luke, R.J.K. B Agr Sc (Melb), Ph D (ANU) Uren, N.C. B Agr Sc, Ph D (Melb), Dip Ed (Monash)
Principal Tutor	Towns, Kristin M. B Agr Sc (Melb), M Agr Sc
Research Assistant	Maughan, Jackie P. B Agr Sc

School of Behavioural Sciences

Dean	Professor G. Singer
Psychology	
Professors	Over, R.F. BA Ph D (Syd), FASSA Singer, G. MA, Ph D (Syd), FAPsS
Visiting Fellow	Gordon, I.E. B Sc, Ph D (Exe)
Senior Lecturers	* Montgomery, R.B. BA (Syd), Ph D (Macq), MAPsS Ng, K.T. BA, Ph D (Syd), <i>Chairman</i>

Lecturers	Coleman, G.J. BA, Ph D (Syd) Cumming, G.D. B Sc (Monash), D Phil (Oxf), MAPsS Gibbs, Marie E. B Sc (Melb), Ph D (Monash) McKenzie, Beryl E. BA (Melb), Ph D (Monash) Oei, T.P.S. BA (Qu), M Psychol (NSW), MAPsS Prior, Mrs Margot R. B Mus, BA (Melb), M Sc, Ph D (Monash) Wallace, Meredith BA (Syd), Ph D (Macq)
Research Fellow	Coyle, I.R. BA (Syd), Ph D, MAPsS
Social Work	
Professor	Bisno, H. BA (Wis), MSW (Calif), ACSW, <i>Chairman</i>
Visiting Fellows	Plotnick, H.L. BSS (CCNY), MS, DSW (Col) Thompson, Faith BA (W Aust), Ph D (Monash), Dip SS (Melb)
Senior Lecturer	Pilcher, D.M. BS (Kansas State), MSW (Kansas), Ph D (Calif)
Lecturers	Frederico, Margarita M. DipSS BA (Melb), MSW (Smith Coll) Leckie, Lorna M. Dip SS, BA (Melb), Mental Health Cert. (LSE) Pilcher, Ann J. MA (Wis), MSW (Mass)

School of Biological Sciences

Dean	Professor B.A. Stone
Biochemistry	
Professor	Stone, B.A. B Sc (Melb), Ph D (Lond), <i>Chairman</i>
Senior Lecturers	Hoogenraad, N.J. B Agr Sc, Ph D (Melb) Polya, G.M. B Sc (Tas), Ph D (Flin) Scopes, R.K. BA, Ph D (Camb)
Lecturers	Fincher, G.B. B Agr Sc, Ph D (Melb) *Phillips, D.R. B Sc, Ph D (Adel), Dip T (ATC) Wettenhall, R.E.H. B Sc (Melb), Ph D (Monash)
Research Fellow	Howlett, G.J. B Sc, Ph D (Melb)
Botany	
Professor	Wardrop, A.B. M Sc (Tas), Ph D (Leeds), D Sc (Melb), FAA, <i>Chairman</i>
Senior Lecturers	Anderson, J.W. B Agr Sc, Ph D (Melb) Pallaghy, C.K. B Sc (Melb), Ph D (Tas) Parsons, R.F. B Sc (Adel), Ph D (Melb) Staff, I.A. M Sc, Dip Ed (Syd), Ph D (S III)
Lecturers	Keane, P.J. B Agr Sc (Adel), Ph D (PNG) Whiffin, T.P. MA (Camb), Ph D (Texas) Williamson, R.E. MA, Ph D (Camb) Woelkerling, W.J. M Sc (Wis), Ph D (Adel)
Genetics and Human Variation	
Professor	Parsons, P.A. B Agr Sc (Adel), M Sc (Melb), Ph D, Sc D (Camb); <i>Chairman</i>
Senior Lecturers	Hynes, M.J. B Agr Sc (Adel), Ph D (Flin) MacPhee, D.G. B Sc, Ph D (Edin) Westerman, M. B Sc, Ph D (Birm)

Lecturers	Bock, I.R. B Sc, Ph D (Qld) Fripp, Yvonne J. B Sc Agr (Syd), Ph D (Birm) Graves, Jennifer M. M Sc (Adel), Ph D (Calif) Hay, D.A. MA (Aberd), Ph D (Birm) McKenzie, J.A. B Sc, Ph D Mitchell, R.J. BA, Dip Anthropol, Ph D (Durh), M I Biol Murray, N.D. B Sc, Ph D (Syd)
Principal Tutor	†Rose, Astrid B Sc, Dip Ed (Melb), M Sc
Senior Demonstrator	McDonald, Janice B Sc (Monash)
Microbiology	
Professor	Waid, J.S. B Sc (Lond), B Sc, D Phil (Oxf), M I Biol, <i>Chairman</i>
Senior Lecturer	Roxon, J.J. M Sc, Ph D (Syd)
Lecturers	Macauley, B.J. M Sc (Melb), Ph D (Syd) May, J.T. B Sc, Ph D (Adel) Stanisich, Vilma A. M Sc (Melb), Ph D (Monash)
Zoology	
Professor	Thornton, I.W.B. B Sc, Ph D (Leeds), <i>Chairman</i>
Readers	Marshall, A.T. B Sc (Leeds), Ph D (HK), DIC Wright, A. B Sc, Ph D (Liv)
Senior Lecturers	Danthanarayana, W. B Sc (Ceyl), Ph D (Lond), DIC New, T.R. B Sc, Ph D (Lond), ARCS, DIC Rawlinson, P.A. B Sc (Melb) Woolley, Patricia A. B Sc (W Aust), Ph D (ANU)
Lecturers	Moiescu, D.G. B Sc (Bucharest), Ph D (Brist) Zann, R.A. B Sc, Dip Ed (NE), Ph D (Q'ld)
Research Fellow	Barnett, J.L. B Sc (Sheff), Ph D (Monash)
Senior Demonstrator	Chung, K.B. Ph D (HK)
School of Economics	
Dean	Professor F.G. Davidson
Professors	Burley, S.P. B Sc (Adel), MA (Prin), Ph D (Adel & Prin) Davidson, F.G. MA (Camb) Jones, E.L. BA (Nott), MA, D Phil (Oxf) Pattanaik, P.K. BA (Utkal) MA, Ph D (Delhi) Whitehead, D.H. MA (Oxf)
Reader	Csapo, L. MA, Ph D (Bud)
Visiting Fellow	Falkus, M.E. B Sc (Lond)
Senior Lecturers	Anderson, J.L. BA (NE) Burley, H.T. B Ec (Adel), MA, Ph D (Camb) *Hazari, B.R. MA (Delhi), AM, Ph D (Harv) Horrigan, W. MA (Wales) O'Brien, G.C. B Sc (Qld), M Sc (NE), Ph D (ANU) Schneider, M.P. BA (Adel), M Sc (Camb) Scorgie, M.E. B Com (Melb) Stent, W.R. B Agr Sc (Melb), DTA (ICTA), Dip Agric Econ (Oxf.) Thomas, K.D. BA (Adel), M Ec (Calif) Weston, Caryl R. B Com (Melb), B Juris, LLB, Ph D (Monash)

Lecturers	<p>Huynh, F.C.H. B Com (WA), M Ec (Monash), Ph D (Mich State)</p> <p>Kiefer, D.M. BS (Carnegie Tech), MA, Ph D (Mich)</p> <p>Kennedy, J.O.S. B Sc (Brist), Ph D (Lond)</p> <p>Langley, P.C. B Sc (Econ) (Hull), MA (Car)</p> <p>Marriott, J.F. M Ec (Monash)</p> <p>Sgro, P. B Ec</p> <p>Vishwakarma, K.P. B Eng (I I Sc), M Tech (I I T Kanpur), D Econ Sc (N E H Rotterdam)</p>
Principal Tutor	Wiltshire, Mrs Zaiga M Ec (Syd)
School of Education	
Dean	Professor B.S. Crittenden
Sub-Dean	Mr S. Oates
Centre for Comparative and International Studies in Education	
Professor	Fraser, S.E. B Com, B Ed (Melb), MA (Ed) (Stan), MA (Oxf), Ed D (Colorado), Ph D (Lond)
Reader	Lovegrove, M.N. BA (NZ), MA, Ph D (Auck), Dip T (ATC), ABPsS, MIAAP
Senior Lecturers	<p>Bessant, B. BA, M Ed (Melb), Ph D (Monash)</p> <p>*Price, R.F. B Sc, Ph D (Lond), M I Biol <i>Chairman</i></p> <p>Sheehan, B.A. B Com, B Ed (Melb), MA (Lond)</p>
Lecturers	<p>Burns, Robin J. BA (Syd), M Sc (Monash), Dip Ed</p> <p>Collins, K.A. B Ed (W. Aust.), MA (Alta), Ph D (Mich. State)</p> <p>Kelabora, L. BA, Dip Ed (Adel), M Ed (Monash)</p> <p>Newman, R.S. BA, M Sc, Ph D (Corn)</p> <p>Simkin, K.A. BA, B Ed (Melb), MA (Tor)</p>
Centre for the Study of Educational Communication and Media	
Senior Lecturers	<p>Edgar, Mrs Patricia M. BA, B Ed (Melb), MA (Stan), Ph D</p> <p>Newton, R.A.C. B Com (Melb), MA (Stan)</p>
Lecturers	<p>Bertrand, Mrs Ina W. BA, Dip Ed (Melb), Ph D</p> <p>Drummond, P.A. BA (Monash), ATTI (Dip-Mercer House)</p> <p>Mills, R.I. BA (Syd), MA (Adel), Ph D (Wis), <i>Chairman</i></p> <p>Peck, J.W. BA (Kalamazoo), MA, Ph D (Wis)</p> <p>Routt, W.D. AB, MA (Chic)</p> <p>Stern, Lesley F. BA (Lond)</p> <p>White, P.B. BA (Melb), MS, Ph D (Syr)</p>
Centre for the Study of Innovation in Education	
Reader	Turner, M.L. B Sc, B Ed (Melb), MA, Ed D (Calif)
Senior Lecturer	White, D.C. B Sc, M Ed (Melb), TPTC, <i>Chairman</i>
Lecturers	<p>††Szorenyi-Reischl, N.A. BA (Adel), MA (Melb)</p> <p>Wesson, Mrs Gwenneth L. BA, B Ed (Melb)</p>
Centre for the Study of Teaching and Human Interaction	
Reader	*Lett, W.R. BA, B Ed (Melb), Ph D (Calif), <i>Chairman</i>
Senior Lecturers	<p>Duckers, A. B Sc (Lond)</p> <p>Rado, Marta J. Ph D (Bud), Dip Ed (Melb)</p>

††Joint appointment with the department of philosophy.

Lecturers	Brown, A.J. BA, B Ed (Monash), TPTC Neville, B.W. MA (Adel), Ph D Williams, A.J. BA, B Ed (Melb), M Ed Wills, G. MA, Dip Psych (Melb), TSTC
Centre for the Study of Urban Education	
Professor	Goldman, R.J. BA (Manc), MA (Chic & Birm), Ph D (Birm), NFF DIP, FBP&S, <i>Chairman</i>
Senior Lecturers	Claydon, L.F. Dip Ed (Brist), MA (Brist & Lond) Toomey, D.M. BA(Manc), Dip Ed (Leeds), MA (Kent)
Lecturers	Danna, Jo J. BA (Hunter Coll), MA, Ph D (Col) Knight, A.T. B Sc, M Sc Ed, MA, Ph D (Oregon) Langford, P. B Sc (Lond), Ph D (Liv) Lewin-Poole, Mrs Sonia M. B Sc (Manc), M Sc (Lond) Moore, Helen M. BA (ANU), Dip Ed (Syd), MA (Lanc)
Centre for the Study of Curriculum and Teacher Education	
Professor	Crittenden, B.S. MA (Syd), Ph D (Ill), <i>Chairman</i>
Senior Lecturer	Oates, S. BA, B Ed (Melb), TPTC
Lecturers	Currin, C.B. BA (Calif), Ph D (Syr) Foster, Lois E. BA, M Ed (Syd), Litt B (NE), Ph D (Alta) Hodgson, C.P. B Sc, Dip Ed (Durh), M Sc (E. Anglia) Murison, Mrs D. Molly BA (Melb), Dip Ed (Oxf), M Ed (Monash) Stockley, D.M. BA, Dip T (Adel), Ph D (NSW)
School	
Lecturer	Rowley, G.L. B Sc, B Ed (Melb), MA, Ph D (Tor)
Principal Tutor	Marsh, Barbara B Sc (Melb)
School of Humanities	
Dean	Professor R.W. Thompson
Art History	
Professor	Tomory, P.A. MA (Edin), FAHA, <i>Chairman</i>
Senior Lecturer	Gaston, R.W. MA (Melb), Ph D (Lond)
Lecturers	Ellem, Mrs Lucy M. BA (Melb), MA M Phil (Yale) Haese, R.P.P. BA (Adel), Dip Art T (SA School of Art) Heckes, F.I. AB (Calif), MA (Indiana), MA (Mich) McPhee, I.D. BA (Syd), Ph D (Cinc)
English	
Professor	de Chickera, E.B. BA (Lond), B Litt (Oxf), <i>Chairman</i>
Readers	Barnes, R.J. MA (Melb), MA (Camb) French, A.L. MA, M Litt (Camb)
Senior Lecturers	Burns, G.J. MA (Melb) *Frost, Lucile BA (Wilson Coll Penn), MA, Ph D (Roch) Rawlinson, D.H. MA (Camb), AM (Stan) Wiltshire, J.A. BA (Camb)

Lecturers	<p>Blake, Mrs Ann MA, B Litt (Oxf) Clancy, L.J. BA (Melb), MA Dove, Mrs Mary MA, Ph D (Camb) Gardiner, N.B. BA (Hamilton Coll), MA (Ariz), Ph D (Lond) Hancock, Mrs Susan M. MA (NZ & (Oxf) Henry, G.B.M. BA (Melb), MA (Syd) Johnstone, R.A. BA (N'cle) Jones, D.G.H. MA (Camb) Richards, M.E.A. MA (Auck) Rodriguez, Mrs Judith C. BA (Q'ld, MA (Camb) Stanyon, C. BA (Keele) Topliss, I.E. BA (Monash), BA (Camb) Underhill, H.A. BA (Nott), Ph D (Kent) Watson, C.J. BA (Melb), Ph D (Br Col) Wightman, Mrs Jennifer A. MA (Adel) Williams, B.J. BA (W Aust), MA (Camb)</p>
Principal Tutor	Merli, Mrs Carol A. BA (Melb)
French	
Professor	* Forsyth, E.C. BA, Dip Ed (Adel), DU (Paris), FAHA, Officier des Palmes Academiques, <i>Chairman</i>
Senior Lecturer	Paradissis, A.G. BA (Lond), MA, Ph D (Melb), L en D (L'aurore, Shanghai)
Lecturers	<p>Bessiere, L. L es L, DES (Paris) Masterman, Lindis E. BA (Melb), DES (Paris) Pagliaro, A.D. MA (Melb) Schutte, Mrs Marie-France M es L (Paris)</p>
History	
Professors	<p>Gregory, J.S. MA (Melb), Ph D (Lond) Joyce, R.B. BA, LL B (Syd), M Litt (Camb), <i>Chairman</i> Salmond, J.A. MA (Otago), Ph D (Duke)</p>
Readers	<p>Mulligan, Lotte MA (Melb), Ph D (Adel) Phillipp, June M. MA, Ph D (Melb) Ward, A.D. MA (NZ), Ph D (ANU)</p>
Senior Lecturers	<p>Ahmad, Z. BA (Calc), BA (Lond), B Litt (Oxf) Barrett, J. BA (Adel), Ph D (ANU) Breen, W.J. BA (Melb), MA, Ph D (Duke) Disney, A.R. MA (Oxf), Dip Ed (Melb), MA, Ph D (Harv) Frost, A.J. MA (Q'ld), Ph D (Roch) Hirst, J.B. BA, Ph D (Adel) Isaac, R.L. BA (Cape T), MA (Oxf) Johanson, D.F.C. BA (Melb), MA (Oxf) Kent, Dale V. BA, Dip Ed (Melb), Ph D (Lond) Oram, N.D. MA (Oxf) Painter, J. L Th (Aust Coll), Dip RE (Melb Coll of Div), BD (Lond), Ph D (Durh) Phillips, W.W. BA (Adel), Ph D (ANU) Schultz, R.J. BA (Iowa), MA (Omaha), Ph D (ANU) Stremski, R. BS (Loyola), MS, Ph D (Wis) Tyrrell, A. MA (Edin & McM)</p>

Lecturers	<p>Barta, A.A. MA (Otago) Bull, P.J. BA (Adel), Ph D (Camb) Carr, B. MA, D Phil (Oxf) 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) Douglas, Bronwen P. BA (Adel), Ph D (ANU), Dip T (ATC) Dunning, T.P. MA, Ph D (Calif) Ellem, W. BA (NE), MA, M Phil (Yale) Ferrell, D. BA (Duke), MA (N Carolina), Ph D (ANU) Graham, J.K. BA, Dip Ed (Monash), MA (Wash) Hammerton, A.J. BA (Sir G Wms), Ph D (Br Col) Huish, D.J. BA (Camb), Ph D (ANU) Martell, W.H.T. MA (Adel), Dip Ed (Melb) Murray, W.J. BA (Adel), Ph D (ANU), Dip T (ATC) Niblo, S.R. BA (Colorado), MA, Ph D (N Ill) Potts, D.J.E. MA (Melb), B Ed, TPTC Richards, Mrs Judith MA (Auck) Rule, P.A. BA (Melb), Ph D (ANU) Siegelbaum, L.H. BA (Col), D Phil (Oxf) Spear, T.T. BA (Williams, Mass), MA, Ph D (Wis)</p>
Music	
Professor	Humble, L.K. Dip Mus (Melb), <i>Chairman</i>
Lecturers	<p>Hair, G. M Mus (Melb), Ph D (Sheff) Pressing, J.L. BS (Cal. Tech), Ph D (Calif)</p>
Principal Tutor	Sosnin, J.V. B App Sc (Electronics) (Melb)
Senior Tutors	<p>Burt, W.A. BA (SUNY, Albany), MA (Calif) Whiffin, L. Perf Dip (Melb), 5^{me} degre libre Piano (Paris, Ecole de Musique)</p>
Philosophy	
Professors	<p>Ellis, B.D. B Sc, BA (Adel), B Phil (Oxf), FAHA McCloskey, H.J. MA, Ph D (Melb), FAHA</p>
Visiting Professors	<p>Gasking, D.A.T. BA (Liv), MA (Camb. & Melb) Munro, D.H. MA (NZ)</p>
Senior Lecturers	<p>Hyslop, A. MA (Adel) Jackson, F.C. B Sc, BA (Melb), Ph D McCullagh, C.B. BA (Syd), MA, Ph D (Camb) *Mackie, Alwynne MA, Ph D (Melb), TSTC *Mitchell, Mrs Dorothy J. MA (Melb), B Phil (Oxf) Oakley, I.T. BA (Melb), B Phil (Oxf) Pargetter, R.J. B Sc, MA (Melb), Dip Ed (Monash) Pinkerton, R.J. SA (Syd), B Phil (Oxf) <i>Chairman</i> Richards, T.J. MA (Well), D Phil (Oxf), FRAS Singer, P.A.D. MA (Melb), B Phil (Oxf) Young, R.B. B Ec, BA (Syd), Ph D (Flin)</p>

Lecturers	Brady, R.T. B Sc (Syd), MA (NE), Ph D (St And) Brumerhurst, Mrs Maya MA (Tel Aviv) Cann, M.R. AUA, BA, B Mus (Adel) Farrell, R.J. B Sc (NSW), MA (Harv) Fox, J.F. BA (Melb) Giles-Peters, A.R. BA (Melb), MA Kesarcodi-Watson, I. BA (Melb), MA (McM) Kroy, M. MA (Hebrew), Ph D (Tel Aviv) Murphy, C.P. BA (Syd) Phillips, R.G. BA (Qld) ††Szorenyi-Reischl, N.A. BA (Adel), MA (Melb) Thompson, Janna L. BA (Minn), B Phil (Oxf), Dip Ed (Monash) *Von Thun, M. BA, Ph D (Syd)
Principal Tutor	Fox, R.A. LLB, MA (Melb)
Spanish	
Professor	Thompson, R.W. MA (Dub), <i>Chairman</i>
Lecturers	Rodriguez, F. L en L (Caldas), Dip en Lit Hispano-Americano (Caro Y Cuervo) Scarfe, F.H.B. MA (Oxf.), Dip Estud Hisp (Salamanca))
Principal Tutor	Sangiau, J.M. BU (Valladolid)

School of Physical Sciences

Dean	Professor B.A. Mond
Communication Engineering	
Professor	Hooper, D.E. BEE, ME (Melb), <i>Chairman</i>
Senior Lecturers	Badcock, J. McR. BE, M Eng Sc (Melb), Ph D, Dip Ed (Monash) Murphy, J.V. BE, BA (Melb)
Inorganic and Analytical Chemistry	
Professor	Magee, R.J. M Sc (Belf), Ph D, D Sc (Edin), C Chem, FICI, FRIC, FRSH, FRACI, <i>Chairman</i>
Senior Lecturers	Cardwell, T.J. B Sc, Ph D (Belf), C Chem, ARACI, MRIC Cattrall, R.W. B Sc, Ph D (Adel), FRACI O'Connor, M.J. B Sc (Adel), Ph D (Monash), FRACI
Lecturers	Grant, M.W. MA, Ph D (Camb), ARACI *Hill, J.O. B Sc, Ph D (Lond), C Chem, ARACI, MRIC Wedd, A.G. B Sc, Ph D (Tas), ARACI
Research Fellow	James, B.D. B Sc, Ph D (Sheff), C Chem, MRIC, ARACI
Principal Demonstrator	Tariq, S.A. M Sc (Panjab I), Ph D (S'Ton), ARACI
Organic Chemistry	
Professor	Topsom, R.D. M Sc (NZ), Ph D (Lond), FRIC, FRACI, FNZIC, <i>Chairman</i>
Reader	Deady, L.W. M Sc, Ph D (Cant), MNZIC
Senior Lecturers	Davis, M. BA, Ph D (Camb), FRACI Ternai, B. B Sc, DCE (Bud), M Sc (Melb), Ph D (E. Anglia), ARACI
Lecturers	Brownlee, R.T.C. BA (Camb), M Sc, Ph D (E. Anglia), ARACI *Broxton, T.J. B Sc, Ph D (W Aust) Reiss, J.A. B Sc, Ph D (Adel), ARACI

†† Joint appointment with the School of Education.

Senior Demonstrator	Rowe, J.E. B Sc (Adel), Ph D (Alta), ARACI
Senior Research Asst	Pirzada, N.H. M Sc (Punj), Ph D
Physical Chemistry Professor	Morrison, J.D. Ph D, D Sc (Glas), FAA, FRACI, <i>Chairman</i>
Senior Lecturers	Arthur, N.L. B Sc, Ph D (Adel), ARACI Mackay, Maureen F. B Sc (Syd), Ph D (Melb), ARACI Peel, J.B. B Sc, B Ed (Melb), Ph D (Monash), ARACI
Senior Research Fellow	Smith, J.F. M Sc, ARMIT
Lecturers	Christie, J.R. B Sc, Ph D (ANU) Derrick, P.J. B Sc, Ph D (Lond), C Chem, MRIC, ARACI Nyberg, G.L. B Sc (W Aust), Ph D (Camb)
Research Fellow	Traeger, J.C. B Sc (Melb), Ph D
Research Assistant	Stepan, S. B Sc, B Ec
Geology Professor	White, A.J.R. B Sc (Adel), Ph D (Lond), <i>Chairman</i>
Lecturers	Gray, C.M. B Sc (Adel), Ph D (ANU) Kwak, T.A.P. M Sc (Br Col), Ph D (McM) Nesbitt, H.W. B Sc (Carl), Ph D (Johns H)
Applied Mathematics Professor	Eliezer, C.J. MA, Ph D (Camb), M Sc, D Sc (Lond), Bar-at-Law (Middle Temple), FIMA
Senior Lecturers	Andrew, A.L. M Sc (NZ), M Sc (ANU), Ph D 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, FIP ††Woodhouse, D. MA, D Phil (Oxf), M Sc (E Af), Dip Ed, MLMS, MACS
Lecturer	Robinson, I.G.A. B Sc, Ph D (Melb)
Mathematical Statistics Professor	Brockwell, P.J. BEE, MA (Melb), Ph D (ANU), <i>Chairman</i>
Senior Lecturers	Basawa, I.V. MA (Karn), Ph D (Sheff) Becker, N.G. M Sc (Melb), Ph D (Sheff) Brown, B.M. M Sc (Melb), Ph D (Purdue) *Staudte, R.G. BA, B Sc (Brown), M Sc, Ph D (III)
Lecturer	Scott, D.J. BA, Ph D (ANU)
Pure Mathematics Professor	Mond, B.A. BA (Yeshiva), MA (Bucknell), Ph D (Cinc), <i>Chairman</i>
Reader	Morris, S.A. B Sc (Qld), Ph D (Flin)
Senior Lecturers	Elton, G.C. M Sc (Well), Ph D (ANU) Jones, A.R. MA, Ph D (Melb) Pearson, K.R. BA, Ph D (Melb) ††Woodhouse, D. MA, D Phil (Oxf), M Sc (E Af), Dip Ed, MLMS, MACS

††Joint appointments with the Departments of Pure Mathematics and Applied Mathematics respectively.

Lecturers Davey, B.A. M Sc (Monash), Ph D (Manit)
 Davis, G.E. B Sc, Ph D (Monash)
Lecturers Gray, A.R. BA (Monash), Ph D
 Stacey, P.J. MA (Camb), M Sc, D Phil (Oxf)
 Strantzen, J.B. B Sc (Melb)

Division of Theoretical and Space Physics

Professor Cole, K.D. Dip Ed, M Sc, D Sc (Qld), FAIP, FIP, *Chairman*

Senior Lecturers Butcher, E.C. B Sc, Ph D (Exe)
 Dyson, P.L. B Sc, Ph D (Melb)
 Essex, Elizabeth A. B Sc, Ph D (NE), MAIP, MIP
 Kalotas, T.M. M Sc (NSW), D Phil (Sus)
 McLaughlin, I.L. B Sc, Ph D (Adel), Dip Ed (Monash)

Division of Electron Physics

Professor Davies, D.E. B Sc, Ph D (Wales), FIP, FAIP, *Chairman*

Readers Jenkin, J.G. B Sc (Adel), Ph D (ANU), MAIP
 Leckey, R.C.G. B Sc, Ph D (Belf), FIP
 Liesegang, J. B Sc (Qld), D Phil (Oxf), FAIP

Senior Lecturers Lee, A.R. B Sc (HK), Ph D (Lond)
 Riley, J.D. B Sc, B Eng (Syd), D Phil (Oxf)

Lecturer Miller, R.B. B Sc, Ph D (NE)

School of Social Sciences

Dean Professor E.K. Braybrooke

Legal Studies

Professor Braybrooke, E.K. LL.M (NZ & Col), Barrister and Solicitor of the Supreme Courts of NZ and WA.

Senior Lecturers Bayne, P.J. LLB (Melb), JD (Chic), *Chairman*, Barrister and Solicitor of the Supreme Courts of Papua New Guinea and Victoria and of the High Court of Australia.
 Bentil, J.K. LLB LL.M B Sc Econ, M Phil (Lond), Barrister at Law of the Lincoln's Inn, Advocate and Solicitor of the Supreme Court of Ghana.

††*Fitzgerald, J.M. LLB (Melb), LL.M, MA, Ph D (Northwestern)

Lecturers Douglas, R.N. BA, LLB (Melb), M Phil (Yale)
 Hart, G.E. BA, LLB (Qld), LL.M (Lond), Barrister of the Supreme Court of Queensland
 Petersen, Kerry, A. LLB (Melb), Barrister and Solicitor of the Supreme Court of Victoria,
 Sallmann, P.A. LLB (Melb), MSAJ (American), Barrister and Solicitor of the Supreme Court of Victoria.
 Willis, J.E. BA, LLB, Dip Ed (Melb), Barrister and Solicitor of the Supreme Court of Victoria.

Senior Tutor Hardie, Mrs Sybil B. LLB, Dip Criminol (Melb), Barrister and Solicitor of the Supreme Court of Victoria.

††Joint appointment with the Department of Sociology.

Politics

Professors

Martin, R.M. MA (NZ), Ph D (ANU)
Rydon, C. Joan BA, Dip Ed (Syd), Ph D (Melb)
Wolfsohn, H.A. BA (Melb)

Senior Lecturers

Glezer, L. BA (Melb)
Miller, J. MA (Camb)
Plehwé, R. BA, LLB (Tas), MA, Ph D (Duke), *Chairman*

Lecturers

Camilleri, J. BA (Melb), MA (Monash), Ph D (Lond)
*Chiddick, J.P. MA, B Phil (Oxf), M Sc (Lond)
Jacobs, J.B. AB, MA, Ph D (Col)
James, M.H. BA, Ph D (Durh)
McIntyre, A.P. BA, (Syd), MA (Yale)
Manne, R. BA (Melb), B Phil (Oxf)
Polis, T. BA (Melb)
Schehtman, J. BA (Jerusalem)

Sociology

Professors

Clark, A.W. MA (Melb), Ph D (NSW), *Chairman*
Veliz, C. B Sc (Flor), Ph D (Lond)

Reader

Edgar, D.E. BA, M Ed (Melb), Ph D (Stan)

Senior Lecturers

Arnason, J.P. D Phil (Prague), D Phil (Frankfurt/Main), D Habil (Bielefeld)
Balmer, C.J. BA (Tas), Ed D (Flor)
Carroll, J.B. BA (Melb), MA, Ph D (Camb)
*Cubbon, H.A. MA (Camb), Ph D (Melb)
Dempsey, K.C. BA (Syd), Dip Ed, Ph D (NE)
†† *Fitzgerald, J.M. LLB (Melb), LLM, MA, Ph D (Northwestern)
Hickman, D.C. BA, B Ed (Melb), Ph D (ANU)
Ireland, R.H. BA (Melb), PhD (Harv)
Mulligan, D.C. MA (NZ), Ph D (Lond)
Pelz, W. BA (Lond), Ph D (Brist)
Rose, G. MA (Oxf), MA (Camb)
Scutte, H. Dip I Handelslehrer (Cologne), Dr Sc Pol (Kiel)
Sugimoto, Y. BA (Kyoto), Ph D (Pitt)
Trahair, R.C.S. BA, Ph D (Melb)

Lecturers

Bailey, J.P. B Sc (Lond), M Sc (Bath), Ph D (Sur)
Donaldson, Beryl A. BA, B Ed (Melb), MA (Tor)
Goldlust, J. MA (Melb)
Harvey, Mrs Susan D. BA (W Aust), Dip Soc Stud (Syd), MA (ANU)
Kitaoji, H. BA (Internat. Christian, Tokyo), MA (Texas), Ph D (ANU)
Otto, Mrs Rosemarie BA, Dip SS (Melb)
Richards, Mrs Marilyn G. BA (Adel), MA
Richmond, Mrs Katy BA (Melb), MA (ANU)
*Ternowetsky, G.W. BA (Winn), MA (Calg)
Wearing, Rosemary J. BA (Adel), MA, Ph D (Ill)
White, Mrs Naomi Rosh BA (Melb), MA, Ph D (Syr)

††Joint appointment with the department of legal studies.

*On leave for part of 1977, please contact the department for details.

Resident Fellow**Professor**

Trendall, A.D. AC, CMG, MA, Litt D (Camb & NZ), Hon Litt D (Melb & ANU), Hon D Litt (Adel & Syd), FSA, FBA, FAHA

Senior Library Staff**Chief Librarian**

Borchardt, D.H. MA (NZ), Dip NZ Lib Sch, ALA (UK), FLAA

Readers Services**Associate Librarian**

McKinlay, J.W. BA (Tas), ALAA

Senior Reference**Librarian**

Choate, C.R. BA (Wyoming), MS (Col), ALAA

Reference Librarian

Hyslop, Margot J. BA (Melb), ALAA

Lending Librarian

Quinn, E.G. BA, Dip Lib (Belf), ALAA

Reader Education**Librarian**

Dash, Mrs Ursula M. BA (Melb), Dip Lib (NSW), ALAA

Selection**Senior Librarian**

Horacek, J.I. BA (University Coll, Lond), ALAA

Serials**Librarian-in-charge**

Longley, Pamela R. BA (Tas), ALAA

Documents Librarian

Miller, Ann E. BA (Melb), Dip Lib (NSW)

Systems**Librarian****Technical Services****Associate Librarian**

Stecher, G. BA (Melb), BLS (McG), ALAA

Senior Librarian**Librarians**

Hoffmann, Mrs Helen K. BA (Melb), ALAA

Trier, Pamela R. BA (Melb), ALAA

Senior Administrative and College Staff**Vice-Chancellor**

Myers, D.M. CMG, B Sc, BE, D Sc Eng (Syd), FIEE, FIE (Aust), F Inst P (to 31 December 1976)

Acting Vice-Chancellor

Braybrooke, E.K. LLM (NZ & Coll), Barrister and Solicitor of the Supreme Courts of NZ and WA. (January to July 1977)

Registrar

Neilson, D.D. B Ec (Syd)

Head, Division of**Academic Services**

Griffith, D.A.C. TD, B Sc (Eng) (Lond), AFAIM

Head, Division of Staff**and Information****Services**

Tolhurst, N.M. BA

Head, Division of**Student Affairs**

Kellock, M.D. M Surv (Qld)

Business Manager	Christie, R.C. BE (Civil), B Com (Melb)
Deputy Business Manager	Smith, J.M. B Com (Melb), AASA, ACIS
Deputy Business Manager (Physical Planning)	Russell, T.C.C. ARIBA, FRAIA
Chisholm College Head	Morrison, Professor J.D. Ph D, D Sc (Glas), FRACI, FAA
Bursar Glenn College	McVeity, M.C. AMIREE, AFAIM
President	Oates, S. BA, B Ed (Melb), TPTC
Secretary Menzies College	Bodey, N.H.
Chairman	Collins, K.G. B Ed (W Aust), MA (Alta), Ph D (Mich State)
Manager	Gibbs, C.M.
Computer Centre Director	Edwards, J.A. BA (Keele)
Language Centre Director	Hooke, R.L.G. BA (Melb), MA (Essex)
University Advisory Services	
Health Service	
Physician-in-charge	Semmens, K. MB, BS (Melb), DTM & H (Lond)
Counselling Service	
Director	Bailey, C.F. B Ec (Syd), Dip Psych (Melb)
Careers Advisory Service	
Advisor	Waterhouse, J.L. B Com (Melb)

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Part II School of Behavioural Sciences

The School of Behavioural Sciences was founded in 1973 and consists of the departments of genetics, psychology, sociology and zoology. In addition the School includes the department of social work, which accepts graduates for training for the degree of Bachelor of Social Work, and plans are under consideration for the establishment of further departments at the senior undergraduate and postgraduate level.

A clinic has been established in the psychology department to provide teaching and research facilities in clinical psychology; these are normally available for honours and graduate students in the School of Behavioural Sciences. A course in clinical psychology is available to graduates of this and other universities to enable them to obtain registration as professional psychologists.

Degree Structure Including Psychology

Students enrolled in the School of Behavioural Sciences

The School of Behavioural Sciences offers a course leading to a Bachelor of Behavioural Science (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 for these subjects as 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.

The pass degree comprises nine units and is subject to the following requirements:

- (1) students must take a sequence of three psychology units, at least one biology unit and at least one unit of sociology or an approved alternative;
- (2) not more than four units may be 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 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. In 1977, approved alternatives to Sociology I will be politics and legal studies.

Second year level students may enrol in the units of Physiology and Nutrition II which provides a general introduction to the principles of mammalian physiology and nutrition. The course includes consideration of biological control systems, co-ordinated body functions and important aspects of human nutrition.

Students wishing to continue their studies at later year levels in aspects of Biology relevant to the study of behaviour may enrol in the half-unit of Sociobiology II/III or the full unit of Man and Environment II.

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

First year: Psychology I, Man and Environment I, Biology IB, Sociology I

Second year: Psychology II, Genetics II, Man and Environment II, Physiology and Nutrition, Sociology II, Sociobiology II/III, Zoology II

Third year: Psychology III, Genetics III, Sociology III, Sociobiology II/III, Zoology III

Students enrolled in other Schools

Students enrolled in Schools other than Behavioural Sciences should 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 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 Man and Environment I, which is a first 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 a biology unit. Thus, taking this biology subject as part of the first-year course complements the studies in psychology.

Pattern of courses possible with B B Sc

Year	Major Subject	Minor Subject	Third Subject	
1	Psychology I	Sociology I	Man and Environment I	
2	Psychology II	Sociology II	Man and Environment II	
3	Psychology III	Sociology III (1½ units)	Sociobiology II/III (½ unit)	
Year	Major Subject	Minor Subject	Third Subject	Fourth Subject
1	Psychology I	Biology IB	Sociology I	Maths I
2	Psychology II	Zoology II	Physiology and Nutrition II	—
3	Psychology III	Zoology III	—	—

While both a 3.3.3 and a 4.3.2 pattern are acceptable, students enrolled for the B B Sc degree are strongly advised to take a 4.3.2 pattern for the best distribution of work.

Concurrent Courses in Education

After the completion of first year of a course leading to a bachelor's degree, it was normal for students to apply to take a concurrent course which enabled them to qualify for the bachelor's degree and the Diploma in Education after four years of full-time study.

However from 1977 it is likely that the concurrent course will be phased out by not offering Education II. Education III and Education IV would then be phased out in 1978 and 1979 respectively. Therefore students wishing to enter a course leading to the Diploma in Education after they have qualified for their degree will be required to apply to the Victorian Universities Admissions Committee during the last year of their degree course.

B B Sc (Honours) and Higher Degrees

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

Details of the psychology courses offered in 1977 are shown in the disciplines section of this handbook.

Bachelor of Social Work (BSW)

The Department of Social Work offers a professional course of study in social work leading to the degree of Bachelor of Social Work. The course will prepare students to practise in a wide range of social work roles including direct service, administration and social policy and planning. Study areas will include the social welfare institution, social-personal systems, the development of the profession, social policies and programs, social work practice methodologies, research-statistics, laboratory work and field instruction. At present it is necessary for entrants to possess a degree requiring at least three years of full time study at a university, or other tertiary qualifications deemed to be the equivalent, and which desirably contains, as a minimum, four units of Psychology and Sociology: at least two of which should be in Psychology. It is important that the study in Psychology should include segments in developmental, abnormal, social psychology and research methodology. Studies in Economics, Legal Studies or Politics are also very useful and will be recognised as an alternative to a second unit of sociology. Applicants will also be interviewed.

In view of the possibility of the introduction of certain changes in the Social Work program, consideration may be given to admitting applicants whose qualifications do not meet these prerequisites. Enquiries relating to special admission should be referred to the Chairman of the Department of Social Work.

Regardless of the academic basis of entry to the course, applicants will be required to present for an interview, provide references and demonstrate personal skills appropriate to the profession.

Professional Training in Clinical Psychology

The Department of Psychology offers a course of specifically professional training in clinical psychology which will lead to a postgraduate diploma in clinical psychology. The aim of the course is to prepare students to practise in a range of professional fields as a therapist, consultant and community psychologist.

Clinical Psychology

Entrants to the course must possess a degree in psychology which must be considered the equivalent of the B B Sc course currently offered by the School of Behavioural Sciences. Applicants will also be assessed for clinical aptitude.

The course includes training and seminars in behavioural psychotherapy with adults and children, organizational and community psychology, supervised casework and field placements. The minimum full-time candidature will normally be six terms and the maximum twelve terms.

As only a small number of places will be available in 1977, all enquiries should be directed to the Department of Psychology, telephone 479 2150.

Part III School of Economics

The Bachelor of Economics

The School of Economics which will be established on 1 January 1977 will offer courses leading, at both pass and honours level, to the award of the degree of Bachelor of Economics.

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. Stipulations as to the time allowed for completion of full-time or part-time degrees are set out in Part IX: Academic Progress Rules. The 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.

The maximum total work-value normally permitted at any level is three units or their equivalent in half-units. In 1977 all courses offered in the economics department will be in the form of half-units, the majority taken on a semester basis in either the first or second year. The first semester for 1977 (including the normal university vacations) will run from 14 March to 2 July; the second from 18 July to 22 October. In second and third years, not more than four half-units or their equivalent may be taken in any one semester. Course variations are permitted, for the semester-based half-units, only in the first two weeks of the respective semester. Special arrangements will, however, be made for a student to vary his enrolment from Economics IIIMIH to Economics IIIMI and from Economics IIIMAH to Economics IIIMA after the end of the statutory two-weeks period.

Completion of a subject requires satisfactory performance at the examination as well as attendance at lectures and tutorials and completion of exercises as required. If a student has not complied with the requirements for any subject, he may be refused admission to the examination in that subject. A student is considered to have failed a course if he withdraws from a half-unit either after the ninth week of the respective semester or when 60 per cent or more of the work on which assessment is based has been completed (if the student had failed on this 60 per cent or more).

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.

Advisers of Studies

The School has appointed academic advisers of studies whose approval is required before a student's proposed course is accepted at enrolment or re-enrolment and who are also available throughout the year to advise students on problems which may arise concerning their course structure. The following advisers may be contacted through the dean's office:

First year: Dr D.M. Kiefer, Mr J. Marriott, Mr J.L. Anderson

Later years: Dr H.T. Burley, Mr F. Wynn, Mr P.M. Sgro

Choice of Subject

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 IMI, IMA, History IAU, CC, EA, FR, HR, ML, NW, RF, SH, SP; Legal Studies LC, PL, Mathematics IA, IC; Philosophy I, Politics I, Social Sciences IA/IB, Social Sciences IA/IC, Social Sciences IA/Mathematics ID, Sociology 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 IMI and Economics IMA (two half-units). He must also take Social Sciences IA/IB or Social Sciences IA/IC 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 ID. However, Mathematics ID may only be taken if Mathematics IA is taken as the third first year level subject. Social Sciences IB presupposes no mathematical knowledge, Social Sciences IC presupposes an ability to cope with at least Leaving standards mathematics, and Mathematics ID presupposes a good result in any HSC Mathematics subject.

It should be noted that 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. Further, to proceed to the second year unit in any discipline, students must have passed a unit in that discipline at the first-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 which may be selected from the range of second-year half-units which are available in economics must normally be a 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 IIBD, Economics IIEI, Economics IIE.

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 and neither Economics IIMI nor Economics IIMA may be done concurrently with either Economics IMA or Economics IMI.

Third Year

In third year a student must take third-year economics subjects to a work value of at least two units, which must include either the half-unit subjects Economics IIMI and Economics IIMA (pass core half-units) or Economics IIMAH and Economics IIMIH (honours core half-units). 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).

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 and neither Economics IIMA and Economics IIMAH nor Economics IIMI and Economics IIMIH may be done concurrently with either Economics IIMA or Economics IMI without special permission from the Dean. Prerequisites and corequisites for the subjects offered in third year are indicated in the economics and other departmental entries.

To give an idea of the alternatives open in the B Ec program three examples are given below:

- (1) for students wishing to follow a non-specialised pass degree,
- (2) for students wishing to specialise in accounting, and
- (3) for those wishing to specialise in econometrics and mathematical economics.

Bachelor of Economics

Below are some alternative degree programs, to indicate the wide range of options open. Subjects with an asterisk are core half units.

Economics	Economics (with Accounting)	Economics (with Econometrics)
First Year		
*Introductory Microeconomics	*Introductory Microeconomics	*Introductory Microeconomics
*Introductory Macroeconomics	*Introductory Macroeconomics	*Introductory Macroeconomics
Origins of Modern Industrial Society	Accounting	Origins of Modern Industrial Society+
Quantitative Methods + 1 other full unit	Introduction to Statistics + 1 other full unit	1½ Mathematics units
Second Year		
*Microeconomics	*Microeconomics	*Microeconomics
*Macroeconomics	*Macroeconomics	*Macroeconomics
Mathematics for Economists	Corporate Reporting	Mathematical Economics
Economic History	Economics of Management	Economic Statistics
Business Decision Making	Economic Statistics	+ 1 Mathematics unit
Industrial Economics	Origins of Modern Industrial Society	

Third Year

*Microeconomics	*Microeconomics	*Microeconomics
*Macroeconomics	*Macroeconomics	*Macroeconomics
Economic Development	Management of	Econometrics
Inflation and the	Company Finance	Industrial Econometrics
Labour Market	Accounting Theory	Mathematical Economics
Management of	Corporate Reporting	
Company Finance	Labour Market	
History of Economic	Economics	
Thought		

*core half unit.

Bachelor of Economics, Diploma in Education

After the completion of first year of a course leading to a degree of Bachelor of Economics, it was normal for students to apply to take a concurrent course which enabled them to qualify for the degree of Bachelor of Economics and the Diploma in Education after four years of full-time study.

However from 1977 it is likely that the concurrent course will be phased out by not offering Education II. Education III and Education IV would then be phased out in 1978 and 1979 respectively. Therefore students wishing to enter a course leading to the Diploma in Education after they have qualified for their degree will be required to apply to the Victorian Universities Admissions Committee during the last year of their degree course.

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 second year, if he is not taking Econometrics IIME, an intending honours student is generally advised to take Economics IISC. In third year the student must take Economics IIIMIH and Economics IIIMAH instead of Economics IIIMI and Economics IIIMA. Students who decide to do honours after completing Economics IIIMI and Economics IIIMA will be required to do Economics IIIMIH and Economics IIIMAH as part of the fourth-year program.

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 obtained 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.
1½ 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,
½ 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 ½ point per half-unit. Social Sciences IA and its accompanying half-unit; 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

Four economics units are taken in the honours program. Some mathematics subjects can count as economic subjects if the student wishes. The equivalent of a fifth unit is made up by a long essay (of approximately 8,000 words) on an economic subject chosen by the student. Students are normally expected to finish the essay by the September of their honours year. In 1977 units available are:

Economic Theory I (Selected Topics in Economic Theory), Economic Theory II (Classical and modern non-neo-classical theories), Economic Principles and Policy, Econometric Models and Stabilization, Economic History, Economic Development, Financial Management Economics, Mathematical Economics, Applied Economics.

Of these units, the first three form the core group; each student must take at least one.

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 IV School of Education

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 1977 it is planned to work in four or five 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 the Registrar's department, La Trobe University, Bundoora 3973, telephone 478 3122.

The closing date for applications is Friday 26 November 1976. A late fee of \$10.00 must accompany all applications received after the closing date. Late applications which do not include a late fee will not be accepted. No applications will be accepted after 5.00 pm on Friday 3 December, 1976.

Course Commencement

The one-year course will commence on Monday 7 March, 1977.

Primary Teaching

Some places are available in the one-year Dip Ed course for students who wish to become primary teachers. These students take 'primary method' instead of specific secondary methods and their school experience will take place in primary schools rather than in secondary schools.

Details of Courses

Information meetings on campus are normally held early in term three for prospective applicants. Such meetings are widely advertised and at this time, details of the courses will be issued.

Teaching Practice

The requirement for all Diploma in Education courses is a minimum of 45 days in the schools.

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.

In addition to course requirements, students will be required to maintain records of work in schools.

Part-time Students

A number of places are available for part-time students. 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.

Application forms are available from the School of Education and are returnable to the Victorian Universities Admissions Committee, 11 Queens Road Melbourne. The closing date for applications is set out under the one-year course.

Concurrent courses

The School of Education proposes to terminate its concurrent Dip Ed program. From 1977, Education II may not be offered. Education III and Education IV may be phased out as students at present enrolled complete the program.

Education III**Electives:**

chosen from groups with psychological, sociological, philosophical or comparative bases. One elective each half-year. 1½ hour tutorial per week.

Theory and Practice of Education:

method A, normally first half-year; method B, normally second half-year. 1½ hour tutorial per week.

Practical Experience:

15 days in schools teaching two periods per day.

Education IV**Electives and Project Work:**

normally first half-year, one elective, 1½ hour tutorial per week; normally second half-year, one project, 1½ hour seminar per week.

Theory and Practice of Education:

method A, normally first half year; Method B, normally second half year. 1½ hour tutorial per week.

Practical Experience:

15 days in schools teaching three periods per day.

Options

Opportunities will be available for students to follow voluntary options in which they are interested, e.g. film, drama, music, etc.

Course Commencement

Education III and Education IV will commence at 9.30 am on Monday 14 March, 1977.

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

The first year has an equal, three-way division between practicum, foundations of counselling theory, and counselling and education (B Ed units). In addition, one half day a week will be spent in institutional visits for first and second terms. The second year involves an internship of students in selected placements and one 3-hour internship-discussion group a week. 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 in two years (full time) and in the form stated in the Course Description (above). Of the 15 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 Registrar's department, 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 26 November. 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 7 March 1977. Course timetabling will be concentrated on Wednesday, Thursday and Friday of each week in the academic year.

Deferment, Withdrawal and Variation Procedure

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

*Course Outline (full time)***Year One: Study Area**

	Counselling Theory	Group Process Lab.	Counselling and Education	Field Work (Non-Graded)
Term 1	Cnslg. Theory 1 Theoretical foundations of counselling.	Group Process Lab. 1 Counsellor skills training and theory application.	A sequence of three units to be taken from those offering in the B Ed course and which are considered relevant to counsellor training.	Inspection of institutions in which counselling is carried out and in which special interest areas exist, e.g. psychological assessment, special education, alcoholism . . . Terms 2 and 3.
Term 2	Cnslg. Theory 2 Student paper presentation.	Group Process Lab. 2 Theory and practice of group processes and video taping of counselling skills.		
Term 3	Cnslg. Theory 3 Symposia into professional issues for the counsellor.	Group Process Lab. 3 Theory and practice of counselling in educational settings.		

Year Two: Study Area

	Practice Seminar	Internship (Non-Graded)
Term 1	Professional Prac. Seminar 1. Case studies. Research method.	Placement in three different counselling contexts one and a half days per week, changing each term.
Term 2	Professional Prac. Seminar 2. Case studies and study of institutions. Research method.	
Term 3	Professional Prac. Seminar 3. Case studies. Preparation of research report.	

*Course Outline (part time)***Study Areas:****Year One**

Counselling Theory	Group Process Lab.
Counselling Theory 1 Theoretical foundations of counselling.	Group Process Lab. 1. Counsellor skills training and theory application.
Counselling Theory 2 Student paper presentation	Group Process Lab. 2 Theory and practice of group processes and videotaping of counselling skills

Counselling Theory 3 Symposia into professional issues for the counsellor	Group Process Lab. 3 Theory and practice of counselling in educational settings
Year Two	
Counselling and Education A sequence of three units to be taken from those offering in the B Ed course and which are considered relevant to counsellor training.	Field Work (non-graded) Inspection of institutions in which counselling is carried out and in which special interest areas exist, e.g. psychological assessment, special education, alcoholism. Terms 2 and 3
Year Three	
Practice Seminar Professional Practice Seminar 1. Case studies. Research method, Professional Practice Seminar 2. Case studies and study of institutions. Research method. Professional Practice Seminar 3. Case studies. Preparation of research report.	Internship (non-graded) Placement in three different counselling contexts one and a half days per week, changing each term.
Refer to Table of Subjects at the end of this Handbook for abbreviated titles and codes.	

Course Content

Counselling Theory 1 and 2:

Year one (three hours/week, first and second terms)

The aim of this course is to provide the students with an overview of the theoretical foundations of counselling and with the opportunity of exploring in greater depth, areas of special interest to themselves.

Areas to be covered:

History and philosophical foundations of counselling
 Freud's contribution to counselling theory
 Third-force psychologists : Maslow, Ego psychologists, existentialists
 The theory of C.R. Rogers
 The theory of C.B. Truax and R.R. Carkhuff
 Behaviourist theory
 Rational-cognitive theorists
 The sociological perspective for counsellors
 Working concepts in relation to counselling in schools
 Areas of special interest to the student

Prescribed Reading

Berger, P. *Invitation to Sociology*, Doubleday 1963.
 Bugental, J.F.T. *Challenges of Humanistic Psychology*, McGraw-Hill 1967.
 Cicourel, A.V. and Kitsuse, J.I. *The Educational Decision Makers*, Bobbs Merrill
 1963.

Corsini, R. *Current Psychotherapies*, Peacock 1973.
Lett, W. *Counselling for What*, Angus and Robertson 1973.

Preliminary Reading

Bergin, A.E. and Garfield, S.L. *Handbook of Psychotherapy and Behaviour Change*, Wiley 1971.
Brenner, C. *An Elementary Textbook of Psychoanalysis*, Doubleday Anchor 1955.
Carkhuff, R.R. *The Development of Human Resources*, Holt, Rinehart and Winston 1967.
Ellis, A. *Reason and Emotion in Psychotherapy*, Lyle Stewart 1962.
Glasser, W. *Reality Therapy*, Harper and Row 1975.
Lazarus, A. *Behaviour Therapy and Beyond*, McGraw-Hill 1971.
Lett, W.R. *I'm A Problem at School*, Angus and Robertson 1973.
Maslow, A. *Toward a Psychology of Being*, Van Nostrand 1962.
Pearson, G. *The Deviant Imagination*, Macmillan 1975.
Rogers, C.R. *Client-Centred Therapy*, Houghton Mifflin 1951.
Stone, I. *Passions of the Mind*, Corgi 1971.
Thompson, K. and Tunstall, J. *Sociological Perspectives*, Penguin 1971.

Counselling Theory 3:

Year One (three hours/week, third term)

The aim of this course is twofold: (a) symposium for professional issues in counselling; (b) exploration of theory construction with special attention being given to the emerging theoretical models of the students.

Areas to be covered:

Adolescent counselling and the contributions of developmental psychology
Individual testing; Remediations and giftedness
Counselling in the urban setting
Mental health, its status as a construct
Systems of psychopathology
Vocational appraisal
The development of a workable theoretical model

Preliminary Reading

Adams, J.F. *Counselling and Guidance: A Summary View*, Macmillan 1965.
Blocher, A. *Developmental Counselling*, Ronald Pr. 1968.
Goldman, A. *Using Tests in Counselling*, Appleton Century Crofts 1965.
Szasz, T.S. *The Myth of Mental Illness*, Hoeber-Harper 1961.

Group Process Laboratory

(one day/week, terms 1, 2 and 3)

First term

Morning session (9.30-12.30)

A skills training program of 9 weeks' duration will be undertaken into counselling practice, with the aid of video review.

Afternoon session (1.30-4.30)

A simulation program will encourage the experimental exploration of issues which arise in the immediately preceding theory program.

Second Term

Morning session (9.30-12.30)

The group process laboratory will examine the theory and practice of group process ranging from task-oriented group work to so called "open encounter".

Afternoon session (1.30-4.30)

Students will be expected to produce a videotape recording of their counselling skills, and to enter into analysis of the tapes with staff and fellow students.

Third term

The role of the school counsellor will be examined from a variety of points of view and through didactic teaching and simulations.

Prescribed Reading

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

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

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

Preliminary Reading

Adams, J.F. *Counselling and Guidance: A Summary View*, Macmillan 1965.

Bern, E. *Principles of Group Treatment*, Oxford Univ. Pr. 1968.

Bion, W.R. *Experiences in Groups*, Tavistock 1961.

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 1969.

Recommended Reading

Lieberman, M., Yalom, I. and Miles, M. *Encounter Groups: First Facts*, Basic Books 1973.

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

Counselling and Education

Year One (three hours/week)

The students are 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, creative education, etc.

Field Work

Year one (three hours/week, terms two and three)

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.

Practice Seminars

Professional Practice Seminars 1, 2 and 3, Year Two
(three hours/week)

The primary focus will be upon turning theory into practice. Case studies are to be discussed in the seminars and these are to be concerned with institutions as well as individual clients. The reading lists for Counselling Theory in year one are again relevant. These seminars will also be used in preparation for the students' research projects.

Research Project

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 style appropriate to particular aspects of counselling.

A short thesis or an essay will be required. Total length, 6,000-10,000 words. The thesis will need to be 'empirical' in the broadest sense of the term and involve: (1) identifying an area for investigation, (2) developing a methodology, (3) making observations, (4) drawing conclusions, (5) reporting.

Research Setting

It is expected that this study will be field-based in an area of professional counselling practice. Research projects of a purely 'library' type are unacceptable.

Prescribed Reading

Campbell, D. and Stanley, J. 'Experimental and quasi-experimental designs in education', in Gage, N.L. (ed), *Handbook of Research on Teaching*, Rand McNally 1963.
Wiersma, W. *Research Methods in Education*, Peacock 1975.

Preliminary Reading

Babchuck, N. 'The role of the researcher as participant observer in the field situation', *Human Organization*, 21 (3), 1962, 225-228.
Oettinger, A. *Run, Computer, Run. The Mythology of Educational Innovation*, Collier 1971.

Internship

Year Two (1½ days/week)

Each student is to be placed with a counselling practitioner, who will involve the student meaningfully in his or her work. It is anticipated that each student will have three different placements in the year.

During the internship, the student is expected to be able to experience most, if not all, of the following:

- (a) be made familiar with the organization and structure of the institution and its purposes and aims;

- (b) observe and understand how the staff work together within the organisation;
- (c) be part of the ongoing case work or research observation of the institution. Provision is to be made, where relevant, e.g. in clinics and schools, that each student handles as much case work as possible for his professional development, under supervision;
- (d) be provided with at least one case conference per week, for at least one hour, specifically to examine and discuss their own work with their supervisor;
- (e) participate in such staff conferences and case conferences as are held;
- (f) students will be expected to tape some of their work. Supervisors are asked to familiarise students with contract procedures used in supervisor's organisation before such recordings can be made, e.g. agreement of clients. These recordings may be used in case presentations;
- (g) students will be expected to keep a log during their internship. This should contain both descriptive data and analytical or interpretative observations of the institution and their own work;
- (h) students are expected to prepare a detailed case study for presentation in the Professional Practice Seminar;
- (i) all supervisors are invited to attend these case presentation sessions which are held each Friday of term from 9.30 to 12.30 in the Education building;
- (j) supervisors are asked to provide a written assessment of their students which will be used in conjunction with a joint discussion of their work between the supervisor and La Trobe staff. It is desirable that students be made aware of the feedback which supervisors pass on to us.

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;
- (b) (i) 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
(ii) 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.

Length of Course

The course is designed on a part-time basis.

- (a) A part-time B Ed student is required to undertake not less than five terms and normally not more than ten terms of study.
- (b) In special cases a student may be permitted to enrol for a B Ed course as a full-time student, in which case he is required to undertake not less than three terms and normally not more than six terms of study.
- (c) Applications for full-time study or extension of time should be submitted to the chairman of the B Ed committee for a recommendation to be made to the Dean.

Course Requirements

The course is based on a combination of units, details of which are set out on the following pages. Each unit is taken over one term of nine weeks duration. Students will normally take one or two units a term, a maximum of six units a year.

- (a) All B Ed degree-course students are required to successfully complete
 - (i) four units in any one centre,
 - (ii) one 3-unit course,
 - (iii) a TOTAL of nine units,
 to qualify for the award of the degree. Students may satisfy the four units requirement in the area of Educational Research Methods and Computer Uses.
- (b) The due dates for work to be submitted are as follows:
 - (i) For a one-unit subject which is *not* a prerequisite for any subsequent subject, no later than three weeks after the end of the course for the subject.
 - (ii) For a one-unit subject which is a prerequisite for a subsequent subject, no later than the *end of the term* in which the subject is offered.
 - (iii) For a two-unit or three-unit subject, no later than three weeks after the end of the course for the subject.
 - (iv) In special cases a tutor may give extensions of up to two weeks. Students should make a request in writing for longer extensions, which should be given to the tutor before the set due date.
- (c) Students are required to attend most of the class meetings for all B Ed subjects, and students who miss more than two class meetings for a one-unit subject or three for a two-unit subject or four for a three-unit subject will not normally be granted a pass in that subject.

Research practica and reading courses (all Centres) may be arranged. Where prerequisites are required, they are stated in the unit outline. Approval of the individual supervisor must be sought at the time of course advising. Students enrolled in either a reading course or research practica *must* consult with their supervisor at least three times during the term in which the unit is taken.

Assessment

B Ed subjects are assessed and the following results may be recorded:

Merit levels	A	(high distinction)
	B	(distinction)
Pass levels	C	(credit)
	D	(pass grade)
Failure grades	N	(work presented and failed)
	NS	(work not submitted in time – 'fail')
Withheld result	W	(assessment not completed)
Withdrawal from subject	K1, K2, K3	(recorded, depending on withdrawal date, if not to count as a failure)

Withdrawal of Enrolment

- (a) A student may apply to withdraw an enrolment by completing a form 'Variation/Withdrawal of Enrolment' which is available from the Student Centre, or the School of Education office. The form should be forwarded to the Student Centre, south building so that action can be taken to alter the records and refund any fees if necessary. The student card must also be surrendered.
- (b) A student may attach a letter to the form giving reasons for the withdrawal and requesting deferment of studies until a later year, if appropriate, in which case the

application will be forwarded to the chairman of the B Ed committee for consideration and referral of a recommendation to the Dean.

- (c) A withdrawal is not effective until the end of the week in which the form is received at the student centre, and it should be noted that verbal information about a withdrawal given by a student to a member of staff does not constitute an effective withdrawal.
- (d) Withdrawal will normally be recorded as failure in a subject if studies have continued for more than two thirds of the time relevant to the subject, unless the Board of Studies decides otherwise. A student may submit reasons in support of a request for withdrawal in a subject to be not counted as a failure.
- (e) The number of terms undertaken prior to the date of withdrawal count towards the maximum time permitted for the B Ed course.

Variation of Enrolment

- (a) Accepted enrolment may be varied by the deletion of a subject (or subjects) and the inclusion of another subject or subjects for alteration of a course for the following term prior to the end of the current term.

A form 'Variation/Withdrawal of enrolment' must be completed, approved by an adviser of studies and lodged with the Student Centre, south building.

- (b) A variation of enrolment will be accepted up to two weeks from the start of a one-term subject, up to three weeks from the start of a two-term subject, and up to four weeks from the start of a full-year subject. Any variation requested after these periods must have the approval of the Dean. Credit may be given for one unit, if a student withdraws from a 3-unit course at the end of the first term, provided the work done in the first term is satisfactory.

Deferred Re-enrolment

A student who wishes to defer re-enrolment should complete an Application for Deferment and such an application may be made:

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

Change of Address

Students are required to notify any change of address to the Student Centre, and also the School of Education office, to ensure letters of advice and results are received by the students without delay.

Proposed Course Units

Students are asked to study the course unit titles and details and complete the 'Proposed Course Units' form. 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.

Applications

Application forms and proposed course unit forms are available from the Student Centre, 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 Friday 26 November 1976. If you are offered a place in the quota, this will be posted to you on Monday 6 December. You are required to confirm your acceptance of the offer by Monday 13 December. If further places become available a second round of offers will be made.

Students are required to come to the School of Education on 16, 17 and 18 February 1977 for course advising, after which and on these dates, students must complete their formal enrolment with the university.

The table of subjects at the end of the handbook sets out the abbreviated titles and number code for B Ed subjects, and students should enter the appropriate subjects on the enrolment form using the abbreviated title and code.

Continuing Students

All continuing students must come to the School of Education for course advising on 15, 16 and 17 December 1976 after which and on these dates, students must complete their formal re-enrolment with the university.

Course Commencement

The B Ed course commences on 7 March 1977. Unless otherwise notified, all classes are held in the evenings commencing at 5 pm and are of approximately two to three hours duration.

Centre for Comparative and International Studies in Education

Refer to the Table of Subjects at the end of the handbook for abbreviated titles and codes.

Three Unit Courses

First, second and third terms

China, India, Japan:

An Intensive Comparative Study
Comparative Methods in Education
Education and Modernization
(not offered in 1977)

Education for Nation Building
in Indonesia

The Politics of Schooling in Australia

Dr K. Collins/Dr R. Newman/
Professor S. Fraser
Staff

Mr L. Kelabora

Dr B. Bessant

Two Unit Courses

Education in China and the USSR:

A Comparative Study
(not offered in 1977)

One Unit Courses

First Term

Education and World View
History of Schooling in Australia
Marx and Education in Russia and
China (not offered in 1977)
Reading Course
Research Practicum

Dr R. Newman
Dr B. Bessant

Second Term

Sex Education and the Schools
 Education in Japan I
 Symbol and Myth in Australian Society
 and Education
 The Politicisation of Schooling
 Reading Course
 Research Practicum

Professor S. Fraser
 Dr K. Collins

 Dr R. Newman
 Dr B. Bessant

Third Term

Education in Japan II
 (not offered in 1977)
 The Education Pressure Groups
 Reading Course
 Research Practicum

Dr B. Bessant

Centre for the Study of Curriculum and Teacher Education

Refer to the Table of Subjects at the end of the handbook for abbreviated titles and codes.

Two Unit Courses**First and Second Terms**

Curriculum in Moral and Social Values:
 Reading Course

Professor B. Crittenden

Second and Third Terms

History Education
 Language and Literature in Education
 Mathematics Education
 Science Education
 Social Science Education

Dr D.M. Stockley
 Ms D. Molly Murison
 Staff
 Mr C.P. Hodgson
 Dr C.B. Currin

One Unit Courses**First Term**

Reading Course
 Research Practicum

Second Term

Reading Course
 Research Practicum

Third Term

Reading Course
 Research Practicum

Centre for the Study of Educational Communication and Media

Refer to the Table of Subjects at the end of the handbook for abbreviated titles and codes.

Three Unit Courses**First, second and third terms**

Educational Uses of the Media
 Film Criticism
 Film History
 Studies in Television

Dr P.B. White
 Ms Lesley Stern
 Dr Ina W. Bertrand
 Staff

One Unit Courses

First Term

Individual Practical Work in Media	
Individual Reading in Media	
Introduction to Media	Mr P.A. Drummond
Large-scale Educational Uses of Communications Technology	Dr P.B. White
Mass Media Socialization	Dr Patricia Edgar
Simple TV in Education and Community I	Mr R.A. Newton

Second Term

Film Production I	Staff
History through Film I	Dr Ina Bertrand
Individual Practical Work in Media	
Individual Reading in Media	
Simple TV in Education and Community I	Mr R.A. Newton
Television I	Mr R.A. Newton
Visual Learning in Education	Dr P.B. White

Third Term

Film Production II	Staff
History through Film II	Dr Ina Bertrand
Individual Practical Work in Media	
Individual Reading in Media	
Simple TV in Education and Community II	Mr R.A. Newton
Television II	Mr R.A. Newton
The Rhetoric of the Media	Dr R.I. Mills

Centre for the Study of Innovation in Education

Refer to the Table of Subjects at the end of the handbook for abbreviated titles and codes.

Three Unit Courses

First, second and third terms

Curriculum Studies	Mr D.C. White
Post-School Education	Ms Gwenneth Wesson
Processes of Change in Victorian Education	Ms Rivkah Mathews

One Unit Courses

First Term

Curriculum Innovation in Primary Schools	Mr N. Szorenyi-Reischl
Curriculum Studies I	Mr D. White
Reading Course	
Research Practicum	

Second Term

Curriculum Studies II
 The Process of Innovation
 Reading Course
 Research Practicum

Mr D.C. White
 Dr M. Turner

Third Term

Culture, Society and Education
 Evaluating Innovation
 Innovation in the Education of Adults
 Reading Course
 Research Practicum

Mr D.C. White
 Mr N. Szorenyi-Reischl
 Ms Gwenneth Wesson

Centre for the Study of Teaching and Human Interaction

Refer to the Table of Subjects at the end of the handbook for abbreviated titles and codes.

Three Unit Courses**First, second and third terms**

Creative Education
 Humanistic Education
 Language Development and Learning
 Some Sociological Perspectives on
 Teaching and Learning

Dr W.R. Lett/Mr A.J. Williams
 Dr B.W. Neville/Mr G. Wills
 Dr Marta J. Rado
 Dr Lois Foster

Two Unit Courses**First and second terms**

The Evaluation of Learning

Dr G. Rowley

One Unit Courses**First Term**

Reading Course
 Research Practicum

Second Term

Teachers' Professional Status
 Reading Course
 Research Practicum

Mr A.S. Duckers

Third Term

Bilingualism in the Community
 Interpersonal Process
 Primary Education
 Reading Course
 Research Practicum

Dr Marta J. Rado
 Mr A.J. Williams
 Mr A.J. Brown

Centre for the Study of Urban Education

Refer to the Table of Subjects at the end of the handbook for abbreviated titles and codes.

Three Unit Courses

First, second and third terms

Child Development	Dr P.E. Langford
Curriculum and Process in Urban Education	Dr A. Knight/Mr L. Claydon
Early Childhood Education I	Professor R. Goldman/Dr P. Langford
Early Childhood Education II	Professor R. Goldman/Dr P. Langford
Ethnic Subcultures and Education	Dr Josephine Danna
Theory and Practice of Teaching	
English as a Second Language (TESL)	Ms Helen Moore
The Causes of Educational Disadvantage	Mr D. Toomey

One Unit Courses

First Term

Deviancy and the Urban School	Dr A. Knight
Philosophy of Education: Reading/Seminar course	Mr L. Claydon
Reading Course	
Research Practicum	

Second Term

Reading Course
Research Practicum

Third Term

Reading Course
Research Practicum

Task Force Core Courses (six units) Dr A. Knight/Mr L. Claydon

Educational Research Methods and Computer Uses

Refer to the Table of Subjects at the end of the handbook for abbreviated titles and codes.

Three Unit Course

First, Second and Third Terms

Methods of Empirical Research	Dr G. Rowley
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One Unit Courses

First Term

Computers and Education	Ms Barbara Marsh
Introductory Statistics for Education	Dr G. Rowley

Second Term

Computers and Education	Ms Barbara Marsh
Statistical Inference in Educational Research	Dr G. Rowley

Third Term

Computers and Education	Ms Barbara Marsh
Research Methods in Education	Dr G. Rowley

Centre for Comparative and International Studies in Education

China, India, Japan – An Intensive Comparative Study (three units)

Dr K.A. Collins, Dr R.S. Newman, Professor S. Fraser

The first term of the course will deal with the economic, social, political and cultural background of the three countries from a comparative point of view. Traditional education will be discussed against this background. In the second term students will choose from the separate courses conducted on education in India, China and Japan. These will cover the history of their educational institutions, the development of curricula, the selection and role of teachers and such problems as the impact of foreign influences in education and the recruitment of elites. The third term will again be a single comparative course. Particular problems of education to be dealt with will include the role of ideologies, rural-urban contrasts, and education and economic development.

There are no prerequisites.

Requirements

- (a) students who have done more than one of the previously offered B Ed courses in China, India or Japan, will not be eligible;
- (b) assessment will be based on attendance, participation in discussion and the completion of three papers.

Preliminary Reading

Dore, R.P. *Education in Tokugawa Japan*, Routledge and Kegan Paul 1965.
 Hall, R.K. *Education for the New Japan*, Yale Univ. Pr. 1949.
 Cohn, B.S. *India: The Social Anthropology of a Civilization*, Prentice-Hall 1971.
 McCully, B.T. *English Education and the Origins of Indian Nationalism*, Peter Smith, Gloucester, Mass. 1966.
 Price, R.F. *Education in Communist China*, Routledge and Kegan Paul 1975.
 Stover, L.E. *The Cultural Ecology of Chinese Civilization*, Mentor 1974.

Comparative Methods in Education (three units)

Staff

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.

There are no prerequisites.

Requirements

Classes will be held mainly during weekends and during the school vacations, to a total of 27 hours of seminars and workshops a term; this arrangement is designed to accommodate students who find it difficult to attend regular weekly meetings. Assessment will be based on one piece of work a term.

Preliminary Reading

Jones, P. *Comparative Education*, Univ. of Queensland Pr. 1971.
 Noah, H. and Eckstein, M. *Toward A Science of Comparative Education*, Macmillan 1969.
 Harbison, F. and Myers, C. *Education, Manpower and Economic Growth*, McGraw-Hill 1964.

Boocock, S. *An Introduction to the Sociology of Learning*, Houghton Mifflin 1972.
Husen, T. (ed.) *International Study of Achievement in Mathematics*, 2 vols, Wiley 1967.

Education for Nation Building in Indonesia (three units)

Mr A.L. Kelabora

The course is aimed at reaching some understanding of the evolution of a national education in Indonesia and its contribution towards the country's development. The first part of the course will start with a short introduction to the country, the people of Indonesia and their cultures, and the education system during the colonial period. Attention will then be focussed on the attempts, soon after 1954, to develop a national education system and extend it to every part of the country. The second part will examine the relationship between education and socio-economic development. This section will conclude with the very recent developments in Indonesian education. The third section of the course is concerned with problems of education in Indonesia. The emphasis will be on the contemporary issues and the solutions which are being sought or offered.

There are no prerequisites.

Requirements

Students are to submit an assignment of at least 3000 words on the first Thursday after the end of each term. They will also be required to prepare and read seminar papers during the course.

Preliminary Reading

Bahin, G. McT. *Nationalism and Revolution in Indonesia*, Cornell Univ. Pr. 1966.

Zainu'ddin, A. *A Short History of Indonesia*, Cassell 1968.

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

McVey, R. *Indonesia*, HRAF Pr. 1967.

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

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

The Politics of Schooling in Australia (three units)

Dr B. Bessant

The three units are:

History of Schooling in Australia,

The Politicisation of Schooling, and

The Education Pressure Groups.

See separate entries for details.

Education in China and the USSR: A Comparative Study (two units, second and third term)

Dr R.F. Price

Not offered in 1977. Next offered in 1978.

Education and World View (one unit, first term)

Dr R.S. 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.

There are no prerequisites.

Requirements

Weekly seminar of approximately 3 hours' duration. Lectures will be kept to a minimum; emphasis will be on discussion. Each participant will report on at least one work to the others. Assessment will be a paper based on the readings and attendance at the seminar.

Preliminary Reading

Achebe, C. *Novels on Nigeria*, 1958-1966.
 Castaneda, C. *The Teachings of Don Juan*, 1968.
 Castaneda, C. *A Separate Reality*, 1971.
 Castaneda, C. *Journey to Ixtlan*, Simon and Schuster 1972.
 Eri, V. *The Crocodile*, Penguin 1973.
 Geertz, C. *Islam Observed*, Chicago 1968.
 Le Guin, U.K. *The Left Hand of Darkness*, Panther 1969.
 Nguyen Du, *The Tale of Kieu*, Vintage 1973.

History of Schooling in Australia (one unit, first term)

Dr B. Bessant

The history of schooling in Australia with particular emphasis on the period 1872-1939. The early growth of elementary schools and their functions. Developments leading to state control in the 1870's and 1880's. The first universities and technical colleges and their role in colonial society. The private schools and state intervention in secondary and technical schooling in the early twentieth century. The growth of the education bureaucracies and the influence of the world wars and the depression on schooling.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration. One major piece of written work.

Preliminary Reading

Hyams, B.K. and Bessant, B. *Schools for the People: An Introduction to the History of State Education in Australia*, Longman 1972.
 Austin, A.G. *Australian Education 1788-1900*, Pitman 1961.
 Grundy, D. *Secular, Compulsory and Free: The Education Act 1872*, Melbourne Univ. Pr. 1972.
 Cleverley, J.F. and Lawry, J. *Australian Education in the Twentieth Century*, Longman 1972.

Marx and Education in Russia and China (one unit, first term)

Dr R.F. Price

Not offered in 1977. Next offered in 1978.

Sex Education and the Schools (one unit, second term)

Professor S.E. Fraser

Analysis and discussion of the problems specifically involved in developing sex education courses in the schools; curriculum, aims and goals; and their relationship with general family and population education topics as seen in both Australian and international — comparative perspectives.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours duration. Assessment will be based on the completion of a suitable teaching unit incorporating an essay and/or audio-visual materials for class presentation.

Preliminary Reading

- Ehrlich, P.R. and Ehrlich, A.H. *Population Resources Environment: Issues In Human Ecology*, W.H. Freeman and Co. 1972.
- Filippi, R.K. (ed.con.) *How to Talk With Children About Sex*, John Wiley and Sons, Inc 1973.
- Fraser, S.E. *Sex, Schools and Society*, Aurora Publishers 1972.
- Kilander, H.F. *Sex Education in the Schools: A Study of Objectives, Content, Methods, Materials, and Evaluation*, The Macmillan Co. 1970.
- Linner, B. *Sex and Society in Sweden*, Pantheon Books 1967.
- Schofield, M. *The Sexual Behaviour of Young People*, Longmans, Green and Co. 1965.
- Schools Commission, *Girls, School and Society*, 1975.
- Schulz, E.D. and Williams, S.R. *Family Life and Sex Education: Curriculum and Instruction*, Harcourt, Brace and World, Inc. 1969.
- Yorburg, B. *Sexual Identity; Sex Roles and Social Change*, John Wiley and Sons 1974.

Education in Japan I (one unit, second term)

Dr K.A. 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.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration and at least one major piece of written 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*

Symbol and Myth in Australian Society and Education (one unit, second term)

Dr R.S. Newman

Anthropology is usually thought to concentrate on various remote tribes and peoples. Modern Australian society is just as legitimate a focus. This course will consist of three interwoven strands: a study of the function and role of symbols and myths in a society; identification and meaningful Australian symbols and myths, especially through analysis of Australian poetry and/or literature; and the relevance these have to the process and problems of contemporary Australian education.

Prerequisites

Some background in social sciences or English.

Requirements

Attendance, participation and an essay of about 3000 words.

Preliminary Reading

Conway, R. *The Great Australian Stupor*, Sun Books 1971.
Heseltine, H. (ed.) *The Penguin Book of Australian Verse*, Penguin 1972.
Patai, R. *Myth and Modern Man*, Prentice-Hall 1972.
White, P. Any of his novels.
Students interested in this course may also be interested in 'History Through Films II'.

The Politicisation of Schooling (one unit, second term)

Dr B. Bessant

The nature of schooling in the Australian context. Changes in the organisation, control and functions of schooling in Australia at all levels since the Second World War. Secondary schooling for all and the expansion of the universities and colleges. The impact and the significance of the Murray, Martin and Karmel Reports. Federal intervention and its repercussions.

Prerequisites

Nil for a single unit. History of Schooling in Australia for a three-unit series.

Requirements

Weekly seminar of two to three hours' duration. One major piece of written work.

Preliminary Reading

Bessant, B. and Spaul, A.D. *Politics of Schooling*, Pitman 1976.
MacLaine, A.G. and Selby Smith, R. *Fundamental Issues in Australian Education*, Novak 1971.
Gibb, D. and Hannan, A.W. *Debate and Decision*, Heinemann 1975.
D'Cruz, J.V. and Sheehan, P.J. *The Renewal of Australian Schools*, Primary Education 1975.

Education in Japan II (one unit, third term)

Dr K. Collins

Not offered in 1977. Next offered in 1978.

The Education Pressure Groups (one unit, third term)

Dr B. Bessant

The education pressure groups and their activities since the 1930s. Their nature, role and functions. The parent groups and the federal aid to private schools controversies in Australia in the sixties and seventies. The teachers' unions (state and private) and the tertiary teachers' organisations. Some consideration of the role of similar organisations in Britain, Europe and North America.

Prerequisites

Nil for a single unit. The Politicisation of Schooling for a three-unit series.

Preliminary Reading

Bessant, B. and Spaul, A.D. *Teachers in Conflict*, Melbourne Univ. Pr. 1972.

Bessant, B. and Spaul, A.D. *Politics of Schooling*, Pitman 1976.

Edgar, D. *The Competent Teacher*, Angus and Robertson 1974.

Jecks, D.A. *Influences in Australian Education*, Carroll 1974.

Centre for the Study of Curriculum and Teacher Education

Curriculum in Moral and Social Values:

Reading Course (two units, first and second terms)

Professor B. Crittenden

A selection from among the following topics will be included in the program of reading: the general characteristics of moral judgment and action; the justification of social values; the policy of equating moral education with the acquisition of skills in moral reasoning; moral education and the development of character; cognitive and affective aspects of moral and social education; secular and religious moral education; ethical pluralism and moral education in the public schools; moral/social education and other aspects of the curriculum (e.g. the study of literature; neutrality and the teaching of social science; the implicit moral influence of the school as a social institution).

Recommended Reading

Beck, C.M., Crittenden, B. and Sullivan, E.V. (eds) *Moral Education: Interdisciplinary Approaches*, Univ. of Toronto Pr. 1971.

Crittenden, B. *Form and Content in Moral Education*, OISE, Toronto 1972.

Hirst, P.H. *Moral Education in a Secular Society*, Univ. of London Pr. 1974.

Oliver, D.W. and Shaver, J.P. *Teaching Public Issues in High School*, Houghton Mifflin 1966.

Peters, R.S. *Psychology and Ethical Development*, Allen and Unwin 1974.

Warnock, G.J. *The Object of Morality*, Methuen 1971.

Preliminary Reading

Warnock, G.J. *Contemporary Moral Philosophy*, Macmillan 1967.

Wilson, J., Williams, N. and Sugarman, B. *Introduction to Moral Education*, Penguin 1967.

Students may extend any one of the following two unit courses to a three unit course by firstly taking Curriculum Studies I (see Centre for the Study of Innovation in Education).

History Education (two units, second and third terms)

Dr D.M. Stockley

Topics to be discussed will include: the nature of history; the place of history in education and the current supposed "threat" to history in the schools; some history curriculum models; learning theories and the teaching of history; the content/method controversy; the particular problems of history teaching at the junior secondary level; the value of local and social history; group work; simulation games and role-playing in history; the role of PSI and programmed learning; discovery and project methods; the place of practical work in history.

There are no prerequisites, but a study of history at tertiary level and experience in teaching secondary school history would be a considerable advantage.

Requirements

Weekly seminar of two to three hours' duration. Small group work, participation in micro-teaching, presentation of short papers for discussion within the seminars. Assessment will be based on one essay a term and attendance and participation.

Recommended Reading

Ballard, M. (ed.) *New Movements in the Study and Teaching of History*, Temple-Smith 1971.

Burston, W.H. and Green, C.W. (eds) *Handbook for History Teachers*, second edn, Methuen 1972.

Burston, W.H. and Thompson, D. (eds) *Studies in the Nature and Teaching of History*, Routledge and Kegan Paul 1967.

Walshe, R.D. (ed.) *Ways We Teach History*, New South Wales History Teachers Association 1971.

Watts, D.C. *The Learning of History*, Routledge and Kegan Paul 1972.

Preliminary Reading

Carr, E.H. *What is History?* Pelican 1965.

Marwick, A. et al. *What History Is and Why It Is Important*, Open University 1971.

Sellar, W.C. and Yeatman, R.J. *1066 and All That*, Penguin 1960.

Language and Literature in Education (two units, second and third terms)

Mrs D. Molly Murison

A study of the ways language is used and taught in the classroom, and of some approaches to teaching literature. Topics will include: the implications of theories about the nature of language, differences between spoken and written language, the place of language study in the curriculum, response to literature, aspects of literary criticism, approaches to literature in the curriculum; some language and literature curriculum models.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration for each term. Assessment will be based on short seminar papers and one essay a term.

Recommended Reading

Moffett, J. *Teaching the Universe of Discourse*, Houghton Mifflin 1968.

Moffett, J. *A Student-Centered Language Arts Curriculum*, Houghton Mifflin

1973.

Doughty, P. *et al. Language in Use*, Edward Arnold 1974.

Doughty, P. *Language, 'English' and the Curriculum*, Edward Arnold 1974.

Smith, L.E.W. *Towards a New English Curriculum*, Dent 1972.

Bullock Report, *A Language for Life*, Department of Education and Science, HMSO 1975.

Mathematics Education (two units, second and third terms)

Staff

Included in the course will be: an examination of some of the causes of success and failure in mathematics from a framework of assumptions underlying both mathematics and its teaching; individualized learning programs and group learning possibilities; the place of concrete operations in junior secondary mathematics.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration for each term. Assessment will be based on short seminar papers and one essay a term.

Prescribed Reading

Dienes, Z.P. *The Six Stages in the Process of Learning Mathematics*, trans. by P.L. Seaborne, NFER Publishing Co. 1973.

Piaget, J. *The Place of the Sciences of Man in the System of Sciences*, Harper Torch Books 1974.

Recommended Reading

Copeland, R.W. *How Children Learn Mathematics*, Macmillan 1970.

Lovell, K. *The Growth of Basic Mathematical Scientific Concepts in Children*, Univ. of London Pr. 1972.

Science Education (two units, second and third terms)

Mr C.P. Hodgson

The course will include a selection from among the following topics: models for curriculum theory; phases of curriculum process; discipline-based factors and social forces affecting the aims of science education; educational issues relevant to curriculum renewal in science; types of curricular models and their employment in recent curriculum development projects; replanning of students' experience through laboratory work; use and development of resource materials for learning; the purpose and techniques of evaluation.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration for each term. Assessment will be based on short seminar papers and one essay a term.

Recommended Reading

Gardiner, P.L. (ed.) *The Structure of Science Education*, Longman 1975.

Tisher, R.P., Power, C.N. and Edean, L. *Fundamental Issues in Science Education*, John Wiley and Sons 1972.

Preliminary Reading

Anderson, H.O. *Readings in Science Education for the Secondary School*, Collier-Macmillan 1969.

Layton, D. *Science for the People*, Allen and Unwin 1973.

van Praagh, G. (ed.) *H.E. Armstrong and Science Education*, John Murray 1973.

Social Science Education (two units, second and third terms)**Dr C.B. Currin**

Topics will include: rationale for social science education; scope of integrated social science education; status of social science education in Victoria and Australia; sources, levels and domains of social science objectives; process of curriculum development in social science; analysis of the curriculum guidelines of the National Council for the Social Studies; analysis of major social science curriculum models such as social inquiry, concept development and values clarification; evaluation in social science education; critical examination of existing social science curriculum materials.

Prerequisites

One year of teaching social science at the secondary school level.

Requirements

Weekly two-hour seminar. Assessment will be based on a written project for each term.

Recommended Reading

Banks, J.A. *Teaching Strategies for the Social Studies*, Addison-Wesley 1973.

Raths, L.E., Merrill, H. and Simon, B.S. *Values and Teaching*, Merrill 1966.

Tyler, R.W. *Basic Principles of Curriculum and Instruction*, Chicago 1949.

Centre for the Study of Educational Communication and Media**Education Uses of the Media (three units)****Dr P.B. White**

This course will present an overview of the uses of new communication media in education. It will provide an introduction to the history of the educational media movement, research into and critiques of the educational application of new communication media and the role of educational, communication and learning theories in the educational uses of communication media. Students will be introduced to the ideas of instructional design and they will be expected to formulate, design, produce, field-test, and evaluate an instructional program.

It should be noted that this is not a course designed to teach media production skills. For the production aspects of this course, students will not need extensive experience in media production.

There are no prerequisites.

Requirements

Assessment will be based on participation in a weekly seminar of three hours' duration, written assignments and projects.

Preliminary Reading

Armsey, J.W. and Dahl, N.C. *An Inquiry into the Uses of Instructional Technology*, Ford Foundation 1973.

Mesthene, E. *Technological Change*, Mentor 1970.

Ong, W. "Wired for Sound: Teaching, Communication and Technological Culture", in Ong, W. (ed.) *The Barbarian Within*, Macmillan 1962.

Film Criticism (three units)

Ms Lesley Stern

This course will attempt to cover the dominant areas of film theory and criticism. Attention will be paid to examining ways in which key concepts can be used/tested in the classroom by secondary school teachers.

The course will be roughly divided into the following areas:

introduction to the main critical debates, e.g. realism and anti-realism, and notions of montage, expressionism, *mise-en-scene*;

authorship and genre;

technique and ideology.

There will be regular film screenings.

There are no prerequisites.

Requirements

Weekly three-hour seminar. One essay per term.

Preliminary Reading

Mast, G. and Cohen, M. *Film Theory and Criticism*, Oxford Univ. Pr. 1974.

Wollen, P. *Signs and Meanings in the Cinema*, Secker and Warburg, 'Cinema One' series, No. 9.

Tudor, A. *Theories of Film*, Secker and Warburg, 'Cinema One' series, No. 23.

Perkins, V. *Film as Film*, Penguin.

Bazin, A. *What is the Cinema?* Vols. I and II, Univ. of California Pr.

Film History (three units)

Dr Ina W. Bertrand

This course will begin with an outline of the development of the film industry in Europe and America, including attempts to incorporate film into various aspects of education and the educational implications of movements to regulate the production and exhibition of films. In the second half of the year the course will move onto a detailed study of these three aspects of the history of the Australian film industry.

There are no prerequisites.

Requirements

Weekly three-hour seminar; assessment will be based on course attendance and a seminar paper or essay each term.

Preliminary Reading

Knight, A. *The Liveliest Art*, Mentor Books 1959.

Casty, A. *Development of the Film*, Harcourt Brace Jovanovich 1973.

Robinson, K. *World Cinema*, Methuen 1974.

Macgowan, K. *Behind the Screen*, Delta 1965.

Studies in Television (three units)

Staff

This course will attempt an integrated study of all aspects of the prevailing television system, and will pay particular attention to the various theories/research strategies relevant to this study. The course will be roughly divided into the following areas: (1) introduction to theories of mass communications and the related mass culture debate; (2) the Australian broadcast system: legislation, regulation, ownership and control; (3) television programs, forms of television discourse; (4) reception of, and responses to, television messages, viewing behaviour and the structure of the television audience.

There are no prerequisites.

Requirements

Weekly three-hour seminar. Assessment will be based on at least one essay a term.

Preliminary Reading

Barthes, R. *Mythologies*, Paladin 1973.

McQuail, D. (ed.) *Sociology of Mass Communications*, Penguin 1972.

Newcombe, H. *TV: The Most Popular Art*, Anchor 1975.

Williams, R. *Television, Technology and Cultural Form*, Fontana 1974.

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

Introduction to Media (one unit, first term)

Mr P.A. Drummond

This is a general introduction to some of the basic problems of film and television production: writing and content; composition and movement; lighting; editing; elements of sound recording.

Prerequisites

Not open to students who have taken other media practical units.

Requirements

Weekly seminar. Assessment will be on the basis of a written script and on the making of a short program.

Preliminary Reading

Bobker, L. *Elements of Film*, New York Line 1969.

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

Kuhns, W. and Stanley, R. *Exploring the Film*, W. Flaum 1968.

Scott, M. *Media Means*, Whitcombe and Tombs 1974.

Large-Scale Educational Uses of Communications Technology (one unit, first term)

Dr P.B. White

There have been a number of large-scale educational uses of communications technologies. In addition many developed and developing countries have plans for the extensive use of educational media. This course will examine the opportunities and constraints inherent in the large-scale application of communications technologies for educational purposes. This will require an examination of educational as well as communication policies. Particular attention will be paid to the problems involved in the design and evaluation of educational communication systems which are both educationally effective and politically viable.

Using a case study approach, this course will examine several projects including *Sesame Street*, the *Educational Satellite Communication Demonstration*, various projects in developing countries, and educational projects in England, the USA and Australia.

There are no prerequisites.

Requirements

Assessment will be based on participation in a weekly seminar of three hours duration and written assignments.

Preliminary Reading

Cook, T. *"Sesame Street" Revisited*, 1975.

Lesser, G. *Children and Television*, Random House 1974.

National Telecommunication Planning Unit, *Telecom 2000*, Telecom 1976.

Polcyn, K. *An Educator's Guide to Communication Satellites*, Academy for Educational Development 1973.

Rivlin, A. *Systematic Thinking for Social Action*, Brookings 1971.

Schramm, W. *The New Media: Memo to Educational Planners*, UNESCO/IIEP 1967.

Mass Media Socialization (one unit, first term)

Dr Patricia M. Edgar

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.

There are no prerequisites.

Requirements

Weekly attendance at seminars and films. Assessment will be based on submission of an essay and participation in a research project.

Preliminary Reading

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

Edgar, P. and Freeman, H. *Media She*, Heinemann 1974.

Edgar, P. *Children and Screen Violence*, Univ. of Queensland Pr. 1976.

**Simple TV in Education and the Community I
(one unit, first and second terms)**

Mr R.A. Newton

This course will explore the potential of simple portable television systems 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, but preference will be given to continuing students.

Requirements

Weekly 2½ to 3 hour seminar. Assessment will be based on the practical work and a written report.

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.
 Murray, M. *The Videotape Book*, Bantam 1974.
 Robinson, R. *The Video Primer*, Links 1974.

Film Production I (one unit, second term)**Staff**

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.

Prerequisite

Introduction to media or practical experience. Preference will be given to continuing students.

Requirements

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

Preliminary Reading

Bobker, L. *Elements of Film*, Harcourt, Brace and World 1968.
 Bobker, L. *A-Z of Movie Making*, Studio Vista 1970.
 Reisz, K. *The Technique of Film Editing*, Focal Pr. 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 W. Bertrand**

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

Nil, though it would be desirable for students to have some history in their degree, and/or experience in teaching history.

Requirements

One 3-hour evening seminar and four all-day workshops 9 am to 3 pm (one Saturday and three days in university and school vacation). Assessment will be based on workshop contributions and one essay.

Preliminary Reading

Elton, A. 'Films as source material for history', in *Aslib Proc.* 7 : 4, 1955. .
Grenville, J. *Inaugural Lecture*, Univ. of Birmingham 1971.
Kracauer, S. *From Caligari to Hitler*, Princeton Univ. Pr. 1971.
Richards, J. *Visions of Yesterday*, Routledge and Kegan Paul 1973.
Bergman, A. *We're in the Money*, Harper (Colophon Books) 1972.

Simple TV in Education and Community I (one unit, second term)

See term one for details.

Television I (one unit, second term)**Mr R.A. Newton**

This course is an introductory course in television production. It will demonstrate the use of a closed circuit studio and discuss the techniques involved in major professional studio productions. Television I is intended for those students from institutions who will be involved in operating closed circuit studios and for those who want to teach about television and require an understanding of the method and practice of television production. Students will work on all aspects of production such as writing, design, camera operation and direction. Students interested in the practical use of television in schools would be advised to take 'Simple TV in Education and the Community' rather than this unit.

Prerequisites

Introduction to Media or practical experience. Preference will be given to continuing students.

Requirements

Weekly attendance at seminar sessions. Assessment will be based on practical work and a written report.

Preliminary Reading

Gibson, A. *The Use of Educational Television*, Hutchinson 1970.
Gibson, A. *Closed Circuit Television Single Handed*, Pitman 1972.
Tindall, K. *The Electric Classroom*, McGraw-Hill 1973.
Diamond, R. *A Guide to Educational TV*, McGraw-Hill 1964.
Macrae, D., Monty, M. and Worling, D. *Television Production – An Introduction*, Methuen 1973.
Weiner, P. *Making the Media Revolution*, Macmillan 1973.

Visual Learning in Education (one unit, second term)**Dr P.B. White**

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, including a practical session each week. Students will be expected to take part in all practical work, as well as presenting a paper for discussion.

There are no prerequisites.

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 Publishing 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.

Film Production II (one unit, third term)

Staff

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. Preference will be given to continuing students.

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 W. Bertrand

This course will examine the Australian ethos as projected in Australian films, and consider how such films may be valuable in the study and teaching of Australian history, particularly at the secondary level.

Prerequisites

Nil, though it would be desirable for students to have some history in their degree and/or experience in teaching history.

Requirements

Weekly film viewing sessions plus three Saturday seminar sessions 9 to 3 pm.
Assessment will be based on seminar contributions and one essay.

Preliminary Reading

Searle, G. *From Deserts the Prophets Come*, Heinemann 1973.

Wannan, B. *The Australian*, Rigby 1974.

Blainey, G. *The Tyranny of Distance*, Sun Books 1974.

Turner, I. *The Australian Dream*, Sun Books 1968.

NOTE: Students interested in this course may also be interested in Symbol and Myth in Australian Society and Education.

Simple TV in Education and the Community II (one unit, third term)

Mr R.A. Newton

This unit is a continuation of Simple TV in Education and the Community I, involving further study in the same area. It provides an opportunity for students who have made an elementary study of simple television to undertake production projects.

Prerequisites

Simple TV in Education and the Community I. There will be a limit of 15 students so two groups may be formed.

Requirements

If two groups are formed, one will meet for weekly seminars and the other a three-day workshop in the second term vacation followed by three evening seminars near the end of term. Assessment for both groups will be based on 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.A. 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 for details.

The Rhetoric of the Media (one unit, third term)

Dr R.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 exploration 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.

There are no prerequisites.

Requirements

Weekly three-hour seminar and one essay.

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 California Pr., Berkeley 1968.
 Burke, K. *A Grammar of Motives*, Univ. of California Pr., Berkeley 1962.
 Marx, K. and Engels, F. *The German Ideology*, ed. C.J. Arthur, International Publishers 1947.

Centre for the Study of Innovation in Education

Curriculum Studies (three units)

Mr D.C. White

The three units are Curriculum Studies I, Curriculum Studies II and Culture Society and Education. See separate entries for details.

Post-School Education (three units)

Ms Gwenneth Wesson

This course will survey the development and role of the post-school systems as well as traditional adult education, and informal educative networks. It will go on to investigate theories of how adults learn, and the role of the teacher and other resources. Comparisons and contrasts with the compulsory school situation will be pursued.

Students will undertake studies of particular situations in Victoria now: for example, on-the-job training, migrant 'education', later access to qualifications-oriented education.

There are no prerequisites, but students should have a current concern with some aspect of adult education and be prepared to read and investigate widely outside their own area.

Requirements

Weekly seminar of two to three hours' duration and one major piece of written work per term.

Recommended Reading

Crew, V. *Bibliography of Australian Adult Education 1835-1965*, National Library, AAAE 1968.
 Wesson, A. (ed.) *Basic Readings in Australian Adult Education*, CAE Melbourne 1971.
Proceedings from National Conferences of the Australian Association for Adult Education, 1962-1975 incl.
 Illich, I. *Deschooling Society*, Penguin 1973.

- Freire, P. *Pedagogy of the Oppressed*, Penguin 1972. '2.
Knowles, M.S. *The Modern Practice of Adult Education*, Association Pr. 1970.
Rogers, J. *Adults Learning*, Penguin.
Wesson, G. (ed.) *Brian's Wife – Jenny's Mum*, Dove Publications 1975.

Processes of Change in Victorian Education (three units)

Ms Rivkah Mathewss

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.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration and at least one major piece of work per term.

Recommended 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.

Curriculum Innovation in Primary Schools (one unit, first term)

Mr N. Szorenyi-Reischl

This course is not intended as a review of innovations in primary schools. Rather, it is hoped to provide an opportunity for students to work on practical proposals for curriculum, based on reflection among the group about the needs of children and the social functions of school, as well as the history of recent innovation in primary schools.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours duration and one major piece of work. The course will include at least one whole day conference during a weekend.

Preliminary Reading

- Denison, G. *The Lives of Children*, Penguin.
Holly, D. *Beyond Curriculum*, Paladin 1974.
Freire, P. *Cultural Action and Freedom*, Penguin.
Hass, G. et al. *Curriculum Planning*, Allyn and Bacon.
Dearden, R.F. *The Philosophy of Primary Education*, Routledge and Kegan Paul.

Curriculum Studies I (one unit, first term)

Mr D.C. White

This course is a general introduction to the issues involved in curriculum develop-

ment 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, such as the community school, to resolve some of the problems of education will be discussed and critically examined. Recent developments in technical and further education will be examined, as will government policies in general and the effect of actions of teacher organization on the curriculum. Various theoretical analyses and arguments will be drawn upon to assist in the critical examination.

Prerequisites

Nil. Students may take Curriculum Studies I as the first unit of a three unit course in the Centre for the Study of Curriculum and Teacher Education.

Requirements

Attendance and participation in a weekly seminar, and an essay of 3000 to 5000 words.

Prescribed Reading

- Freire, P. *Pedagogy of the Oppressed*, Penguin 1972.
 Holly, D. *Beyond Curriculum*, Paladin 1974.
 Illich, I. *De-Schooling Society*, Penguin 1973.
 Victorian Secondary Teachers Association, *Secondary Curriculum* 1975.
Schools in Australia (The Karmel Report), Australian Government Publishing Service 1973.
 White, D. 'Create your own compliance: the Karmel prospect', *Arena* 32-33, 1973.
 Musgrave, P. 'Changing society: some underlying assumptions of the Karmel report', *Aust. J. of Education*, 19 : 1, March 1975.
 Stenhouse, L. *An Introduction to Curriculum Research and Development*, Heinemann 1975.

Curriculum Studies II (one unit, second term)

Mr D.C. White

This course will take up in more detail and depth the themes originating in Curriculum Studies I. The issues discussed will include: the bases of the selection of curriculum content, the schools as agents of cultural transmission and social control, the relationship between theory and practice in school education, and the nature of the relationships between political and intellectual authority, teachers, and students.

Prerequisites

Curriculum Studies I.

Requirements

Attendance and participation in a weekly seminar and an essay of 3000 to 5000 words.

Prescribed Reading

- Kuhn, T.S. *The Structure of Scientific Revolutions*, Chicago Univ. Pr. 1962.
 Young, M.F.D. (ed.) *Knowledge and Control*, Collier-Macmillan 1971.
 Arnold, M. *Culture and Anarchy*, Cambridge Univ. Pr. 1966.

Williams, R. *Culture and Society*, Penguin 1961.

Hirst, P. and Peters, R.S. *The Logic of Education*, Routledge and Kegan Paul 1972.

The Process of Innovation (one unit, second term)

Dr M. Turner

This unit will examine innovation in education as a process. In particular, the product-diffusion model will be examined critically in relation to contemporary educational changes, such as those associated with the establishment and operations of the Australian Schools Commission. Some alternative models will be considered.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration and one major piece of work.

Prescribed Reading

Sklair, L. *The Sociology of Progress*, Routledge and Kegan Paul 1970.

Rogers, E. and Schoemaker, F. *Communication of Innovation*, Free Pr. 1971.

Schon, D.E. *Beyond the Stable State*, Temple Smith 1971.

Schools Commission, *Report for the Triennium 1976-78*, Australian Govt. Publishing Service 1975.

Culture Society and Education (one unit, third term)

Mr D.C. White

Characterizations of Australian culture, and its relationships with the social structure. A study of the cultural and social context of modern education trends, including a discussion of some significant models of cultural analysis.

Prerequisites

Nil for a single unit; Curriculum Studies II for a three-unit series.

Requirements

Each member of the class will prepare a paper for the group and rewrite this paper in the light of the discussion.

Prescribed Reading

Hamilton, P. *Knowledge and Social Structure*, Routledge and Kegan Paul 1974.

Skinner, B.F. *Beyond Freedom and Dignity*, Penguin (Pelican) 1974.

Marx, K. *Capital*, vol. 1, Chapter 1 (several editions).

Lefebvre, H. *The Sociology of Marx*, Allen Lane 1968.

Keane, J. 'Work and interaction in Habermas', *Arena*, 38 1975.

Habermas, J. 'Historical materialism reconsidered', *Arena*, 38 1975.

Simmel, G. The metropolis and mental life, in Wolff, K. (ed.) *The Sociology of Georg Simmel*, Free Pr. 1964.

Rieff, P. *The Triumph of the Therapeutic*, Penguin 1973.

Durkheim, E. *The Elementary Forms of the Religious Life*, Free Pr. 1965.

Evaluating Innovation (one unit, third term)

Mr N.A. Szorenyi-Reischl

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.

There are no prerequisites.

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.
Payne, D. (ed.) *Curriculum Evaluation*, Heath 1974.

Innovation in the Education of Adults (one unit, third term)

Ms Gwenneth 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 students' expectations; open access for adult students.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration and at least one 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

Creative Education (three units)

Dr W.R. Lett, Mr A.J. Williams

An initial study of the concept will lead into more detailed explorations of the creative process, research, bibliographical 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 may be arranged. Relationships between psychopathology and creativity will be studied. 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 in selected areas of the curriculum.

This course will also provide a workshop for the development of creative teaching methods programs, curriculum materials and design of learning spaces and environments. The question of evaluation of the creative product will be built into the course content.

Requirements

- (a) Weekly three-hour class meeting or alternative workshops by arrangement;
- (b) Written reports on field work, and practice in the writing and testing of new curriculum materials.

Prescribed Reading

Gilchrist, M. *The Psychology of Creativity*, Melbourne Univ. Pr. 1972.
Vernon, P.E. (ed.) *Creativity*, Penguin 1970.

Preliminary Reading

Gallagher, J.J. *Teaching the Gifted Child*, Allyn and Bacon 1975, second edn.
Hudson, L. *Contrary Imaginations*, Methuen and Penguin 1966.
Koestler, A. *The Act of Creation*, Pan 1970.
Torrance, E.P. *Rewarding Creative Behaviour*, Prentice Hall 1965.
Lett, W.R. *Creativity in Education*, Australia International Pr. 1976.
Lett, W.R. *The Creative Artist at Work*, McGraw-Hill 1975.

Humanistic Education (three units)

Mr B.W. Neville, Mr G. Wills

In this course, the assumptions, research and speculation of humanistic psychology are explored and an attempt is made to develop an approach to education based on humanistic models of growth and learning. A substantial part of the course is devoted to the study of interpersonal processes and group dynamics. The goals and methodology of 'experiential' teaching are examined, with particular attention being given to group work, psychodrama, gaming and simulation.

There are no prerequisites.

Requirements

Three hours a week. Students will be expected to participate in two weekend workshops during the year. Assessment will be based on participation and on the presentation of one substantial theoretical paper and two other pieces of written work.

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.
Taylor, J.L. and Walford, R. *Simulation in the Classroom*, Penguin 1972.
Roberts, T.B. *Four Psychologies Applied to Education: Freudian, Behavioural, Humanistic, Transpersonal*, Wiley 1975.
Egan, G. *The Skilled Helper: A Systematic Model for Helping*, Brooks/Cole 1975.

Language Development and Learning (three units)

Dr Marta J. 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. 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.

There are no prerequisites.

Requirements

Weekly seminars of three hours duration. Assessment will be based on three major submissions.

Preliminary Reading

- Cazden, C.B. *Child Language and Education*, Holt, Rinehart and Winston 1972.
 Cazden, C.B., John, V.P. and Hymes, D. (eds) *Functions of Language in the Classroom*, Teachers College Pr. 1972.
 Elgin, S.D. *What is Linguistics?*, Prentice-Hall 1973.
 Fishman, J.A. *Sociolinguistics*, Newbury House 1971.
 Slobin, D.I. *Psycholinguistics*, Scott Foresman 1971.
 Rado, M. 'The role of sociolinguistics in a modern language syllabus', *Babel*, 10 : 1, 1974.
 Rado, M. (ed.) *Bilingual Education*, Proceedings of a conference held at La Trobe University, May 1974.
 Rado, M. 'Education and the bilingual family: Curriculum Implications', in Claydon, L.F. (ed.) *The Urban School*, Pitman 1974.
 Rado, M. 'Language use of bilingual adolescents: a self appraisal', in Clyne, M. (ed.), *Australia Talks. Essays on the Sociology of European and Aboriginal Languages in Australia*. (To appear as a D. Series monograph of *Pacific Linguistics*).

Some Sociological Perspectives on Teaching and Learning (three units) **Dr Lois Foster**

The course is designed to develop sociological insights into the school as a social institution. This is to be achieved by the systematic application of the concepts of sociology to events in the human life of the school and its surroundings.

The intention is to work from a macro- to a micro-perspective on the school. In term one, aspects of the relation of the school and the community are examined. Some interpretations of phenomena in the school, for example its separate culture, form the focus of study in term two. Term three comprises an analysis of the presupposition that the processes of teaching and learning can be seen as the social construction of reality.

There are no prerequisites.

Requirements

- (a) Weekly seminar of two to three hours' duration.
- (b) Assessment will be based on written work equivalent to a major submission in each term.

Prescribed Reading

- Brown, R. et al. *A Guide to the Sociology of Australian Education*, Macmillan 1974.
 Esland, G. *The Construction of Reality*, Open Univ. Pr. 1971.
 Thompson, K. and Tunstall, J. (eds) *Sociological Perspectives*, Penguin Education 1971.

Recommended Reading

- Creber, P. *Lost for Words*, Penguin 1972.
 Edgar, D. (ed.) *A Sociology of Australian Education*, McGraw-Hill 1975.

- Eggleston, J. (ed.) *Contemporary Research in the Sociology of Education*, Methuen 1974.
- Keddie, N. (ed.) *Tinker, Tailor . . . The Myth of Cultural Deprivation*, Penguin 1973.
- Lawton, D. *Class, Culture and the Curriculum*, Routledge and Kegan Paul 1975.
- Young, M.F.D. (ed.) *Knowledge and Control*, Collier-Macmillan 1971.

The Evaluation of Learning (two units, first and second terms)

Dr G. Rowley

This course will provide an understanding of the principles and techniques which a teacher should master in order to obtain fair and accurate assessments of the learning which takes place in his/her classroom. The emphasis will be on practical issues, but theory will be explored on the occasions where it seems essential to an understanding of the issues raised. Students will be encouraged to look critically, but constructively, at evaluation practices in their own and other schools. Topics discussed will include educational objectives, construction of various evaluation instruments, factors influencing test scores, how to evaluate test quality, the presentation and interpretation of evaluation information, public examinations and accountability, and the interrelationships between evaluation procedures and other aspects of the teaching-learning process.

There are no prerequisites. Previous or concurrent enrolment in Introductory Statistics for Education would be advantageous, but not essential.

Requirements

Weekly class of two to three hours' duration, including lectures, discussion, and practical work. Assessment will be based on both tests and assignments.

Prescribed Reading

Mehrens, W.A. and Lehmann, I.J. *Measurement and Evaluation in Education and Psychology*, Holt, Rinehart and Winston 1973.

Preliminary Reading

- Black, H. *They Shall Not Pass*, William Morrow and Co. 1963.
- Hoffman, B. *The Tyranny of Testing*, Crowell-Collier Macmillan 1962.
- Kirschenbaum, H., Simon, S.B. and Napier, R.W. *Wad-ja-get?: The Grading Game in American Education*, Hart Publishing 1971.

Recommended Reading

- Bloom, B.S. (ed.) *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*, Longman 1973.
- Ebel, R.L. *Essentials of Educational Measurement*, Prentice-Hall 1972.
- Educational Testing Service *Tests and Measurements Kit*, ETS 1973.
- Krathwohl, D.R., Bloom, B.S. and Masia, B. (eds) *Taxonomy of Educational Objectives, Handbook II: The Affective Domain*, Longman 1973.
- Stanley, J.C. and Hopkins, K.D. *Educational and Psychological Measurement and Evaluation*, Prentice-Hall 1972.
- Thorndike, R.L. (ed.) *Educational Measurement*, second edn, American Council on Education 1971.

Teachers' Professional Status (one unit, second term)

Mr A.S. Duckers

This course is intended for experienced classroom practitioners, and with particular reference to 'profession' as a concept will consist in a theoretical analysis of teachers' claims to professional status. The obligations and responsibilities which 'profession' imposes will be an important focus of discussion, as will the nature of the teacher's role within the school and his or her relationships with other people in the wider educational field. Consideration will also be given to ways in which teachers' existing difficulties regarding professional status might be resolved.

Prerequisites

At least five years as a classroom practitioner.

Requirements

Participation in weekly seminar discussion, prior to which some relevant reading has been undertaken. One essay of about 3000 words.

Prescribed Reading

Bessant, B. and Spaul, A.D. *Teachers in Conflict*, Melbourne Univ. Pr. 1972.
 Jackson, J.A. (ed.) *Professions and Professionalisation*, Cambridge Univ. Pr. 1970.
 Lieberman, M. *Education as a Profession*, Prentice-Hall 1956.
 Johnson, T. *Professions and Power*, Macmillan 1972.

Bilingualism in the Community (one unit, third term)

Dr Marta J. Rado

This course will examine issues in a bilingual situation as they affect the individual in the community. Topics will include language acquisition theories and bilingualism; language functions; language shift and maintenance; national multi-lingualism.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration and one submission of work will form the basis of assessment.

Preliminary Reading

Haugen, B. and Bloomfield, N. (eds) *Language as a Human Problem*, Norton 1974.
 Weinreich, U. *Languages in Contact*, Norton 1974.

Interpersonal Process (one unit, third term)

Mr A.J. Williams

The course will examine 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 into the classroom. 'Humanistic' models of man will be contrasted with other models that may better elucidate what happens between people in classrooms.

Prerequisites

Students must be taking Humanistic Education concurrently or have taken it in previous years.

Requirements

Ordinarily three hours a week. Weekend workshops may be arranged. Assessment will be based on a written assignment of about 3000 words.

Preliminary Reading

Back, K. *Beyond Words*, Pelican 1973.

Journal of Humanistic Psychology (whole issue), Spring 1975.

Primary Education (one unit, third term)

Mr A.J. Brown

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 to 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 written assignment of about 3000 words.

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.

Centre for the Study of Urban Education

Child Development (three units)

Dr P.E. Langford

History of Developmental Psychology

This section of the course will outline the interest of educators and psychiatrists in the mind of the child. Educators, from Plato onwards, have asked themselves how the child learns to think and understand. The interest of psychiatrists in the child's emotional life is more recent, beginning only with Freud in the nineteenth century.

Intellectual Development

There are three main strands in this section: the growth of logical thinking and abstract concepts (i.e. the work of Piaget, his supporters and detractors); the growth of language; and the growth of perception. The growth of memory will also be considered.

Social and Emotional Development

The theories of Freud, Erikson, Ausubel and Melanie Klein will figure most strongly in this section. The ideas of Piaget and Kohlberg on moral development will also be discussed.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration. Alternative seminars may be arranged. Assessment will be by written assignments agreed to by the lecturer.

Recommended Reading

(books that are bracketed together cover the same material)

General texts –

[Bee, H. *The Developing Child*, Harper and Row 1975.

[Ausubel, D. and Sullivan, E.V. *Theory and Problems of Child Development*, Grune and Stratton 1970.

Historical –

Peters, R.S. (ed.) *Brett's History of Psychology*, Allen and Unwin 1962.

Ellenberger, W.F. *The Discovery of the Unconscious*, Allen Lane 1970.

Baken, D. *Sigmund Freud and the Jewish Mystical Tradition*, Van Nostrand 1958.

Intellectual Development –

Bower, T.G.R. *Development in Infancy*, Freeman 1974.

Dale, P.S. *Language Development*, Dryden Pr. 1972.

[Flavell, J.H. *The Developmental Psychology of Jean Piaget*, Van Nostrand 1963.

[Piaget, J. and Inhelder, B. *Psychology of the Child*, Routledge and Kegan Paul 1969.

Social and Emotional Development –

[Erikson, E. *Childhood and Society*, Penguin 1950.

[Ferguson, L.R. *Personality Development*, Brooks/Cole 1970.

[Rappoport, L. *Personality Development*, Scott Foreman 1972.

Segal, H. *Introduction to the Work of Melanie Klein*, Heinemann 1964.

[Weyes, D. *Psychoanalytic Schools from the Beginning to the Present*, Jason Aronson 1973.

[Brown, J.A.C. *Freud and the Post-Freudians*, Penguin 1961.

Curriculum and Process in Urban Education (three units)

Dr A.T. Knight, Mr L. Claydon

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.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration. There will be three main assignments over the duration of the course, one of which will be in the nature of a research practicum.

Prescribed Reading

Tyack, D. *The One Best System*, Harvard Univ. Pr. 1974.

Wardle, D. *The Rise of the Schooled Society*, Routledge and Kegan Paul 1974.

Haas, G., Bondi, J. and Wiles, J. *Curriculum Planning: A New Approach*, Allyn and Bacon 1974.

Browne, R.K. and Magin, D.J. *Sociology of Education: Book of Australian Studies*, Macmillan 1976.

Pearl, A. *Atrocity of Education*, New Critics Pr. 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.

Early Childhood Education I (three units)

Professor R.J. Goldman, Dr P. Langford

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 and 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 preschool age group, but other qualifications and experience will be considered. Candidates possessing the Diploma of Advanced Studies in Education (of the Institute) will be given preference.

Requirements

Approximately 70 hours of seminars held in evenings, Saturdays and a full week in school vacation. Assessment will be on written work covering assignments and projects to be determined in consultation with Professor Goldman.

Prescribed Reading

Hunt, J.M.V. *Intelligence and Experience*, Ronald Pr. 1961.

Elkind, D. and Flavell, J. (eds) *Studies in Cognitive Development*, Oxford Univ. Pr. 1969.

Connolly, K.J. and Bruner, J.S. (eds) *The Growth of Competence*, Academic Pr. 1974.

Evans, E.D. *Contemporary Influences in Early Childhood Education*, Holt, Rinehart and Winston 1973.

Frost, J.L. *Revisiting Early Childhood Education*, Holt, Rinehart and Winston 1973.

Early Childhood Education II (three units)

Professor R.J. Goldman, Dr P. Langford

Further advanced work of an individual character, following on from Early Childhood Education I.

Prerequisites

Successful completion of Early Childhood Education I.

Requirements

Approximately 70 hours of seminars held in evenings, Saturdays and a full week in school vacation. Assessment will be on written work covering assignments and projects to be determined in consultation with Professor Goldman. The course continues Early Childhood Education I in more detail, allowing for each student to develop individual reading programs.

Prescribed Reading

Individual selection of texts with particular reference to journals relevant to early childhood:

Child Development

Monographs of the Society for Research in Child Development

Journal of Experimental Psychology

Journal of Personality and Social Psychology.

Ethnic Subcultures and Education (three units)

Dr Josephine Danna

The origin, present distribution and characteristics of ethnic groups in Australia. Examination of the range of problems migrants have in assimilating by the use of an anthropological model for comparing traditional cultures with urban industrial cultures. Course concludes with a review of behavioural science research on the impact of culture and culture change on personality, cognition, and learning.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration and at least one major piece of work per term.

Prescribed Reading

Beals, A. *Culture in Process*, Holt, Rinehart and Winston 1973.

Foster, G. *Traditional Societies and Technological Change*, Harper and Row 1973.

Report on the Survey of Child Migrant Education in Schools of High Migrant Density in Melbourne, VED 1973.

Smolicz, J. and Wiseman, R. *Quarterly Review of Australian Education*, 4, 2 and 3 1971.

Townsend, H.E.R. *Organization in Multiracial Schools*, NFER 1972.

Townsend, H.E.R. *Immigrant Pupils in England: The LEA Response*, NFER 1971.

Theory and Practice of Teaching English as a Second Language (three units)

Ms Helen Moore

An introduction to the theoretical perspectives which underlie approaches to teaching English as a second language. The course will deal with the following topic areas:

(a) Socio- and psycholinguistic aspects of first and second language learning; (b) linguistics and the study of language; (c) practical topics in English language teaching, e.g. syllabus design, reading and writing.

Students will be encouraged to work on topics which particularly concern them in the area of language teaching.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration. Assessment will be based on two short essays and one longer piece of work on a topic of the student's choice. Some short seminar assignments will also be set.

Prescribed Reading

Corder, S. *Introducing Applied Linguistics*, Penguin 1973.

Open University: *Course E262: Language and Learning*, Blocks 1, 6 and 7, Open Univ. Pr. 1973.

Open University: *Language in Education*, Routledge and Kegan Paul 1972.

Palmer, F. *Grammar*, Pelican Original, Penguin 1971.

Wilkins, D.A. *Linguistics in Language Teaching*, Arnold 1972.

Recommended Reading

Christophersen, P. *Second-Language Learning: Myth and Reality*, Penguin 1973.

Claydon, L. (ed.) *The Urban School*, Pitman Pacific 1975.

Crystal, D. *What is Linguistics?* Edward Arnold 1968.

Roulet, E. *Linguistic Theory, Linguistic Description and Language Study*, Applied Linguistics and Language Study Series, Longman 1975.

Thornton, G. *Language, Experience and School*, Explorations in Language Study Series, Arnold 1974.

Trudgill, P. *Accent, Dialect and School*, Explorations in Language Study Series, Arnold 1975.

Trudgill, P. *Sociolinguistics*, Penguin 1974.

Wilkins, D.A. *Second-Language Learning and Teaching*, Arnold 1974.

The Causes of Educational Disadvantage (three units)

Mr D. Toomey

The course will examine various attempts to explain (a) why it is that poorer and ethnic minority children are less successful in school and have restricted access to educational resources in Australia, and (b) the strategies of reform which these explanations imply. Students will be given an opportunity to participate in the construction of a piece of research to acquaint them with some of the methodological problems involved in research on these questions. Explanations in terms of lower class deficiency and the 'culture of poverty', 'culture clash', 'class antagonism' and meritocratic selection will be considered.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration. At least one major piece of written work a term.

Preliminary Reading

Ginsburg, H. *The Myth of the Deprived Child*, Prentice-Hall 1972.

Connell, R.W. 'Personal socialisation and class structure', in Hunt, F. (ed.) *Socialisation in Australia*, Angus and Robertson 1972.

Toomey, D. 'What causes educational disadvantage?' *Aust. and NZ J. of Sociology*, Vol. 10, No. 1 1974.

Bourdieu, P. 'The School as a conservative force: scholastic and cultural inequalities', in Eggleston, J. (ed.) *Contemporary Research in the Sociology of Education*, Methuen 1974.

Flude, M. 'Sociological accounts of differential educational attainment', in Flude, M. and Ahier, J. (eds) *Educability, Schools and Ideology*, Croom Helm 1975.

Knight, A.T. 'Powerlessness and the student role', *Aust. and NZ J. of Sociology*, Vol. 10, No. 2, 1974.

Smolicz, J.J. and Wiseman, R. *Quarterly Review of Australian Education*, Vol. 1, Nos 2 and 3, 1971.

Deviancy and the Urban School (one unit, first term)

Dr A.T. Knight

This course has as its purpose the development of a sociological perspective on the problems of delinquent behaviour. A theoretical framework will be developed, examining the history and assumptions supporting correctional programs and toward explaining adolescent deviancy. Attention will be given in particular to the relationship between student and school system, as it affects the empowerment or powerlessness of youth.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration. One reading assignment and one main written term assignment will be assessed.

Prescribed Reading

Carter, R.M. and Klein, M.W. *Back on the Street*, Prentice-Hall 1976.
 Polk, K. and Schafer, W.E. *Schools and Delinquency*, Prentice-Hall 1972.
 Kassebaum, G. *Delinquency and Social Policy*, Prentice-Hall 1974.
 Knight, A. 'School determinants of delinquent behaviour', in Claydon, L.F. (ed.) *The Urban School*, Pitman 1974.
 Schafer, W.E. and Olexa, C. *Tracking and Opportunity: The Locking-Out Process and Beyond*, Chandler Publishing Co. 1971.
 Giallombardo, R. *Juvenile Delinquency: A Book of Readings*, John Wiley 1972.
 Toch, H., Grant, D.J. and Galvin, R.T. *Agents of Change: A Study in Police Reform*, John Wiley 1975.

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.

There are no prerequisites.

Requirements

Weekly seminar of two to three hours' duration. Assessment will 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.

Task Force Core Courses (six units)

Dr A.T. Knight, 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.

Educational Research Methods and Computer Uses

Methods of Empirical Research (three units)

Dr G. Rowley

The three units are Introductory Statistics for Education, Statistical Inference in Educational Research and Research Methods in Education. See separate entries for details.

Computers and Education (one unit, first term)

Ms Barbara Marsh

This course assumes no previous familiarity with computers. It has both theoretical and practical strands: students will be expected to demonstrate a reasonable grasp of both. BASIC programming will be taught. The main question we will ask is 'What role should computers play in education?' This will entail gaining some familiarity with current computer uses here and overseas, including computer assisted instruction, computer managed instruction, computer simulation, computer programming as an aid in problem solving, and computer uses in educational administration and research.

There are no prerequisites.

Requirements

Weekly seminar, including practical work. One piece of written work or its equivalent will be assessed.

Recommended Reading

Wells, G. *What is a Computer*, Blackie 1970.

Oettinger, A. and Marks, S. *Run, Computer, Run – The Mythology of Educational Innovation*, Collier 1971.

Taviss, I. (ed.) *The Computer Impact*, Prentice-Hall 1970.

Gotlieb, C.C. and Borodin, A. *Social Issues in Computing*, Academic Pr. 1973.

Weizenbaum, J. *Computer Power and Human Reason*, Freeman 1976.

Dreyfus, H.L. *What Computers Can't Do*, Harper and Row 1972.

Introductory Statistics for Education (one unit, first term)

Dr G.L. Rowley

The course provides a basic introduction to the use and understanding of statistics in education. Topics covered include the presentation and tabulation of data; measurement of central tendency, variability and correlation; elementary treatment

of regression, discriminant analysis and factor analysis. Included in the early part of the course will be an introduction to the use of the computer, and instruction in the use of SPSS (a typical social science statistical program package).

There are no prerequisites for this course.

Requirements

Weekly class of two to three hours, including practical work. Assessment will be based on written assignments.

Prescribed Reading

Tunney, B.L. and Robb, G.P. *Statistical Methods for Behavioural Science*, Intext 1973.

Preliminary Reading

Huff, D. *How to Lie with Statistics*, Penguin 1973.

Campbell, S.K. *Flaws and Fallacies in Statistical Thinking*, Prentice-Hall 1974.

Reichmann, W.J. *Use and abuse of statistics*, Pelican 1964.

Recommended Reading

Glass, G.V. and Stanley, J.C. *Statistical Methods in Education and Psychology*, Prentice-Hall 1970.

Klecka, W.R., Nie, N.H. and Hull, C.H. *SPSS Primer*, McGraw-Hill 1975.

or

Nie, N.H., Hull, C.H., Jenkins, J.G., Steinbrenner, K. and Bent, D.H. *Statistical Package for the Social Sciences*, (second edn) McGraw-Hill 1975.

Popham, W.J. and Sirotnik, K.A. *Educational Statistics*, (second edn) Harper and Row 1973.

Computers and Education (one unit, second term)

Ms Barbara Marsh

See term one for details.

Statistical Inference in Educational Research (one unit, second term)

Dr G.L. Rowley

This course focuses on the use of statistics to make inferences about populations based on information gained from smaller samples. Methods to be discussed will include estimation and hypothesis-testing, significance of differences, some non-parametric techniques, and simple analysis of variance. The emphasis will be largely practical, with the objective of equipping students to perform and understand the kinds of statistical analyses commonly used in educational research.

Prerequisites

Introductory Statistics for Education or its equivalent.

Requirements

Weekly seminar of two to three hours' duration. Assessment will be based on written assignments and in-class exercises.

Prescribed Reading

Glass, G.V. and Stanley, J.C. *Statistical Methods in Education and Psychology*, Prentice-Hall 1970.

Preliminary Reading

Lumsden, J. *Elementary Statistical Method*, University of WA Pr. 1969.
Tunney, B.L. and Robb, G.P. *Statistical Methods for Behavioural Science*, Intext 1973.

Recommended Reading

Klecka, W.R., Nie, N.H. and Hull, C.H. *SPSS Primer*, McGraw-Hill 1975.
or
Nie, N.H., Hull, C.H., Jenkins, J.G., Steinbrenner, K. and Brent, D.H. *Statistical Package for the Social Sciences*, (second edn) McGraw-Hill 1975.
Popham, W.J. and Sirotnik, K.A. *Educational Statistics* (second edn), Harper and Row 1973.

Computers and Education (one unit, third term)

Ms Barbara Marsh

See term one for details.

Research Methods in Education (one unit, third term)

Dr G.L. Rowley

The objective of this course is to equip students to design, conduct, analyse and interpret research studies in education, and to become critical readers of published research in education and related areas. Experiments, quasi experiments, and surveys will be examined, and attention given to the practical details of designing and conducting such studies including sampling techniques, data-gathering procedures and data analysis.

Prerequisites

Statistical Inference in Educational Research or its equivalent.

Requirements

Weekly seminar of two to three hours' duration. Each student will be expected to design and conduct a small research study and to report the findings or to make a critical evaluation of a published study. The major part of the assessment will be based on this work, with a smaller component for in-class exercises.

Recommended Reading

Cochran, W.G. *Sampling Techniques*, John Wiley and Sons 1963.
Franklin, B.J. and Osborne, H.W. *Research methods: issues and insights*, Wadsworth 1971.
Glass G.V. and Stanley, J.C. *Statistical Methods in Education and Psychology*, Prentice-Hall 1970.
Kerlinger, F.N. *Foundations of Behavioural Research*, Holt, Rinehart and Winston 1973.
Millman, J. and Gowin, D.B. *Appraising Educational Research*, Prentice-Hall 1974.
Moser, C.A. and Kalton, G. *Survey Methods in Social Investigation*, Heinemann 1971.
Oppenheim, A.N. *Questionnaire Design and Attitude Measurement*, Heinemann 1968.
Travers, R.M.W. (ed.) *Second Handbook of Research on Teaching*, Rand-McNally 1973.

Higher Degrees

The School of Education offers the following degrees by thesis only:

Master of Education

Master of Arts in Education

Doctor of Philosophy.

The School also offers a general Master of Education by coursework and minor thesis, and in the Centre for Comparative and International Studies in Education, a Master of Education with an Asian language component (at present the courses available are Chinese and Indonesian).

Studies for the 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 and Ph D committees of the University. Formal applications for admission to candidature must be made to the Registrar. The Graduate Studies Officer, Mr S.T. Boeyen, may be contacted for information about fellowships and scholarships available to higher degree students in the School of Education.

Applications should be lodged by 31 July each year.

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 one-point units of the B Ed course must be achieved at merit level to qualify the student to proceed to masters work; OR
- (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.

The same admission requirements apply to the M Ed by coursework as to the M Ed by thesis only.

In regard to the M Ed by thesis only and the Ph D, the School reserves the right to require students to undertake extra work or reading where this seems desirable.

At least three years of professional experience in the field of education is a prerequisite for admission to the M Ed program. Applicants otherwise qualified who lack the required professional experience, may be admitted to the MA program in 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 Bachelor of Education and is designed for students whose entry qualifications falls short of those outlined above. A qualifying research paper of 10,000 to 15,000 words may also be required. 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.

Master of Education by Coursework and Minor Thesis

Duration

In general, the minimum and maximum limits for the completion of the coursework M Ed by full-time and part-time students are the same as for the research degree. However, the minimum time in which the coursework M Ed can be completed is 18 calendar months from the date of enrolment.

Components and Structure of the Degree Program

The program consists of four equal units, made up of three one-year courses (or equivalent) and a dissertation (minor thesis).

There are six Centre courses (one in each Centre) and two School courses. Each Centre course examines some key themes of substance and method directly related to its area of education study. One of the School courses concentrates on a selection of significant general education problems from the perspective of various disciplines; the other School course puts the main emphasis on the broad methodological aspects of education as a field of study.

Students are required to enrol in one Centre. This involves taking the Centre's M Ed course and writing the dissertation on a topic within the scope of the Centre's interests and under the supervision of one or more of its staff.

In addition, students shall normally take the two School courses. On the recommendation of the Centre concerned, the higher degrees committee of the School may permit a student to substitute for either of the School courses, a course from another Centre or another School in the University. In the case of a course from another School, it will normally be at Master's level. However, the Board of Studies may approve the inclusion of an honours undergraduate course of one half unit.

In general, each course will be conducted as a seminar. Several staff will participate during the year. Students as well as staff will take responsibility for preparing and presenting papers and other relevant material.

Where students lack special knowledge or skills (particularly in methodology) relating to the dissertation topic they have chosen, they shall be required to do whatever *additional* work may be necessary (e.g. reading courses, B Ed units, field work, courses from other Schools).

Centre Courses

Centre for Comparative and International Studies in Education

Issues in Australian Education: Comparative Perspectives

Convenor: Professor S. Fraser

A presentation and discussion of three current issues in the field of international studies in education. Topics scheduled for 1977 include:

Community Participation in Educational Decision-Making: Australia, UK and USA.

A review of the theory and practice of community involvement in decision-making

in Australia, particularly at the School level, in the perspective of related experiences in the USA and UK.

Foreign Influences in the History of Australian Education

A look at the derivative nature of Australian school systems in four areas: (a) organisation and administration of the school systems; (b) curriculum – elementary and secondary; (c) tertiary schooling – in particular the universities; (d) rural schools and agricultural education.

Emphasis will be placed on western European and North American models and their influence on Australian schooling.

Sex, Family and Population Education

Discussion and analyses of the inter-relationship of goals and aims of school sex education programs and the wider field of family planning and population problems which affect education development. Examples taken from Australia and Asia.

Centre for the Study of Curriculum and Teacher Education

Contemporary Problems in Curriculum Theory and Practice

Convenor: Professor B. Crittenden

In any year the course focuses on one or two significant issues in curriculum theory and design. Among such issues are: structures of knowledge and the design of curriculum; the justification and evaluation of curriculum decisions; the question of a common curriculum; integration in the curriculum. These topics are examined from the perspectives of general curriculum theory and the main component areas of curriculum study. Although the full range of general education is kept in view, the course is directed mainly to teachers at the secondary level.

The specific topic for 1977 is integration in the curriculum. It is to be treated in three main sections:

- (a) General theoretical issues (e.g. philosophical questions about the unity and diversity of knowledge; arguments from the sociology of knowledge; an assessment of the main arguments against a subject curriculum; integrated studies and educational objectives).
- (b) The question of integration in the curriculum approached from the perspective of various subject areas: literature and language studies, history, social science, mathematics, science, moral education.
- (c) A critical examination of some examples of integration in curriculum (e.g. *The Humanities Curriculum*, Schools Council/Nuffield Foundation; Bruner's *Man: A Course of Studies*).

Centre for the Study of Educational Communication and Media

Problems in Educational Communications and Media

Convenor: Dr P.B. White

The course to be offered in 1977 has two main objectives. The first is to present participants with some of the major issues and problems in educational communications and media. During first term seminars will cover the appropriate role of technology in education, mass communication and ideology, educational media and the sociology of knowledge, film theory, media and rhetoric, audience responses to violence on film and television, and the role of film in the understanding of history.

The second objective of the course is to consider the problem of research in educational communications and media. This will include a history of media research, current trends in research, and the shortcomings of research in educational communications and media. This will have the dual purpose of illustrating the diversity of approaches to media and communication research at the same time as helping participants in the formulation of their research topic.

Centre for the Study of Innovation in Education

Educational Change in Context

Convenor: Dr M. Turner

The course will attempt to develop certain general ways of examining critically changes in schooling in western industrial societies, through a study of literature dealing with the relationship of schooling to the social, economic, political and cultural conditions of its context and through an examination of particular changes in schooling.

Changes in participation in school, and in the curriculum and organisation of schools, will be given particular attention.

Changes in schooling familiar to members of the class will be used for purposes of illustration and discussion.

One or two major exemplars of educational change will be chosen for more detailed examination such as the trend to life-long education, the reform movements in Victoria since the mid 1960's, or the introduction of 'school-based' curriculum development. The exemplar(s) chosen will depend on the current research interests of Centre staff and the availability and relevance of a sufficient literature.

Centre for the Study of Teaching and Human Interaction

Interaction in Teaching and Learning

Convenor: Dr W. Lett

The course is designed in two parts. The first section is concerned with a study of the dimensions of interaction and their effects as they occur in the tasks of teaching and learning. These will include linguistic factors, sociological-contextual variables, the conflict of institutionalised role expectations and individuation, and the relationships between cognition, affect and valuing in teaching and learning. Methods of evaluation of interaction and its effects on learning, together with an appraisal of current research approaches in use will be presented.

The second section of the year's course will comprise a study of the images of communication with particular emphasis on non-verbal images. It will include a study of the nature of image formation and transformation, the structure of visual images in learning through media, the generation and expression of the images of culture, examples of non-verbal political imagery and the aesthetic appraisal of form and structure of imagery.

Centre for the Study of Urban Education

Causes of Educational Inequality in Australian Cities

Convenor: Mr D. Toomey

The course will examine socio-economic and ethnic minority differences in educational opportunity in Australian cities by applying various attempts to explain educational inequality to the Australian evidence. Educational inequality will be defined not only in terms of access to knowledge and skills within schools, but also in terms of educationally relevant knowledge and competencies acquired from non-school sources and their acceptability within schools. Some attention will be given to various theories of educational disadvantage; particularly as these are expressed in current controversies amongst Australian scholars. In the course of this analysis perspectives from sociology, anthropology and cross-cultural psychology will be used.

- (a) Explanations in terms of 'lower class' deficiencies, 'culture clash' class antagonism, meritocratic selection and school status will be considered in relation to the available Australian evidence on matters such as: differences in participation in formal schooling and access to educational resources; success on tasks of school learning; family environment influences, differences in wealth; the organisation of schooling, both state and private, within school processes of differentiation; the effects of teachers' expectations and biases; influences upon students' expectations, attitudes and decisions; the existence of class and ethnic minority subcultures in Australian cities; cultural influences upon cognition; culturally bound assumptions in psychological and educational testing; ideologies of merit and free choice.
- (b) Methodological issues surrounding the interpretation of evidence will be dealt with in relation to the above.
- (c) There will be a coverage of the various educational policies implied by the above explanations.

School Courses

Basic Issues in Contemporary Education

Convenor: Mr L. Claydon

This course is designed for all students in the coursework M Ed program. In any year a few topics of general significance in education will be examined intensively from the perspective of several applied disciplines (history, philosophy, sociology, etc. of education). The course will focus on themes that are of broader range than those which come within the scope of the various Centres: e.g. schooling as an instrument of economic opportunity; the genetic-environmental controversy and its bearing on education; democratic theory and the practice of education; the school as a conservative or reforming agent; educational reform movements in the present century; conflicting theories of human nature underlying contemporary educational practice.

The Study of Education: A Methodological Inquiry

Convenors: Professor B. Crittenden/Dr G. Rowley

The intention of this course is to provide a broad methodological study for all students in the M Ed by coursework program. The course includes three main sections: (1) several introductory seminars on the general nature of education as a field of study (e.g. whether education is a discipline; how we distinguish an

educational problem, the relationship of history, philosophy etc. of education to educational theory building; ideology and the study of education); (2) close examination of various methodologies and techniques as illustrated in a selection of influential studies of education; (3) a series of seminars in which each student presents an outline of his or her proposed dissertation with particular attention to the method of investigation to be used.

Reading lists for each course will be available to students through the course convenors.

Thesis Requirements

It is anticipated that the dissertation will not be completed in less than six months of full-time work or equivalent.

Its length should be around 20,000 words. This may be less if other kinds of material (e.g. film, curriculum program) are presented as an integral part of the dissertation.

For the purpose of overall assessment, the dissertation is considered to be the equivalent of a course unit, i.e. 25% of the total requirement for the coursework M Ed.

Assessment

(a) Course Units

Normally, assessment will be based on:

- (i) work presented at seminars;
- (ii) an essay or essays on a topic directly related to the course.

As a general guide, the total length of the written work required for a course will be about 10,000 words (with adjustments for other kinds of material as in the case of the dissertation).

All written (or equivalent) work shall be assessed independently by at least two members of staff.

(b) Dissertation

The dissertation shall be assessed independently by at least two examiners, of whom at least one shall be from outside La Trobe University.

Master of Education Degree by Coursework in Asian Education

The purpose of the course is to provide the most suitable conditions for students of comparative education to acquire a competence in the language of the country whose education is to be their main study. Language studies will be closely related to their other studies throughout the course.

The range of studies on such a course would be tailored for individual students who might range from complete language beginners to those with some language skills in an Asian language. Students with substantial skills in such languages will not be admitted.

Content of the Course

For students of Comparative and International Education who wish to specialise in one of the major language areas of Asia the degree will consist of:

- (a) Language study in one of the following:
 - Chinese (mandarin or Cantonese)
 - Japanese

Indonesian

Vietnamese

or such other language as may be required.

The aims of the language course will be to give the student direct and independent access to information. It will combine:

- (i) oral competence — aiming at the ability to conduct interviews with respondents relating to the specific research interest of the student
- (ii) reading comprehension of books, journal articles, newspapers, and other materials concerned with the specific research field.
- (b) A study of education in the country concerned.
This study may take the form of a dissertation or a series of papers or sub-courses in Education related to the appropriate field of study.

Assessment

For the purpose of awarding the degree, candidates must pass in both sections of the course set out above. Assessment in language study will be by the standard techniques of language testing. For the written work required in the study of education in the country concerned, at least one examiner shall be external to the School of Education.

Prerequisites

An applicant for admission shall have qualified for a degree of Bachelor with honours or a degree of Bachelor of Education as prescribed in the Master of Education degree regulations. Applicants who have qualified for a Bachelors degree plus a diploma in education or a Bachelor of Arts (Education) will be considered under the provisions in the Master of Education degree regulation, for admission of applicants possessing skills or experience of an especially meritorious nature.

The course will be two years full-time or not less than three years nor more than five years if done part-time.

Details of the courses in Chinese Education and Indonesian Education are available from the Graduate Studies Office or the Administrative Officer, School of Education.

Part V Schools of Humanities and Social Sciences

The Bachelor's Degree

The Schools of Humanities and Social Sciences offer courses leading, at both the pass and honours levels, to the degree of Bachelor of Arts. 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 on his choice of disciplines. If a student wishes to take a 'major' study in one discipline, as most do, then the choice of School will depend mainly on that major study. A student taking a major is expected to concentrate the most part of his work at second and third year levels on his major discipline. A student who does not take a major must enrol in that School in which the majority of his disciplines lie.

A full description of the range of disciplines is set out in the special sections below. To avoid one source of confusion it should especially be observed that four disciplines, history, mathematics, philosophy and politics, are available in both the School of Humanities and the School of Social Sciences but that the possible combinations for intending majors in these disciplines are different in each case. Thus a student who wishes to combine a major in history, mathematics, philosophy or politics, with a study of English or modern languages, should enrol in Humanities; on the other hand a major in history, mathematics, philosophy or politics combined with legal studies 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 academic progress committees, and are set out in Part IX.

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.

Advisers of Studies

School of Humanities

Art history	Mrs Lucy Ellem
English	first year: Dr H.A. Underhill, Dr N.B. Gardiner later years: Mr D.G.H. Jones, Mr M.E.A. Richards
French	Professor E.C. Forsyth, Mr A. Hurst, Mr L.G.J.L. Bessiere
History	Dr Bronwen Douglas, Dr D. Ferrell, Dr D.J. Huish, Professor R.B. Joyce, Dr R.R. Stremski, Dr L.H. Siegelbaum
Interdisciplinary studies	Mr A.R. Giles-Peters, Dr P.A. Rule
Linguistics	Mrs Maya Brumerhurst
Music	Dr G. Hair, Ms Joan Lawrence, Mr J.V. Sosnin, Mr L. Whiffin
Philosophy	first year: Professor B.D. Ellis, Mr R.A. Fox, Dr T.J. Richards later years: Mr J.F. Fox, Mr R.J. Pinkerton, Dr R.B. Young
Prehistory	Mr N.D. Oram
Spanish	Mr J.M. Sangiau, Mr F.H.B. Scarfe.

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 student's three year levels, and they may be chosen in a number of ways. In the first place students may take a course made up of three sequences of three units in separate disciplines at each year level.

The second and more usual course structure is that chosen by students who wish to undertake a major. With two exceptions, a major consists of four, five or six units taken in one discipline or area of study. (An area of study is a group of subjects from a number of disciplines having some common theme.) A 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. The two exceptions mentioned above are English and mathematics. The former requires a major of at least five units, while the latter permits a seven unit major including two units at first-year level and three units at third year level.

Twelve disciplines are available as majors: art history, English, French, history, Italian, mathematics, music, philosophy, politics, prehistory, Spanish and sociology (for approved students).

At present six areas of study are offered: Latin American studies, North American studies, Romance languages, philosophy of science, religious studies and revolutionary studies.

A student may seek to offer one or more subjects (approved complementary courses) at the University of Melbourne or Monash University concurrently with subjects at this University – see Complementary Course Enrolments.

In the normal course pattern, a student takes at first-year level three subjects with a total work value of three units. The discipline 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 discipline or area in 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
any Spanish I unit, English I, any History I unit.

Second-year level
Spanish IIA and any other three Spanish II half units, any History II unit or two half units.

Third-year level
Spanish IIIA, any other Spanish III unit, any History III unit or two half units.
- (2) A sample major in philosophy
First-year level
any Philosophy I unit, any History I unit, Politics I.

Second-year level
any two Philosophy II half units, any History II unit or any two half units, any Politics II unit or any two half units.

Third-year level
Three Philosophy III units in any combination of full and/or half units.
- (3) A sample major in Latin-American Studies
First-year level
Spanish I, any Sociology I unit, any Philosophy I unit.

Second-year level
Spanish IIA, IIB any Sociology II unit, any Philosophy II unit or two half units.

Third-year level
Three units from Spanish IIIA, IIIB, IIIC, IIID, Portuguese III and History-Sociology III.
- (4) A sample course with no major, involving three sequences of three units.
First-year level
English I, any History I unit, Cinema Studies I.

Second-year level
Any English II unit, any History II unit or two half units, any two Cinema Studies half units.

Third-year level
any English III unit, any History III unit or two half units, any two Cinema Studies half units.

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 the completion of first year of a course leading to a degree of Bachelor of Arts, it was normal for students to apply to take a concurrent course which enabled them to qualify for the degree of Bachelor of Arts and the Diploma in Education after four years of full-time study.

However from 1977 it is likely that the concurrent course will be phased out by not offering Education II. Education III and Education IV would then be phased out in 1978 and 1979 respectively. Therefore students wishing to enter a course leading to the Diploma in Education after they have qualified for their degree will be required to apply to the Victorian Universities Admissions Committee during the last year of their degree course.

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, English I, French IA or IB, History IAU, ICC, IEA, IFR, IHR, IMC, INW, IRF, ISH, ISP, Italian I, Mathematics IA, IB or IC, Music IA or IB, Philosophy IA, IC, ID, IE or IL, Politics I, Prehistory I, and Spanish IA or IB.

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: Cinema Studies I, Economics I, Sociology I, Biology IA or IB, Legal Studies I, Psychology I, Physical Sciences IT.

Second and Third 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. Except in the case where no major is taken, 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 academic assistant to the Dean. They should also note that it may be possible to include a first year language course at second-year level under certain special circumstances.

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 chairman of department 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

The School of Social Sciences comprises the departments of legal studies, politics and sociology. Each department offers subjects at each of first, second and third-year levels. In addition to the departments just mentioned, subjects in the departments of economics, history, philosophy, psychology and mathematics are also available. Regulations govern the combination of subjects which a student may undertake. In the following pages reference will be made to subjects, units, and disciplines the definitions of which are as follows:

- (a) Discipline — a set of subjects taught by a department within the university;
- (b) Subject — a particular topic of study taught and examined by a department e.g. History I FR (The French Revolution), Economics II BD (Business Decision Making), Politics III PB (Political Behaviour).
- (c) Unit — is a measure of work value where one unit represents a full year's work in a discipline at first, second or third year level. A subject may have the value of one unit or half unit.

The Bachelor of Arts Pass Degree

The degree of Bachelor of Arts may be taken as a full or part-time student. In each of the three years of the course a full-time student making normal progress undertakes and passes three units at first, second and third year levels respectively, a total of nine units.

To qualify for the pass degree a student must complete:

- (a) no more than four units at first-year level;
- (b) no more than one unit at first-year level in any discipline, except in the case of mathematics. In mathematics, one or one and a half units may be taken or in special circumstances, and with the permission of the dean, two units;
- (c) sequences (a series of units in a particular discipline) of not less than three units in at least two disciplines, or a sequence of five units in a single discipline; such sequences may include interdisciplinary subjects;
- (d) at least one sequence of three units from one of the 'core' disciplines: legal studies, politics or sociology;
- (e) no more than one unit at each year level from a discipline *other than* economics, history, legal studies, mathematics, philosophy, psychology or sociology.

Note

although four first-year units may be undertaken, only three may be studied in the first year.

Choice of Subjects

A student should have some idea of what course of study he wishes to pursue in his degree before he enrolls. It is advisable to consult the relevant sections of this Handbook and any other available material (most departments supply information sheets at enrolment time). Advice may also be sought from the School's academic advisers of studies at the enrolment interview. However, the responsibility of subject choice rests with the student.

Choice of subjects is important as this initial choice will determine the student's future course of study. If a student intends to undertake a sequence of five units in a particular discipline, it is usual that the choice of this discipline be made at the end of his first year. If at the end of the first year a full-time student decides to undertake an entirely different five unit sequence he will have to take a first-year level subject in the chosen new discipline in the succeeding year. This course of action will cause loss of credit for one of the first-year subjects already passed.

The following disciplines will be available in the School in 1977:

economics, history, philosophy, mathematics, *legal studies, *politics, psychology, *sociology.

*These are 'core' disciplines in the School of Social Sciences and as previously mentioned a student is required to take at least one sequence of three units in one of the core disciplines.

From the above disciplines, the following first-year subjects will be offered: Economics IMA, Economics IMI; History IAU, CC, EA, FR, HR, ML, NW, RF, SH, SP; ISH, ISP; Legal Studies ICL, ILC, IPL; Mathematics IA, IC; any first-year Philosophy unit; Politics I; Social Sciences IA/IB, Social Sciences IA/IC, Social Sciences IA/Mathematics ID, Social Sciences IA/Mathematics IE, Social Sciences IA/Mathematics IF; Sociology I; Psychology I.

Students intending to choose more than one unit of mathematics should note that the permissible combinations are Mathematics IA/ID and Mathematics IC/IE.

The maximum total workload normally permitted at any year level for a full-time student is three units. A student may not enrol in any unit at second or third-year level unless he has completed at least one and half units at the preceding level and is concurrently enrolled to complete the course requirements for that level. Special cases will be considered by the Board of Studies of the School under the conditions set out in Part VII: Academic Progress Rules.

Bachelor of Arts, Diploma in Education

After the completion of first year of a course leading to a degree of Bachelor of Arts, it was normal for students to apply to take a concurrent course which enabled them to qualify for the degree of Bachelor of Arts and the Diploma in Education after four years of full-time study.

However from 1977 it is likely that the concurrent course will be phased out by not offering Education II. Education III and Education IV would then be phased out in 1978 and 1979 respectively. Therefore students wishing to enter a course leading to the Diploma in Education after they have qualified for their degree will be required to apply to the Victorian Universities Admissions Committee during the last year of their degree course.

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.

Part VI Graduate Studies

In 1977 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 degrees 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.

The Diploma of Studies in Humanities

In 1977 a very limited number of graduates of at least two years standing, may be admitted as candidates for the Diploma of Studies in Humanities in the fields of art history, English, French, history, music, philosophy, religious studies, revolutionary studies and Spanish. They will be expected to complete a course of study consisting of four units at an advanced level, at least three of such units being taken at third year level or higher. Candidates may be required to undertake one or more preliminary subjects before enrolling for the Diploma. Applicants should note that none of these Diploma courses will be accepted as prerequisites for a Masters degree course.

Graduate Diploma in Computer Science

For the first time, in 1977 the School of Physical Sciences offers a one-year course of full-time study leading to the Graduate Diploma in Computer Science.

The course is covered in four subjects, namely Programming, Computer Organisation, Information systems and Applications, each of which comprises about one quarter of the main course.

Further information may be obtained from Dr D. Woodhouse, Department of Mathematics.

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.

For the disciplines of economics, French, legal studies, politics, psychology and sociology, † against prescribed books means that books are to be purchased. For other disciplines all prescribed books should normally be purchased.

The introduction of new courses will be subject to availability of funds.

The handbook relating to the Schools of Agriculture, Biological Sciences and Physical Sciences contains the details of the disciplines offered in those Schools.

ART HISTORY

First Year

Art History I

Second Year

IIB Classical Tradition

IIE Greek Sculpture

IIF Mannerist Art in Italy

IID 20th Century Movements

IIG Spanish Art

Third Year

IIIAE Roman Art

IIIL Australian Art

IIIM The Art and Times of Goya

IIIH Individual Readings (half unit) may be taken in the first or second half of the year.

IIIB Rome 1600-1650

IIIC Symbolist Art in France

IIIK Venetian Painting in the Renaissance

Fourth Year (Honours)

Art History IV

Art History I (full unit)

The first-year course (one unit) will serve as an introductory course to second and third-year studies as a basic survey of the history of European art for those students majoring in related disciplines.

The course will consist of an introduction to the major styles of the history of European art, which form the basis of second year courses, e.g. Greek and Roman, Italian Renaissance, 20th century etc. General style, individual artists and works of art in all the media are the subjects of the lectures.

There are no prerequisites.

Class Requirements

Two lectures a week.

Assessment

By means of essays and class tests.

Prescribed Reading

Pevsner, N. *Outline of European Architecture*, Penguin 1968.

Tomory, P.A. *Foundations of European Art*, Thames and Hudson 1969.

Preliminary Reading

Powell, A. *The Origins of Western Art*, Thames and Hudson 1973.

Murray, P. and L. *Dictionary of Art and Artists*, Penguin 1968.

Gombrich, E.H. *Story of Art*, Phaidon 1972.

Owen, P. *Painting*, Oxford Univ. Pr. 1970 (Oxford Appreciation of the Arts Series).

Rogers, L.R. *Sculpture*, Oxford Univ. Pr. 1969 (Oxford Appreciation of the Arts Series).

Rogers, L.R. *Relief Sculpture*, Oxford Univ. Pr. 1974 (Oxford Appreciation of the Arts Series).

Gauldie, S. *Architecture*, Oxford Univ. Pr. 1969 (Oxford Appreciation of the Arts Series).

Further reading will be available from the department in February 1977.

Art History IIB

The Classical Tradition in European Art – 5th to 18th Centuries AD (half unit)

Professor Peter Tomory

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 Univ. Pr. 1963.

Or

Vermeule, C. *European Art and The Classical Past*, Oxford Univ. Pr. 1964.

Further reading lists will be given out in class.

Art History IID

Major Movements in 20th Century Painting (half unit)

Mr Richard Haese

This course will be offered in the second half of the year. It will be a study of selected movements and the work of major artists, from Fauvism to American art of the 1960s. As such it is intended to provide an account of the main lines of development in Western painting during the 20th century.

Prerequisite

Art History I.

Class Requirements

Three hours a week, including one lecture, one tutorial/seminar and occasional films.

Assessment

By classwork and written work.

Prescribed Reading

Arnason, H.H. *A History of Modern Art: Painting, Sculpture, Architecture*, Thames and Hudson, London 1969.

*Haftmann, W. *Painting in the Twentieth Century*, 2 vols, Lund Humphries, London 1965.

*Hamilton, G.H. *Painting and Sculpture in Europe, 1800-1940*, Penguin 1967.
(Penguin History of Art Series).

*Lucie-Smith, E. *Movements in Art Since 1945*, Thames and Hudson, London 1967.

Read, H. *A Concise History of Modern Painting*, Thames and Hudson, London 1969.

*Richardson, T. and Stangos, N. (eds) *Concepts of Modern Art*, Penguin 1974.

Art History IIE:

Greek Sculpture (half unit, new course)

Dr I.D. McPhee

This course will be given in the first half of the year. The full unit in Greek Art, Art History IIAE, will not be given this year. The course will be a study of Greek sculpture from the Geometric Period to the end of the Hellenistic Period.

Prerequisite

Art History I.

Class Requirements

Three hours a week, consisting of two lectures and one tutorial.

Assessment

By classwork and written work.

Prescribed Reading

*Richter, G.M.A. *A Handbook of Greek Art*, Phaidon, London 1974.

*Cook, R.M. *Greek Art*, Weidenfeld and Nicholson, London 1972.

*Boardman, J. *Greek Art*, Thames and Hudson, London 1972.

- *Powell, A. *The Origins of Western Art*, Thames and Hudson, London 1973.
- *Pollitt, J. *Art and Experience in Classical Greece*, Cambridge Univ. Pr. 1972.
- *Carpenter, R. *Greek Sculpture*, Chicago Univ. Pr. 1960.

Although this course is concerned primarily with Greek sculpture, the student will be expected to acquire a knowledge of Greek history and society.

Preliminary Reading

- *Andrewes, A. *Greek Society*, Penguin 1967.
- *Kitto, H.D.F. *The Greeks*, Penguin 1957.
- *Rose, H.J. *A Handbook of Greek Mythology*, Methuen, London 1958.

A fuller bibliography will be available from the department in February 1977.

Art History IIF
Mannerist Art in Italy (half unit)

Dr R.W. Gaston

This course will be given in the first half of the year. Studies of selected artists and styles of painting, sculpture and architecture, in Italy 1500-1570. Attention will be given also to documentary sources, artists' writings and artistic theory.

Prerequisite

Art History I.

Class Requirements

Three hours a week including one lecture and/or seminar/tutorials according to enrolment.

Assessment

By classwork 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 Univ. Pr. 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 list available from the department in February 1977.

Art History IIG
Spanish Art — El Greco to Valdes Leal (half unit)

Mr F. Heckes

This course will be offered in the second half of the year. It will be a study of Spanish painting and sculpture of the 17th century. Particular attention will be given to the qualities that distinguish Spanish artistic traditions from those of other countries. Artists selected for special study will include El Greco, Ribalta, Ribera, Martinez Montanes, Velázquez, Zurbaran, Cano, Murillo, and Valdes Leal.

Prerequisite

Art History I.

Class Requirements

Three hours a week, including one or two lectures and/or seminars/tutorials according to enrolment.

Assessment

By classwork and written work.

Prescribed Reading

(Students are not required to purchase the following texts).

Brown, J. *Francisco de Zurbaran*, Harry N. Abrams Inc. New York 1973.

Lopez-Rey, Jose, *Velazquez: His work and world*, Faber and Faber, London 1968.

Trapier, E. Du Gue, *Ribera*, Hispanic Society of America, New York 1952.

Trapier, E. Du Gue, *Valdes Leal: Spanish Baroque Painter*, Hispanic Society of America, New York 1960.

Wethey, Harold *Alonso Cano, Painter, Sculptor and Architect*, Princeton Univ. 1955.

Wethey, H. *El Greco and His School*, Princeton Univ. 1962 (2 vols.)

Preliminary Reading

Atkinson, W.C. *A History of Spain and Portugal*, Pelican 1960.

Elliott, J. *Imperial Spain 1469-1716*, Pelican 1963.

Kubler, G. and Soria, M. *Art and Architecture in Spain, Portugal, and their American Dominions 1500-1800*, (Pelican History of Art Series) Penguin

Lynch, J. *Spain Under the Hapsburgs*, Basil Blackwell 1964.

Art History IIIAE

Roman Art and Architecture (half unit)

Dr I.D. McPhee

This course will be offered in the first half of the year. It will be a study of selected aspects of Roman art and architecture from the late Republic to the reign of Septimius Severus.

Prerequisite

Any second-year Art History course.

Class Requirements

Three hours a week consisting of two lectures and one tutorial/seminar.

Assessment

By classwork and written work.

Prescribed Reading

*Wheeler, R.M. *Roman Art and Architecture*, Thames and Hudson, London 1964.

*Brilliant, R. *Roman Art from the Republic to Constantine*, Praeger 1974.

*Hanfmann, G. *Roman Art*, Norton 1975.

Strong, D.E. *Roman Imperial Sculpture*, Tiranti, London 1961.

The student will be expected to acquire a knowledge of Roman history and institutions.

Preliminary Reading

*Barrow, R.H. *The Romans*, Penguin 1970.

Balsdon, H. *The Romans*, New Thinkers Library, London 1965.

*Dudley, D. *Roman Society*, Penguin 1970.

A fuller bibliography will be available from the department in February 1977.

Art History IIIB

Art in Rome c.1600-1650 (half unit)

Professor Peter Tomory

This course will be given in the second half of the year. 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.

Prerequisite

Any second-year Art History subject.

Class Requirements

One lecture/tutorial session (two hours) and one seminar a week.

Assessment

By classwork and written work.

Preliminary Reading

Wittkower, R. *Art and Architecture in Italy 1600-1750*, 3rd edn, Pelican 1973.
Chapters 1-4 and 6-14.

Blunt, A. *Art and Architecture in France 1500-1700*, Pelican, London 1973.
Chapter 6.

Rosenberg, J., Slive, S. and Ter Kuile, E.H. *Dutch Art and Architecture 1600-1800*, Pelican, London 1972. Chapters 3 and 10.

Gerson, H. and Ter Kuile, E.H. *Art and Architecture in Belgium 1600-1800*, Pelican, London 1960. Chapter 5.

A full reading list will be given in class.

Art History IIIC

Symbolist Art in France, 1880-1900 (half unit)

Mrs Lucy M. Ellem

This course will be offered in the second half of the year. It will study the development, meaning and influence of symbolism in late 19th century painting.

Both iconographic and formal means of symbolist expression will be examined in the painting, artistic theory and criticism of the period. Artists selected for special study include Puvis de Chavannes, Redon, G. Moreau, Van Gogh, Seurat, Gauguin, the Nabis and the Rose and Croix group.

Prerequisite

Any second-year Art History subject.

There is no language requirement but a reading knowledge of French will be an advantage.

Class Requirements

One three-hour seminar a week and occasional films.

Assessment

By classwork and written work.

Prescribed Reading

Rewald, J. *Post-Impressionism from Van Gogh to Gauguin*, New York Museum of Modern Art 1962.

Rookmaaker, H.R. *Gauguin and 19th Century Art Theory*, Swets and Zeitlinger, Amsterdam 1959.

Loevgren, S. *Genesis of Modernism: Seurat, Gauguin, Van Gogh and French Symbolism in the 1880s*, Indiana Univ. Pr. Bloomington/London 1971.
Lucie-Smith, E. *Symbolist Art*, Thames and Hudson, London 1971.
Praz, M. *The Romantic Agony*, Oxford Univ. Pr. 1933.
Jullian, P. *Dreamers of Decadence*, Trans. R. Baldrick, Pall Mall, London 1971..
Further readings lists will be given in class.

Art History IIIC

Venetian Painting in the Renaissance (half unit – new course)

Dr R.W. Gaston

This course will be offered in the second half of the year. A study will be made of the formal and iconographic aspects of Venetian painting in the sixteenth century, concentrating on the works of Bellini, Titian, Giorgione, Veronese and Tintoretto.

Prerequisite

Any second year course in Art History.

Class Requirements

Three hours per week including one lecture and/or seminars/tutorials according to enrolment.

Assessment

By classwork and written work.

Preliminary Reading

Robertson, G. *Giovanni Bellini*, Oxford Univ. Pr. 1968.
Steer, J. *A Concise History of Venetian Painting*, Thames and Hudson 1970.
Wilde, J. *Venetian Art from Bellini to Titian*, Oxford Univ. Pr. 1974.

Prescribed Reading

Available from the Department in June 1977.

Art History IIIL

Australian Art (half unit – new course)

Mr R. Haese

This course will be offered in the first half of the year. The course will offer a study of the major arts in Australia. The main emphasis will be on painting but the development of graphic art and sculpture will also be studied. Themes which will be considered during the course will include: the relationship between Australian art and European and American art movements; the question of nationalism and art; connections between art and the social background; growth of local art criticism; the phenomenon of expatriatism; art and political commitment. Students will be required to work extensively from local collections and exhibitions of Australian art and will also be encouraged to make as much use as possible of other available primary source material.

Prerequisite

Any second year course in Art History.

Class Requirements

Three hours a week, including one lecture, one seminar/tutorial and regular films.

Assessment

By classwork and written work.

Prescribed Reading

- *Hughes, R. *The Art of Australia*, Penguin 1970.
- Smith, B. *Australian Painting 1788-1970*, Oxford Univ. Pr. 1971.
- *Smith, B. *Documents on Art and Taste in Australia: the Colonial Period 1770-1914*, Oxford Univ. Pr. 1975.

These texts are to be considered as background preparatory reading. A further reading guide will be available from the department in February 1977.

Art History IIIM

The Art and Times of Goya (half unit — new course)

Mr F. Heckes.

This course will be offered in the first half of the year. The course will consider Goya's artistic development in relation to the political, social, and cultural influences of the age in which he lived. Some attention will be given to contemporary artists in France and Spain. Goya's interest in supernatural themes will receive special study.

Prerequisite

Any second year course in Art History.

Class Requirements

Three hours per week consisting of one lecture (two hours) and one seminar/tutorial.

Assessment

By classwork and written work.

Prescribed Reading

- *Gassier, P. and Wilson, J. *The Life and Complete Works of Francisco Goya*, Reynal and Co. with William Morrow and Co. Inc., New York 1971.
- *Klingender, F.D. *Goya in the Democratic Tradition*, Schocken, New York 1968.
- *Levey, M. *Rococo to Revolution*, Thames and Hudson 1966.
- *Licht, F. *Goya in Perspective*, Prentice-Hall, New Jersey 1973.
- Lopez-Rey, J. *Goya's Caprichos: Beauty, Reason and Caricature*, Princeton Univ. 1952 (2 vols).

Further reading lists will be available from the department in February 1977.

Art History IIH: 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.

Prerequisite

Any second-year Art History subject.

Enrolment in this course must be made only through the art history department.

Approval will be given to art history majors of high aptitude and motivation.

Written application should be made to the chairman after discussion with the staff member responsible for the chosen period.

Art History IV Honours Year

Students are selected for entry into honours at the end of their third year. Those selected will be advised by the department early in December, before re-enrolment. The principal requirement for selection is consistently high performance in the major study, and in particular distinction in third-year level Art History subjects.

Honours students will be asked to take four half-unit courses and to write a research essay of about 12,000 words.

Program offered in 1977:

Art History IV S: Advanced Study in the Renaissance (half unit, first half year.

Art History IV T: Stylistic Analysis and Criticism (half unit, second half year.

Art History IV HA

Art History IV HB

Individual special studies half-units. Students may be permitted to take a third year course not previously taken, with additional written work, towards credit in IV HA and IVHB.

Honours students will also be required to take a written examination in *one* of the following languages, to demonstrate an adequate reading knowledge to facilitate research: Italian, French, German, Spanish.

Diploma of Studies in Humanities

Suitably qualified applicants are invited to enrol in the department for this new diploma. The department's advisor of studies will discuss with each applicant the most suitable course structure.

No formal fourth year courses will be offered in 1977 for the diploma course.

CATALAN

Catalan III/IV (one unit)

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 (one 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.

Prerequisite

None; however the course is open only to first-year students.

Class Requirements

Two lectures and one tutorial each week, together with viewing of selected films.

Assessment on the basis of discussion papers and essays.

Prescribed Reading

Mast, G. and Cohen, M. *Film Theory and Criticism*, Oxford Univ. Pr. 1974.
Bazin, A. *What is Cinema?* ed. and trans. by H. Gray, Univ. of California 1967.
Perkins, V. *Film as Film*, Pelican 1972.
Arnes, R. *Film and Reality*, Penguin 1974.
Tudor, A. *Theories of Film*, Secker and Warburg 1974 (Cinema One Series).
Solomon, S. *The Film Idea*, Harcourt Brace 1972.

Cinema Studies IIA: Introductory Film History (half unit)

Dr Ina W. Bertrand

A study of the industrial context in which the art of film developed, concentrating on:

- (a) the beginning of the film industry, with the work of producers such as Lumiere, Melies and Porter;
- (b) the development of the Hollywood studios — mergers, anti-trust legislation, the star system;
- (c) private enterprise and government assistance/control in the European film industry;
- (d) the coming of sound;
- (e) the internationals, e.g. Flaherty, Bunuel;
- (f) the film industry since television.

Prerequisite

Cinema Studies I.

Class Requirements

Two 1-hour lecture/tutorial sessions a week, plus film viewing as directed (minimum two films a week).

Assessment

One discussion paper and one essay.

Prescribed Reading

Knight, A. *The Liveliest Art*, Mentor Books 1959.
Casty, A. *Development of the Film*, Harcourt Brace Jovanovich 1973.
Arnes, R. *Film and Reality*, Penguin Books 1974.

Preliminary Reading

Ceram, C.W. *Archaeology of the Cinema*, Thames and Hudson 1965.
Leyda, J. *Kino*, Allen and Unwin 1973.
Hampton, B. *History of the American Film Industry*, Dover 1970.
Brownlow, K. *The Parade's Gone By*, Ballantyne Books 1968.
Sarris, A. *The American Cinema*, Dutton Paperback 1968.
Eisner, L. *The Haunted Screen*, Univ. of California Pr. 1973.
Leprohon, P. *The Italian Cinema*, Secker and Warburg 1972.
Stoil, M.J. *Cinema Beyond the Danube*, Methuen 1974.

Walker, A. *Stardom*, Penguin 1974.

Wright, B. *The Long View*, Secker and Warburg 1974.

Hull, D.S. *Films of the Third Reich*, Touchstone Books 1973.

Cinema Studies IIB: Film as a Socialising Agent (half unit)

Dr Patricia M. Edgar

A study of the formation of attitudes by cinema and television emphasizing influence, persuasion and the prediction of effects. The following areas will be covered: film-fantasy and reality, violence and sex in films, childrens films.

Prerequisite

Cinema Studies I or Sociology I.

Class Requirements

Two 1-hour lectures/tutorial sessions a week plus film viewing as directed.

Assessment

One essay and one tutorial paper.

Prescribed Reading

Haskell, M. *From Reverence to Rape*, Harcourt Brace 1974.

Fraser, J. *Violence in the Arts*, Cambridge Univ. Pr. 1974.

Faure, W. *Images of Violence*, Studio Vista, London 1973.

Glucksmann, A. *Violence on the Screen*, British Film Institute 1971.

Mellen, J. *Women and their Sexuality in the New Film*, Horizon Pr. 1973.

Journals – *Cinema Papers*, *Women and Film*.

Cinema Studies IIC: Film Form (half unit)

Dr R.I. Mills

A study of the nature of time, space and montage in the cinema. Discussions will focus on the aesthetic theories of Sergei Eisenstein and Susanne Langer and will be illustrated with selected films, principally those of Eisenstein and Bunuel.

Prerequisite

Cinema Studies I.

Class Requirements

Two one-hour lecture/tutorial sessions and one film viewing a week.

Assessment

One essay and one tutorial paper.

Prescribed Reading

Eisenstein, S. *Film Form*, Dobson 1963.

Langer, S.K. *Problems of Art*, Scribner 1957.

Taylor, J.F.A. *Design and Expression in the Visual Arts*, Dover 1964.

Preliminary Reading

Eisenstein, S. *The Film Sense*, Faber 1943.

Eisenstein, S. *Film Essays and a Lecture*, Praeger 1970.

Langer, S.K. *Feeling and Form*, Scribner 1960.

Tudor, A. *Theories of Film*, Secker and Warburg 1974.

Burke, K. *The Philosophy of Literary Form*, Vintage 1957.

Cinema Studies IID:

Australian Film History (half unit)

Dr Ina W. Bertrand

The history of the Australian film industry, following two major themes:

- (a) popular Australian genres (action/adventure; society melodrama; stories of the outback, comedy, adventure/travelogue);
- (b) the industry (the early independents, the 1927-8 Royal Commission; Longford; Cinesound and Ken Hall; Efftee and Frank Thring; Charles Chauvel; coproductions; impact of television; government regulation and protection; recent rebirth).

Prerequisite

Cinema Studies IIA.

Class Requirements

Two 1-hour lecture/tutorial sessions a week, plus film screening as directed (minimum two films a week).

Assessment

One discussion paper and one essay.

Prescribed Reading

Reade, E. *Australian Silent Films*, Lansdowne Pr. 1970.

Reade, E. *The Talkies Era*, Lansdowne Pr. 1972.

Baxter, J. *The Australian Cinema*, Pacific Books 1970.

Cinema Studies IIE:

Popular Film Genres (half unit)

Dr Patricia M. Edgar

An examination of the assumptions and implications of the notion *genre* in the cinema. Particular attention will be paid to the cop-gangsters and private-eye movies of the Hollywood *film noir*.

- (a) iconography, the urban milieu, motifs, theories and formulae;
- (b) stars and directors, the 'Hollywood system', audiences and social contexts;
- (c) specificity/non-specificity of films in relation to novels, scripts;
- (d) reproduction and change, the history and limits/possibilities of film genres;
- (e) genres and 'film language'.

Prerequisite

Cinema Studies I or Sociology I.

Class Requirements

Two 1-hour lecture/seminars. Extensive film viewing.

Assessment

One tutorial discussion paper. One long essay.

Prescribed Reading

McArthur, C. *Underworld USA*, Secker and Warburg 1972.

Tudor, A. *Image and Effect: Studies in the Sociology of Film*, Allen and Unwin 1974.

Kaminsky, S. *American Film Genres*, Pflaum 1974.

Alloway, L. *Violent America: The Movies 1946-1964*, Museum of Modern Art 1974.

**Cinema Studies IIF:
'Illusionist' Cinema/Radical Cinema (half unit)**

Dr R.I. Mills

This course focuses on the films of Jean-Luc Godard and the film critique of dominant cinema/society. Godard's films are seen as raising crucial questions about the relations between theory and practice, between aesthetic and political ideologies in films, and between films and their social contexts. Considerable attention will be paid to 'conventional' narrative cinema.

Prerequisite

Cinema Studies I.

Class Requirements

Two 1-hour lecture/seminars. Extensive film viewing.

Assessment

One tutorial discussion paper. One long essay.

Prescribed Reading

Milne, T. (ed.) *Godard on Godard*, Secker and Warburg 1972.

MacBean, J.R. *Film and Revolution*, Indiana Univ. Pr. 1975.

Perkins, V.F. *Film as Film*, Penguin 1972.

Roud, R. *Godard*, Thames and Hudson 1970 (Cinema One Series).

Mast, G. and Cohen, M. (eds) *Film Theory and Criticism*, Oxford Univ. Pr. 1974.

**Cinema Studies IIIA:
National Cinemas, France (half unit, new course)**

Staff

The course will consider the film industry of a particular nation or region (in 1977 these are planned to be France and Italy), the history of film production – commercial and non-commercial – in that area; relations between the film industry and the government; audience structures; main film styles and genres; and an in-depth study of one director or group of directors.

Prerequisites

Any two Cinema Studies II half units.

Requirements

Two one-hour lecture/tutorial sessions and a film session per week.

Assessment

One essay and one tutorial paper.

Prescribed Reading

Details of readings will be made available at the beginning of the course.

**Cinema Studies IIIB:
The Development of Film Criticism (half unit, new course)**

Staff

The course will encompass problems concerning the appreciation and evaluation of films: critical reasons, 'truth', 'belief'. Consideration will be given to early theory of cinema such as those of Lindsay, Munsterberg, Arnheim and Hauser, and the

criticism arising from these theories. The relationship of early film theory and criticism to traditional schools of literary criticism will be emphasised.

Prerequisites

Any two Cinema Studies II half units.

Requirements

Two one-hour lecture/tutorial sessions per week. Extensive film viewing.

Assessment

Participation in seminars, seminar paper, an essay of approximately 4000 words.

Prescribed Reading

Munsterberg, H. *The Film: A Psychological Study*, Dover 1970.

Lindsay, V. *The Art of the Moving Picture*, Liveright 1970.

Arnheim, R. *Film as Art*, Univ. of California Pr. 1967.

Balazs, B. *Theory of Film*, Ray 1952.

Hauser, A. *The Social History of Art*, Vol. 4, Vintage.

Talbot, D. (ed.) *Film: An Anthology*, Univ. of California Pr. 1959.

Agee, J. *Agee on Film*, 2 Vols., Peter Owen 1941.

Cinema Studies IIIC:

National Cinemas, Italy (half unit, new course)

Staff

See Cinema Studies IIIA for description.

Cinema Studies IIID:

Narrative and Realism in the Cinema (half unit, new course)

Ms L. Stern

With reference to recent theoretical developments in film studies, the conventions and codes of the narrative fiction film will be explored. The impact on film criticism of structuralism, semiotics, psychoanalysis, feminist criticism and Marxist notions of ideology will be assessed. Attention will be paid both to the classic Hollywood film, and to more radical films which subvert dominant cinematic and cultural conventions.

Prerequisites

Either Cinema Studies IIC, IIE or IIF, or by approval of the Dean.

Requirements

Two one-hour lecture/tutorial sessions, and extensive film viewing.

Assessment

Discussion papers and essay.

Prescribed Reading

Journals, *Screen* and *Screen Education*.

Robey, R. (ed.) *Structuralism: An Introduction*, Clarendon Pr. 1973.

Burch, N. *Theory of Film Practice*, Secker and Warburg 1973.

MacBean, J.R. *Film and Revolution*, Indiana Univ. Pr. 1975.

Metz, C. *Film Language. A semiotics of the Cinema*, Oxford Univ. Pr. 1974.

COMPUTER SCIENCE

Undergraduate Study

Computer Science III is a third-year subject, taught principally by the departments of mathematics. The lecture course is divided into a number of components, each with a value expressed in terms of credit points, and students are allowed some freedom in their choice of components. Computer Science III may have a unit value of .5, 1 or 1.5 depending on the number of credit points chosen. Twelve credit points are sufficient for a full unit; the point counts for the other unit values are in proportion to this.

For a half unit, a student may select any computer science components to a total value of at least six credit points.

For a whole unit, a student must select components totalling at least 12 credit points from Computer Science III, Applied Mathematics III, Mathematical Statistics III or Pure Mathematics III. The selection must include CS301A; CS302; one of CS301M and CS301C; and one of CS303 and CS304.

For 1.5 units, a student must select components totalling at least 18 credit points from Computer Science III, Applied Mathematics III, Mathematical Statistics III or Pure Mathematics III. At least 12 of the points must be within Computer Science III and must include CS301A; CS302; one of CS301M and CS301C; and one of CS303 and CS304.

Students should note that if 18 credit points of Computer Science III components are studied, then a pass in this subject satisfies the knowledge prerequisite for Associate membership of the Australian Computer Society.

Prerequisite

A first-year mathematics subject (other than Mathematics 1F).

Components

These are likely to be offered as follows:

Term 1: CS301A, CS302, CS305.

Term 2: CS301M (weeks 1-8), CS301C (weeks 9, 10), CS302, CS303, CS306, CS308.

Term 3: CS301C, CS304, CS307, CS309.

CS301 Practical Programming

Prerequisite

A working knowledge of one programming language. This will involve one 2-hour practical session a week, which students will spend either studying languages, coding problems, or debugging programs.

CS301A ALGOL 60 two credit points

CS301M MACRO 10 and LISP 1.5 two credit points

CS301C COBOL and SNOBOL4 two credit points.

CS302 Computer Design

Three credit points. This component is identical with AM309, and includes Physics 406. Boolean algebra and its application to the design of circuits. Computer logic and arithmetic. Memory systems. Structure and design of a simple processor.

Design of generalized logic systems.

CS303 Compilers and Assemblers

Two credit points. Assemblers, loaders, 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; file handling.

CS305 Numerical Analysis

Two credit points. Prerequisites: AM205 and either AM201 or PM203. This component is identical with AM308. Calculation of eigenvalues and eigenvectors of matrices. Perturbation Theory. Error Analysis. Ordinary differential equations: solution of initial value problems.

CS306 Information Theory

Two credit points. This component is identical with Physical Chemistry 3.09. Statistical definition of information. Information content of various storage media. Transfer of information; channel capacity. Design of noise filters. Pattern recognition and information processing.

CS307 Control Theory

Two credit points. Prerequisite: ST201 is desirable but not essential. This component is identical with ST310 and AM318. Optimal prediction, interpolation and filtering in linear and non-linear systems. System identification and state estimation. Signal detection. Adaptive control problems.

CS308 Error-Correcting Codes

One credit point. Information channels; binary symmetric channel; maximum likelihood decoding. Block codes. Linear (group) codes; Hamming codes. Finite fields; burst-error-correcting codes.

CS309 Systems Analysis

Two credit points. Real-time systems: the analysis and design of large commercial systems will be studied by means of several case studies. Computer selection. Social implications of computers.

Class Requirements

An 18 credit point course involves about 6 classes per week.

Examination Requirements

A maximum of about three 3-hour written papers. This maximum is not normally reached, as several components are assessed by class work through the year.

Graduate Diploma in Computer Science

This course involves one year of full-time study. Its objectives are

- (i) to increase the number of people in society with expertise at a high level in both computing and another discipline;
- (ii) to impart a wide knowledge and understanding of computers and their applications, and of the benefits and disadvantages associated with their use;
- (iii) to give extensive practical experience in using computers;
- (iv) in doing the above, to provide an appropriate basis for a career with computers and computer systems.

In particular, the course should cater for four categories of students (the categories are not mutually exclusive):

- i. Those who were trained in another discipline, but have since discovered an interest in computing.
- ii. Those who wish to re-train in an area offering greater job opportunities.
- iii. Those whose present employment is involving them in increasing contact with computers and their use.
- iv. Those who have just graduated and wish to continue full-time study.

Prerequisites

The prerequisites are (i) a pass degree; (ii) a mathematics subject to first-year university level; and (iii) and elementary knowledge of one programming language; or equivalent qualifications.

A three to four week course in basic mathematics and FORTRAN programming may be mounted in February for students lacking qualifications (ii) and/or (iii).

Subjects

The course is covered in four subjects, namely Programming, Computer Organization, Information Systems, and Applications, each of which comprises about one quarter of the main course. Some students will also study the Preliminary Course (see above).

Further information may be obtained from Dr D. Woodhouse, Department of Mathematics.

ECONOMICS

In the first year economics majors must take Economics IMI and Economics IMA (two half-units), described below, which are prerequisites 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 IMI and Economics IMA 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 IIIMI and Economics IIIMA or Economics IIIMAH and Economics IIIMIH and at least one additional economics (or mathematics) unit or equivalent.

Third-year subjects offered by the economics department are described below.

Interdepartmental subjects at first and third-year levels 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 IMI, Economics IMA, Social Sciences IA, Social Sciences IB and Social Sciences IC.

Further information about the B Ec degree is given in Part III, School of Economics.

Section 1 below gives details of the core subjects offered by the economics department while section 2 gives details of the optional half-units in accounting, econometrics, economic history and economics in first and second year; section 3 gives details of optional half-units in third year. Section 4 gives details of core and optional full units in fourth year. Most of the half-units offered by the department will be taught in one semester, as indicated in the following table:

First Semester 14 March to 2 July	Second Semester 18 July to 22 October
1. Core Subjects Economics I MA Economics II MI Economics III MI Economics III MIH	Economics I MI Economics II MA Economics III MA Economics III MAH
2. Optional subjects: first and second years Accounting IAC Accounting II CR Econometrics II IM Econometrics II ES Economics II BD Economics II SC Economics II/III ED* Economics II EM	Econometrics II ME Economic History II EH Economics II IE Economics II IR Economics II SS Economics II/III DS*
3. Optional Subjects: third year Accounting III IT Econometrics III EK Econometrics III ME Economic History III AH Economics II ED/III ED* Economics III CF Economics III CS** Economics III HT Economics III IM Economics II LT/III LT Economics III IL	Accounting III AT Econometrics III IE Econometrics III OR Economic History III EH Economics II DS/III DS* Economics III LE† Economics III MM Economics III PT Economics III MX
4. Fourth Year Program Core Subjects: (full-units) Economics IV AT Economics IV TE Economics IC PP	

Optional Subjects: (full-units)

Econometrics IV ME
 Econometrics IV EK
 Economic History IV AH
 Economic History IV EH
 Economics IV AM
 Economics IV ED
 Economics IV FM

*This half unit will be offered as a second year subject only from 1978.

**This half unit will not be offered in 1977.

†This half unit will be subject to a quota in 1977.

Economics I MA:**Introduction to Macroeconomic Theory (half unit, first half of year).**

Mr W. Horrigan

With Economics IMI this half unit is designed to provide an introduction to economic theory.

The initial emphasis is on the national accounts in order to develop a meaningful theory of income and output determination. Both the internal and external economies are considered in an attempt to achieve a broadly based introduction to macro-economic policy and associated contemporary problems.

Prerequisite

None. This is an introductory course.

Class Requirements

Two lectures and one tutorial a week during the first half of the year.

Assessment

To obtain a pass in the subject satisfactory performance is required in tutorials and any tests and assignments which may be set.

There will be a two-hour paper at the end of the semester.

Prescribed Reading

*Samuelson, P.A., Hancock, K.J. and Wallace, R.H. *Economics : Australian Edition*, McGraw-Hill 1975 (2nd edn).

Preliminary Reading

Students who have not taken previous formal courses in Economics could benefit from a perusal of the relevant sections of:

Hocking, A. *Investigation Economics*, Cheshire 1975.

Other sections will be a useful preliminary for Economics IMI.

Recommended Reading

*Lipsey, R.G. *An Introduction to Positive Economics*, Weidenfeld and Nicolson 1975 (4th edn).

*Rowan, D.C. *Output, Inflation and Growth*, Macmillan 1975 (Australian Edn).

Economics I MI:

Introduction to Microeconomic Theory (half-unit, second half of year)

Dr D.M. Kiefer

This course introduces the student to the economic theory of individual consumers and producers. Elementary concepts of behaviour are developed into a theory of market phenomena. The theory is modified to deal with the differing forms of industrial structure common in Australia. Cases of government intervention in market processes are discussed. The course concludes with an assessment of the economic issues relating to labour markets and income distribution.

Prerequisite

None. This is an introductory course.

Class Requirements

Two lectures and one tutorial per week.

Assessment

Based on tutorial performance, written assignments, a mid-semester test, and the two-hour final examination paper.

Prescribed Reading

Same as Economics I MA.

Preliminary Reading

Same as Economics I MA.

Recommended Reading

Hunt, E.K. and Sherman, H.J. *Economics: An Introduction to Traditional and Radical Views*, 2nd edn, Harper and Row 1975.

Lipsey, R.G. *An Introduction to Positive Economics*, 4th edn, Weidenfeld and Nicolson 1975.

Economics II MI:

Microeconomic Theory (half-unit, first half of year)

Dr J.O.S. Kennedy

This course complements Economics I MI. It covers consumption and production theory, welfare economics, and international trade.

Prerequisite

Economics I MI.

Class Requirements

Two lectures and one tutorial a week during the first half of the year.

Assessment

Essays, tutorial exercises, tests and a three-hour examination.

Prescribed Reading

Hirshleifer, J. *Price Theory and Applications*, Prentice-Hall 1976.

*Findlay, R. *Trade and Specialization*, Penguin 1976.

Preliminary Reading

*Lipsey, R.G. *An Introduction to Positive Economics*, 3rd edn, Weidenfeld and Nicolson 1971.

*Samuelson, P.A., Hancock, K.J., and Wallace, R.M. *Economics*, Australian Edition,

2nd edn, McGraw-Hill 1975.

*Stilwell, F.J.B. *Normative Economics – An Introduction to Microeconomic Theory and Radical Critiques*, Pergamon Pr. 1975.

Recommended Reading

*Bhagwati, J. (ed.) *International Trade*, Penguin 1969.

**Economics II MA:
(half unit, second half of year)**

Mr P.M. Sgro

This is an intermediate level macroeconomic theory course. The course concentrates on emphasizing the microeconomic foundations of macroeconomics. The subject matter and emphasis will be on interaction of transactions on certain *markets*.

Prerequisite

Economics I MI and Economics I MA.

Class Requirements

Two lectures and one tutorial per week.

Assessment

A three-hour examination and work as set.

Prescribed Reading

*Crouch, R.L. *Macroeconomics*, Harcourt, Brace and Jovanovich 1972.

**Economics III MI:
Microeconomics (half-unit, first half of year)**

Professor F.G. Davidson

This subject develops the microeconomics taught in Economics II MI, with an emphasis on Australian policy and the Australian economy. It deals first with international trade, including tariff analysis. Secondly, it is concerned with welfare economics, including some discussion of the welfare significance of market structure, cost-benefit analysis, public enterprise pricing and the theory of second-best. Thirdly, it attempts to consider the extent and role of competition in practice, including the importance of take-over bids from this point of view. Its fourth topic is policy against monopolies and restrictive practices.

Prerequisite

Economics II MI. This subject is incompatible with Economics IIIMIH.

Class Requirements

Two lectures and one seminar a week.

Assessment

Class tests during the course and one three-hour final examination in the middle of the year.

Prescribed Reading

*Archibald, G.C. (ed.) *The Theory of the Firm*, Penguin 1971.

*Baumol, W.J. *Economic Theory and Operations Analysis*, 3rd edn, Prentice-Hall 1972.

* McColl, G.D. (ed.) *Overseas Trade and Investment*, Penguin Australia.

* Davidson, F.G. and Stewardson, B.R. *Economics and Australian Industry*, Longman Australia 1974.

Mansfield, E. *Microeconomics, Theory and Applications*, 2nd edn, Norton 1975.

Economics III MA:

Macroeconomics (half-unit, second half of year)

Mr M.P. Schneider and Dr C.R. Weston

The first part of this half unit extends the treatment of macroeconomic theory in Economics IMA by looking in more detail at the workings of the money, bond, commodity and labour markets, with the object of discovering the sources of unemployment and inflation, particular emphasis being placed on the macroeconomic role of money and other financial assets. The second goes on to examine the role of monetary and other policies in attempting to secure full employment and price stability.

Prerequisite

Economics II MA. This subject is incompatible with Economics III MAH.

Class Requirements

Two lectures and one seminar a week during the second half of the year. Seminar papers as set.

Assessment

By means of a test or tests and one three-hour examination paper.

Prescribed Reading

Pierce, D.G. and Shaw, D.M. *Monetary Economics : Theories, Evidence and Policy*, Butterworth 1974.

Preliminary Reading

* Ritter, L.S. and Silber, W.L. *Money*, Basic Books 1973.

Economics III MAH:

Macroeconomic Theory (half-unit, second half year)

Mr M.P. Schneider

This half unit extends the treatment of macroeconomic theory in Economics IMA by examining and comparing the neoclassical theories developed by Patinkin and by the monetarists, and the neo-Keynesian theories developed by Keynes, by 'Keynesian' economists, and by Leijonhufvud. There will also be an introduction to trade cycle and growth theory, and to the theory of macroeconomic policy.

Prerequisite

Economics II MA and Economics II MI. This subject is incompatible with Economics III MA.

Class Requirements

Two lectures and one seminar a week during the second half of the year. Seminar papers as set.

Assessment

By means of a test or tests and one three-hour examination paper.

Prescribed Reading

*Johnson, H.G. *Macroeconomics and Monetary Theory*, Gray-Mills 1971.

Preliminary Reading

*Pierce, D.G. and Shaw, D.M. *Monetary Economics: Theories, Evidence and Policy*, Butterworth 1974.

Economics III MIH:

Microeconomic Theory (half-unit, first half of year)

Professor P.K. Pattanaik

This half unit covers the following topics:

(i) theory of consumer's behaviour: the structure of preferences; demand theory analysed in terms of ordinal utility functions; revealed preference. (ii) Choice under uncertainty: Neumann-Morgenstern utility indices; measures of risk aversion; some applications. (iii) Theory of the firm: linear programming; the case of differentiable production functions; profit functions; theory of oligopolistic markets.

Prerequisites

Economics II MA and Economics II MI. This subject is incompatible with Economics III MI.

Class Requirements

Two lectures and one tutorial a week.

Examination

One 3-hour paper.

Prescribed Reading

To be announced.

Optional Subjects: first and second years

Accounting I AC (half unit throughout the year)

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.

Students are required to understand the BASIC computer language in order to use the University's computer to post entries to ledger accounts and to generate accounting reports.

The half unit concludes with a study of the mathematics of finance and an examination of selected problems of matching revenue and expenses.

There are no prerequisites.

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

†*Scorgie, M.E. *The Solar Heater Game*, Holt-Saunders 1975.

†*Scorgie, M.E., Urquhart, I.A. and Greene, I.R. *Interest: A Programmed Introduction*, 1975.

†*Sack, J. and Meadows, J.L. *Entering Basic*, S.R.A. 1973.

†*Magnus, A. and Scorgie, M.E. *Financial Management: Concept and Calculations*, 1976.

Note

- (1) Accounting I AC is only available to students who combine it with both Economics I MI and a half unit chosen from Social Sciences IB, Social Sciences IC or a half unit in mathematics;
- (2) This subject can be taken in either first or second year and credited to that year.

Accounting II CR:

Corporate Reporting (half unit, first half of year)

Mr M. Scorgie

This unit is a study of the measurement and reporting problems encountered in preparing financial data for the information of parties external to the management of the firm. The influence on reporting standards of company and taxation law, the stock exchange and professional accounting bodies, will be examined. A comparative study will be made of selected proposals for the improvement of corporate reporting.

Prerequisite

C Grade or better in Accounting I AC.

Class Requirements

Two seminars a week for the first half of the year. Additional classes as set.

Assessment

One three-hour paper together with essays and exercises as prescribed.

Prescribed Reading

To be announced.

Econometrics II ES

Economic Statistics (half unit, first half year)

Dr K.P. Vishwakarma

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.

This subject will be offered as both a day and an evening course.

Prerequisites

Social Sciences IC or a first-year mathematics department subject are normally desirable. Economics students with a pass in Social Sciences IB will be permitted to enrol provided they complete special background work.

Class Requirements

Two lectures and one practical class a week during the first half of the year.

Assessment

Assignments, tests and one 3-hour end-of-semester examination paper.

Prescribed Reading

(Introductory) *Thomas, J.J. *An Introduction to Statistical Analysis for Economists*, Weidenfeld and Nicolson, London 1973, or

(Advanced) Kmenta, Jan *Elements of Econometrics*, Collier-Macmillan 1971.

*Bajpai, A.C. *et al. Fortran and Algol*, Wiley 1972.

Preliminary Reading

*Hoel, P.J. *Finite Mathematics and Calculus with Applications to Business*, Wiley International Edn 1974.

Recommended Reading

*Spiegel, M.R. *Statistics*, Schaum's Outline Series, McGraw-Hill 1972.

Econometrics II IM:

Introductory Mathematics for Economists (half unit)

Mrs Z. Wiltshire

The first half of this course deals with the calculus of functions in one variable, as used in micro-economic theory. The topics include the idea of optimization for such functions, elasticities and other economic applications.

The second half introduces the calculus of functions in more than one variable, applied particularly to utility and production theory. Other areas covered are constrained and unconstrained optimization, homogeneity, product exhaustion and integration. Additional topics may be included.

The course provides a background for the study of economic theory. The course is not intended for students who have enrolled in a mathematics department subject.

Prerequisites

Economics I MI and Economics IMA (there may be co-requisites).

Class Requirements

Two lectures and one tutorial a week, during the first half of the year (day lectures).

Examination

One 3-hour paper.

Prescribed Reading

Chiang, A.C. *Fundamental Methods of Mathematical Economics*, International Student Edition.

James, D.E. and Throsby, C.D. *Introduction to Quantitative Methods in Economics*, Wiley International.

ECONOMETRICS II ME

Econometrics II ME:

Mathematical Economics (half unit)

Dr F. Huynh

The course is an elementary introduction to static, linear economic models and covers such topics as input-output analysis, linear programming and game theory. The Fortran IV programming language is taught to solve these models on the university computer.

Prerequisites

A first year mathematics subject or Social Sciences I C. Students with an A or a B pass in Social Sciences I B are permitted to enrol if they have satisfactorily completed a special background course. Others who do not have the foregoing qualifications but who have satisfactorily passed Econometrics II ES will also be eligible.

Class Requirements

Two lectures and one tutorial a week in the second half of the year. Each student will solve a programming problem. Performance throughout the course will be given weights in the final grade.

Examination

One 3-hour paper.

Prescribed Reading

*Dorfman, R., Samuelson, P. and Solow, R. *Linear Programming and Economic Analysis*, McGraw-Hill 1958.

†*Hoel, P.G. *Finite Mathematics and Calculus with Applications to Business*, New York, Wiley and Sons 1974.

†*Bajpai, A.C. *et al. Fortran and Algol, A Programmed Course*, Wiley and Sons 1974.

Economic History II EH:

Economic History (half unit, second half of year)

Professor D.H. Whitehead, Mr K. 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 MI and Economics I MA.

Class Requirements

Two lectures and one tutorial a week.

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.

Assessment

Examination, one three-hour paper.

Prescribed Reading

- †*Deane, Phyllis *The First Industrial Revolution*, Cambridge 1965.
- †*Allen, G.C. *A Short Economic History of Modern Japan, 1867-1937*, 2nd edn, Allen and Unwin 1962.
- †*Rostow, W.W. *The Stages of Economic Growth*, 2nd edn, Cambridge 1971.
- †*Beasley, W.G. *The Modern History of Japan*, Weidenfeld and Nicolson (Weidenfeld Goldbacks) 1967.

Preliminary Reading

- †*Storrey, Richard *History of Modern Japan*, Penguin 1967.

Economics II BD:**Business Decision-Making (half unit)**

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 MA, Economics I MI.

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.

Prescribed Reading

- *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. 1967.

Background Reading

- *Nelson, Hank *Papua New Guinea*, Penguin 1972.
- *Poppino, Rolie E. *Brazil, the Land and People*, Oxford Univ. Pr. 1968.

**Economics IIED/III ED:
Economic Development (half unit)**

Mr K.D. Thomas

This half unit, which will normally be taken in conjunction with Economics IIDS/III DS, deals with economic aspects of present day third world 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.

Prerequisites

A second-year economic history subject, though not a prerequisite, would be a useful preliminary. Economics I MA and I MI.

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 sighted paper.

Prescribed Reading

- †*Wilber, C.K. (ed.) *The Political Economy of Development and Under-development*, Random House, NY 1973.
- Birch, C. *Confronting the Future*, Penguin 1975.
- †*Schumacher, E.F. *Small is Beautiful*, London, Sphere Books 1974.

Preliminary Reading

- *Galbraith, J.K. *The Affluent Society*, Pelican 1963.
- *Young, M. *The Rise of the Meritocracy*, Pelican 1963.

**Economics IIDS/III DS:
Case Studies in Development (half unit)**

Mr W.R. Stent

This half unit deals with detailed aspects of economic development in two separate countries. In 1977 Papua New Guinea and Brazil will be the countries covered. The course is intended to follow on from Economics IIED/III ED 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 III A.

Prerequisite

Economics IIED/III ED 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.

**Economics II EM:
Managerial Economics and Accounting (half unit, throughout the year)**
Mrs Helen Paterson

This course is concerned with economic, accounting and operations research concepts that are designed to assist in managerial decision making. Topics include the nature of an organisation, the process and nature of decision making, business objectives, measurement of managerial performance, accounting for inflation, budgeting, standard costing and capital budgeting.

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 MA and Economics I MI.

Class Requirements

One lecture a week and one tutorial/workshop (one and a half hours) a fortnight during the whole year.

To obtain a pass in this half unit satisfactory performance will be required in tutorials and exercise solutions to be submitted.

Prescribed Reading

*Amey, L.R. and Egginton, D.A. *Management Accounting*, Longman.

*Hague, D.C. *Managerial Economics*, Longman.

Preliminary Reading

*Savage, C.T. and Small, J.R. *Industrial to Managerial Economics*, Hutchinson 1967.

Recommended Reading

To be announced.

Economics II IE:

Industrial Economics (half unit, second half of year)

Mr W. Horrigan

The course is designed to expand the elementary theory of the firm developed in Economics I MI and to complement the extension of this analysis in Economics II MI.

The traditional theory of monopolistic competition is extended to take account of entry barriers, scale economies and product differentiation. Vertical integration, diversification and concentration are considered in the light of merger and take-over activity.

Public policy issues are examined.

Prerequisite

Economics I MI.

Class Requirements

Two lectures a week and tutorials as advised.

Assessment

One 3-hour paper : assignments set will contribute to the final grade.

Prescribed Reading

Koch, James V. *Industrial Organization and Prices*, Prentice-Hall 1976.

*Davidson, F.G. and Stewardson, B.R. *Economics and Australian Industry*, Longman 1974.

Preliminary Reading

*Hawkins, C.J. *Theory of the Firm*, Macmillan.

Recommended Reading

This will be advised together with a separate, comprehensive course outline.

Economics II IR:

Industrial Relations (half unit, second half-year)

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 MI and Economics I MA.

Class Requirements

Two lectures and one tutorial a week.

Assessment

One 3-hour paper at end of year.

Prescribed Reading

Cubbon, H.A. *et al. Work and Negotiation in the Broken Hill Mining Industry*, Department of Psychology, Univ. of Melbourne 1966.

*Issac, Joseph E. and Ford, G.S. (eds) *Australian Labour Relations; Readings*, 2nd edn, Sun Books 1971.

*King, J.E. *Labour Economics*, Macmillan 1972.

*Martin, R.M. *Trade Unions in Australia*, Penguin 1975.

*Niland, J.R. and Isaac, J.E. (eds) *Australian Labour Economics: Readings*, new edn, Sun Books 1975.

Economics II LT/III LT:

Location and Transport Economics

(half unit, second half year, new course)

Dr Rae Weston

Theoretical explanations and practical problems of industrial and retail location and transport form the subject-matter of this course. Topics will include: residential location and the journey to work, retail location and trading areas, the siting and composition of regional shopping centres, the location of pollution-creating public facilities, and problems of urban and international transport.

Prerequisite

Second year students must have completed or be concurrently enrolled in Economics II MI and Economics II IR.

Class Requirements

Two 1-hour lectures per week and one 2-hour seminar a fortnight. As work done in the seminars counts for 40% of the marks for this subject, attendance at them should be regarded as a necessary prerequisite for sitting the examination.

Assessment

Seminar work, 40% — one 3-hour exam, 60%.

Prescribed Reading

Smith, D.M. *Industrial Location* 1974.

*Thomson, J.M. *Modern Transport Economics*, Penguin 1972.

Preliminary Reading

Mostert, Noel *Supership*, Macmillan 1974.

Economics II SC:**Economics and Politics of Social Choice (half unit, first half of year)****Professor P.K. Pattanaik**

The course is basically concerned with the ethical problems involved in arriving at a social decision on the basis of individual preference. Some of the topics which will be discussed are as follows: the principle of deciding by the rule of unanimity, the compensation criteria, consistency of democratic decisions, liberalism and democracy, justice and inequality, the market as an instrument for making social decisions. The course does not need any knowledge of calculus, though knowledge of High School geometry will be useful; however, it requires some aptitude for abstract thinking.

The readings will mainly consist of various papers in journals and chapters from a few books. There is no suitable single text book which can be mentioned as a basic text for the course.

Prerequisite

Economics I MA and Economics I MI.

Class Requirements

There will be two hours of lectures and one hour of discussion every week for one semester.

Assessment

The assessment will consist of four essays and one 3-hour examination at the end of the course.

Economics II SS:**Economics Systems Simulation (half unit, second half of year)****Dr J.O.S. Kennedy and Dr D. Kiefer**

This course will introduce the methodology and techniques of computer simulation. The emphasis will be on econometric, planning and management applications of systems simulation; problems of validation and verification will be dealt with.

Prerequisite

Econometrics II ES. A working knowledge of Fortran programming is assumed.

Class Requirements

Two lectures and one tutorial per week.

Assessment

Problem sets assigned, one semester simulation project and a two-hour final paper.

Prescribed Reading

Naylor, T.H. *et al. Computer Simulation Techniques*, John Wiley 1966.

Naylor, T.H. *Computer Simulation Experiments with Models of Economic Systems*, John Wiley 1971.

Recommended Reading

Mihram, G.A. *Simulation: Statistical Foundations and Methodology*, Academic Pr. 1972.

Optional Subjects: Third year

Accounting III AT:

Accounting Theory, (half unit, second half year)

Mr J. Marriott

This unit is designed to enable the student with an accounting background to study some of the current areas of controversy in accounting theory. Topics include accounting for income taxes, depreciation, leases and goodwill; social responsibility; and the problems of income measurement and asset valuation in times of inflation.

Class Requirements

One 2-hour lecture and one 1-hour tutorial per week in the second semester.

Assessment

One 3-hour paper 60%; a research assignment 30%; and a tutorial paper 10%.

Prescribed Reading

To be announced.

Accounting III IT

The Australian Income Tax System (half unit, first half of year)

Mr J. Marriott

This unit includes a study of the legal concepts of income and capital as developed by the Statutes and Courts. Special attention will be given to the more controversial and recently amended sections of the law with regard to the taxation of individuals and companies. The influence of tax law on economic decision-making is also examined.

Class Requirements

Two seminars of one and a half hours a week.

Assessment

One 3-hour paper and an assignment contributing 25 per cent of the final assessment.

Prescribed Reading

Barrett, R. *Principles of Income Taxation*, Butterworth 1975.

Commerce Clearing House: *Australian Income Tax Assessment Act*, (latest edn)
CCH Australia Ltd.

OR

Income Tax Assessment Act, (latest edn) Commonwealth Government Printer.

Econometrics III EK:

Econometrics (half unit)

Dr F. Huynh

This half unit will provide a rigorous treatment of the classical regression analysis and its extensions to systems of macroeconomic relationships. Dynamic and forecasting properties of some national models will be examined.

Prerequisite

Econometrics II ES or Econometrics II ME.

Class Requirements

Two lectures and one tutorial a week in the first half of the year. Performance throughout the course will count towards the final grade.

Examination

One 3-hour paper.

Prescribed Reading

†Kmenta, J. *Elements of Econometrics*, Collier-Macmillan 1971.

Econometrics III IE:**Industrial Econometrics (half unit, second half of year)****Dr H.T. Burley**

This half unit will be concerned with an empirical analysis of microeconomic models. Particular emphasis will be put on the modern non-neoclassical 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.

Prerequisite

Econometrics II ES, Econometrics II ME or a mathematics department subject.

Class Requirements

One 2-hour lecture a week and one tutorial a week. Project work as set.

Assessment

One 3-hour paper and a project.

Prescribed Reading

*Cramer, J.S. *Empirical Econometrics*, North Holland 1969.

Shubik, M. *Games for Society, Business and War*, Elsevier, New York 1974.

Econometrics III ME:**Mathematical Economics (half unit, first half of year)****Professor S.P. Burley**

The course is concerned with the dynamic and general equilibrium aspects of economic systems. Vector difference equations are introduced and used to study the stability properties of economic models. Emphasis is on useable algorithms for operational models of economic fluctuations and growth. However, the mathematical methods covered are also intended to provide a useful general background for economic theory and the other econometrics courses offered at third and fourth year level.

Prerequisite

Any Mathematics Department subject or Econometrics IIME or Econometrics IIES.

Class Requirements

Two lectures and one practice class a week during the first half of the year.

Assessment

One 3-hour paper, plus a project which will count for 15% of the final mark.

Prescribed Reading

Baumol, W.J. *Economic Dynamics*, 3rd edn, Collier-Macmillan 1970.

Recommended Reading

Gandolfo, G. *Mathematical Methods and Models in Economic Dynamics*, North Holland 1971.

**Econometrics III OR:
Operations Research (half unit)**

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 II ES or Econometrics II ME 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.

Prescribed Reading

*Wagner, H.M. *Principles of Operations Research*, Prentice-Hall 1969.

Preliminary Reading

*Theil, Henri, Boot, J.C. and Kloeck, T. *Operations Research and Quantitative Economics; An elementary introduction*, McGraw-Hill 1965.

**Economic History III AH:
Economic Responsiveness in History (half unit, first half of year)**

Professor E.L. Jones

The aim is to compare and explain the historical experience of economic development and growth, retrogression and stagnation, in a dozen countries during what in European terms were the late preindustrial and early industrial periods. The Netherlands, Britain and the United States will be treated at some length, followed by a number of mainland European countries (including Russia) and Asian countries (notably China).

The course is designed to give a broad descriptive background and some insight into historical economic processes to non-economists as well as students of economics.

Prerequisite

Economics II EH would be advantageous.

Class Requirements

Two lectures and one tutorial a week during the first half of the year.

Assessment

One 3-hour paper.

Prescribed Reading

Braudel, F. *Capitalism and Material Life 1400-1800*, Fontana/Collins 1974.

Elvin, Mark *The Pattern of the Chinese Past*, Eyre Methuen 1973.

Rostow, W.W. *How It All Began: Origins of the Modern Economy*, McGraw-Hill 1975.

**Economic History III EH:
Economic Growth of Britain and the USA since 1800
(half unit, second half of year)**

Mr M.E. Falkus

This course will cover the major aspects of the British and American economies during this period with particular emphasis on the problems of economic growth and on the international environment within which such growth took place.

Class Requirements

Two lectures and one tutorial a week. One essay (to count for 20% of final assessment), plus tutorial papers as set.

Assessment

One 3-hour paper.

Preliminary Reading

Hartwell, R.M. *The Industrial Revolution and Economic Growth*, Methuen 1971.

Hobsbawm, E. *Industry and Empire*, Weidenfeld and Nicolson 1968.

Mathias, P. *The First Industrial Nation*, Methuen 1969.

Potter, J. *The American Economy between the World Wars*, Macmillan 1974.

Robertson, R. *History of the American Economy*, Harcourt, Brace and Jovanovich 1974.

Further reading will be given during the course.

**Economics III CF:
Corporate Finance (half unit, first half of year)**

Mr W. Horrigan

The course is concerned with both the theoretical and the practical aspects of company finance.

The corporate structure and capital decision-making form the essential background to the course. However, the main emphasis is placed on finance decisions – and constraints. There is an introduction to investment analysis.

Special attention is given to take-over activity and other special finance topics.

Prerequisite

Economics II MA and II MI; it would be useful (but not essential) to have successfully completed Economics II EM.

Class Requirements

Two lectures a week and tutorials or seminars as arranged.

Assessment

One 3-hour paper: assignments set will contribute to the final grade.

Prescribed Reading

*Weston, J.F. and Brigham, E.F. *Managerial Finance (5th edn)*, Holt, Rinehart and Winston 1975.

Preliminary Reading

The texts prescribed for Economics II EM.

Recommended Reading

This will be incorporated in the course outline issued to enrolled students.

Economics III CS:

Comparative Economic Systems (half unit)

Dr L. Csapo

This half unit examines differing structural solutions to the basic economic processes of production, distribution, exchange and consumption in different economic systems. It begins by considering an economic system as a structure reproducing itself by fulfilling certain functions. It presents different theoretical arguments and descriptions about how economic activities are coordinated and reproduced in different systems. The emphasis is on explaining the general and specific characteristics of economic motion, the dynamics of different economic systems. The major part of the course is concerned with the specific features of different economic structures and their components; the technological, institutional, organizational and control structures and their interdependence in generating economic motion, as these have evolved in practice and as they are reflected in conflicting theories.

This course will not be offered in 1977.

Economics III DS

See the entry for Economics II DS.

Economics III ED

See the entry for Economics II ED.

Economics III HT:

History of Economic Thought (half unit, first half of year)

Mr J.M. 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.

Assessment

Assessment by means of one 3-hour paper, and one essay done under examination conditions during the year.

Prescribed Reading

† Rima, Ingrid H. *Development of Economic Analysis*, Rev. edn, R.D. Irwin 1972.

Preliminary Reading

* Heilbroner, Robert L. *The Worldly Philosophers*, 4th edn (newly rev.), Simon and Schuster 1972.

Economics III IL:

Inflation and the Labour Market (half unit, first half of year)

Professor D.H. Whitehead

This course will be concerned with the major contemporary economic problem of advanced Western economies: the problem of concurrently rising prices and high unemployment. It will briefly survey monetarist and Keynesian explanations of

this phenomenon and then attempt to discuss in more detail its relationship to the labour market. Particular attention will be given to the Australian economy and to recent developments in wage fixation such as the 'indexation package'.

Prerequisite

Economics II MA and Economics II MI.

Class Requirements

One 2-hour seminar and one tutorial a week. The seminar will be held in the evening.

Assessment

By essay and examination.

Prescribed Reading

† *Burton, J. *Wage Inflation*, Macmillan 1972.

† *Whitehead, D.H. *Stagflation and Wage Policy in Australia*, Longman 1973.

Economics III IM:

International Monetary Economics (half unit, first half year; new course)

Dr C.R. Weston

This half unit taught in the first semester in 1977 comprises the first half of a specialized course in international trade and money, the second half of which is the international trade half unit.

In this course the following problems will be considered in some detail in the context of the 1976 revision of the international monetary system : alternative explanations of the transmission of world inflation and deflation; the role of the Eurodollar market; the effectiveness of monetary and fiscal policy under fixed and floating exchange rates; approaches to balance of payments adjustment; the 'world economy' debate; the OPEC crisis; monetary integration particularly in the EEC.

Owing to the 1976 reforms no useful textbooks yet exist. However, the background reading should be considered essential. Conference papers and periodical articles will be the basic references used during the course.

Class Requirements

Two lectures and one seminar a week.

Assessment

Seminar papers and one 3-hour examination.

Prescribed Reading

*Scammell, W.M. *International Monetary Policy : Bretton Woods and After*, Macmillan 1975 — Chapters 8 and 9.

Economics III LE:

Labour Market Economics (half unit, second half year)

Mr P.C. Langley

This half unit is intended to provide a grounding in neo-classical and modified neo-classical labour market models. The course begins with an evaluation of the nature and scope of labour economics with particular emphasis upon the current 'crisis' debate. Major topics covered are: the supply of labour, labour mobility and participation behaviour; internal and local labour markets; the demand of labour and criticisms of marginal analysis; wage differentials — occupational, industrial and regional; the economics of trade unions.

Prerequisite

Economics II MA and Economics II MI.

Class Requirements

One 2-hour lecture and one 1-hour seminar. Essays as set.

Assessment

One 3-hour paper.

Prescribed Reading

To be announced.

Economics III LT

See the entry for Economics II LT.

Economics III MM:

Marketing and Financial Management (half unit, second half of the year)

Dr Rae Weston

This half unit provides a link between the theoretical and practical aspects of microeconomics. The course comprises two parts:

- (1) the lecture course which will treat the following topics in some detail – the planning and execution of a marketing campaign including a consideration of advertising, market segmentation and test marketing; product innovation; the choice of channels of distribution; the compensation of salesmen and financial strategy and management in relation to marketing and to the valuation of companies in takeovers.
- (2) management simulation run in conjunction with the tutorials in which each student will operate as a company in oligopolistic and other competitive industries. Management decisions in the areas of finance, marketing and production are the main subject matter of the simulations. Stress is placed on the evaluation of company performance and the assessment of takeover and bankruptcy potential in the context of the simulation.

Prerequisites

There are no prerequisites although students may find it useful to have done Economics III CF in the first half of the year.

Examination

One 3-hour paper on the contents of the lecture course (60% of the marks) and reports and performance in the management simulations (40% of the marks).

Class Requirements

One lecture and one seminar a week during the second semester.

Prescribed Reading

Will be provided.

Economics III MX:

Marxian Economics (half unit, second half of year)

Mr M.P. Schneider

This half unit examines Marx's economic theories, neo-Marxian 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.

Prerequisite

Economics I MA and Economics I MI, though not prerequisites, would be useful preliminary courses. This half unit may be taken as an elective part of Interdisciplinary Studies II MX/III MX.

Class Requirements

One 2-hour and one 1-hour seminar per week; seminar papers as set.

Assessment

By means of one essay done under examination conditions, and one 3-hour examination paper at the end of the year.

Prescribed Reading

*Freedman, R. (ed.) *Marx on Economics*, Penguin 1962.

*Howard, M.C. and King, J.E. *The Political Economy of Marx*, Longman 1975.

Preliminary Reading

*McLellan, D. *The Thought of Karl Marx: An Introduction*, Macmillan 1971.

Economics III PT:

Pure Theory of Trade (half unit, second half of year, new course)

Mr P. Sgro

This 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

Two lectures and one tutorial a week. Exercises as set.

Examination

One 3-hour paper.

Prescribed Reading

Caves, R. and Jones, R. *World Trade and Payments*, Little Brown 1973.

Fourth Year Program: Core Units

Economics IV AT:

Advanced Economic Theory (full unit, new course)

Dr F. Huynh, Professor P.K. Pattanaik, Mr P.M. Sgro

The course consists of three interrelated topics:

- (a) **Mathematical Programming:** A rigorous exposition of some basic theorems of concave and quasi-concave programming.
- (b) **Economics of Uncertainty:** An exposition of the theory of choice under uncertainty. In particular the theory of risk aversion will be treated in detail.
- (c) **Theory of General Equilibrium:** An examination of the existence and optimality of competitive equilibrium and related problems.

Prerequisite

Economics III MIH.

Class Requirements

Three hours a week as lecture and/or seminar.

Assessment

By class performance and a three-hour end-of-year examination paper.

Prescribed Reading

To be announced.

Recommended Reading

To be announced.

Economics IV TE:

Classical and Modern Advanced Economic Theory

(full unit, new course)

Mr M.P. Schneider

The course is designed primarily for those students who have a deeper interest in the core of economic theory.

This theory course examines alternative analytical approaches to the fundamental problems of economic theory. The first part of the course will investigate the basic theories of the classical school represented by F. Quesnay, Adam Smith, David Ricardo and T. Malthus. The second part examines the foundations of the Marxian analysis. The third part will investigate modern developments represented by the theories of John von Neumann, Piero Sraffa, Michael Kalecki, Oskar Lange, V. Leontief, Joan Robinson and the neo-Ricardians, J. Keynes and the post-Keynesians. There is no mathematical prerequisite for this course. Although knowledge of undergraduate mathematics is a definite advantage, such mathematical prerequisites for this course as are used in exposition will be fully explained in class.

Prerequisite

The only prerequisite for this course is a good grasp of undergraduate macro- and micro-economic theory.

Class Requirements

Two one-and-a-half-hour seminars a week. Seminar papers as set.

Assessment

By means of essays, seminar papers and one three-hour examination paper.

Prescribed Reading

Schumpeter, J.A. *History of Economic Analysis*, Allen and Unwin, London 1954.

*Sraffa, Piero *Production of Commodities by means of Commodities*, Cambridge Univ. Pr. 1975.

Morishima, Michio *Marx's Economics*, Cambridge 1973.

Economics IV PP:

Economic Principles and Policy (full unit, new course)

Professors P.K. Pattanaik and D.H. Whitehead

This course will be divided into two parts: Macro- and Micro-economics. The macro half of the course will be concerned with the major changes in macro-economic behaviour that have occurred throughout the world in the last decade. These include the development of stagflation, the rise in the saving ratio and the decline in profits. The major competing explanations – Keynesian, monetarist and cost inflation – will be discussed, together with the policy recommendations which flow from these. The micro-economic part of the course will deal with the principles of achieving socially desirable allocations of resources. This will include a discussion of the theory of public goods and social choice together with the optimum behaviour of government enterprise and the impact of alternative tax systems.

Prerequisite

No special prerequisites.

Class Requirements

Two one-and-a-half-hour seminars a week for eighteen weeks.

Assessment

By end of year examination.

Prescribed Reading

Details of books and articles to be studied will be announced later.

Fourth Year Program: Optional Subjects

Econometrics IV EK:

Econometric Models and Stabilization (full unit, new course)

Dr H.T. Burley, Professor S.P. Burley, Dr F.H.C. Huynh and

Dr K.P. Vishwakarma

This course gives an in-depth treatment of some of the methods of econometrics. It consists of four major sections. Normally only three out of the four sections will be offered in a year.

- (a) **System Econometrics.**
This section deals with the specification, identification and estimation of a system of economic relationships. Temporal and cross-sectional features are analysed using time-domain methods.
- (b) **Econometric Methods.**
Properties and estimation of dynamic econometric models are further examined in this section. In particular, spectral and cross-spectral analyses are introduced. Their applications to distributed lag models, business cycles, seasonality and other special problems of economic time series are included.
- (c) **Econometric Stabilization.**
This section deals with the use of quantitative models in the determination of short-term economic policy. The stabilization of activity — that of an individual firm or of an economy as a whole — along desired policy objectives is discussed.
- (d) **Selected Topics and Application.**
These include estimation of production functions, parameter estimation using mathematical programming, schools of probability theory, and Bayesian interpretation.

Prerequisite

Econometrics III EK or Econometrics III ME or Econometrics III IE.

Class Requirements

One weekly session.

Assessment

Assignments, tests and one 3-hour paper.

Prescribed Reading

Dhrymes, P.J. *Econometrics — Statistical Foundations and Applications*, Harper and Row 1971.

Pindyck, R.S. *Optimal Planning for Economic Stabilization*, North Holland 1973.

Preliminary Reading

Kmenta, Jan *Elements of Econometrics*, Collier-Macmillan 1971.

Perkins, J.O.N. *Macro-economic Policy in Australia*, Second edn, Melbourne Univ. Pr. 1975.

Recommended Reading

To be announced.

Econometrics IV ME:

Mathematical Economics (full unit, new course)

Dr H.T. Burley, Professor S.P. Burley, Dr G.C. O'Brien, Dr K. Vishwakarma

This full unit will be composed of two of the following topics. The choice will depend on the interests of the students and the availability of staff.

- (a) **Mathematical Methods**
This would include linear spaces, convexity, topology; non-linear programming optimisation, differential and difference equations, local and global stability theory.
- (b) **Mathematical Programming Applications.**
Methods and applications of simplex, duality, activity analysis, shadow prices and sensitivity analysis are taught and applied with computed examples from micro-economic planning. The discussion includes input-output techniques, with non-linear, stochastic, recursive and dynamic formulations with Bellman's optimality principle.
- (c) **Economic Growth**
Including one and two sector growth models and multisector models, dual economies and optimal reallocation questions.
- (d) **Dynamic Optimisation**
This would incorporate optimal control theory, economic regulation, applications of the calculus of variations and catastrophe theory.
- (e) **Linear Models**
This would include advanced input-output analysis, dynamic Leontief models, the von Neumann model and applications.
- (f) **The Theory of Competitive Markets**
This would include consumption sets and preference ordering, the theory of the core, demand theory and the existence and uniqueness of competitive equilibrium.
- (g) **Advanced Operations Research**
This section would examine some of the many theoretic and practical questions which are being discussed in the current literature.

Prerequisite

Any third year Econometrics subject.

Class Requirements

Twenty-six 1½-hour sessions.

Assessment

Assignments, seminars and one 3-hour paper.

Prescribed Reading

To be announced.

Economic History IV AH:**Economic Change in the very long-term, (full unit, new course)****Professor E.L. Jones and Mr J.L. Anderson**

The course will investigate the rise to pre-eminence of the western European economy as a whole and early differentiation in the economic performance of nation-states. A wide range of causal factors in the 'rise of the West' will be considered and recent explanatory schemes of economic historians will be analysed. Attention will be paid to trap models of very long-term stagnation in Ancient and Asian cultures. The theme of differential performance among European nation-states will be treated with particular reference to the influence of war and war preparations. British, Spanish, Dutch and Prussian cases of relationship between war, technology and the economy will be emphasized. Particular attention will be paid to technological versus economic explanations of the outcome of armed rivalries.

Prerequisite

None.

Class Requirements

26 sessions of one and a half hours' duration.

Assessment

One 3-hour paper and an individual essay.

Preliminary ReadingCipolla, C.M. *Guns and Sails in the Early Phase of the Expansion of Europe 1400-1700*, Collins 1965.Hicks, Sir John *A Theory of Economic History*, Oxford Univ. Pr. 1969.North, D.C. and Thomas, R.P. *The Rise of the Western World. A New Economic History*, Cambridge Univ. Pr. 1973.Preston, R.A., Wise, S.F., and Werner, H.O. *Men in Arms: A history of warfare and its interrelationships with Western society*, Thames and Hudson 1962.Viljoen, S. *Economic Systems in World History*, Longman 1974.

Further reading will be set for seminars throughout the course.

Economic History IV EH:**Modern Economic Growth in Russia, India and the United States of America (full unit, new course)****Mr M.E. Falkus**

This course will cover the broad trends in the economic growth of Russia, India, and the United States of America during the 19th and 20th centuries. The emphasis will be comparative, and the course will concentrate on the problems of economic growth. Particular attention will be paid to the impact of the international economy.

Prerequisite

None.

Class Requirements

26 sessions of one and a half hours' duration.

Assessment

One 3-hour paper and an individual essay.

Recommended Reading

Blyn, G. *Agricultural Trends in India, 1891-1947*, University of Pennsylvania Pr. 1966.

Buchanan, D.H. *The Development of Capitalistic Enterprise in India*, F. Cass 1965.

Davis, E. *et al. American Economic Growth*, Harper and Row 1972.

Falkus, M.E. *The Industrialization of Russia 1700-1914*, Macmillan 1972.

Gershenkron, A. *Europe in the Russian Mirror*, Cambridge Univ. Pr. 1970.

Hutchings, R. *Soviet Economic Development*, Barnes and Noble 1971.

North, D.C. *The Economic Growth of the United States, 1790-1860*, Prentice-Hall 1961.

Robertson, R. *History of the American Economy*, Harcourt, Brace and Jovanovich, 1973 edn.

Youngson, A.J. (ed.) *Economic Development in the Long Run*, Allen and Unwin 1972.

Further reading will be given during the course.

Economics IV AM:

Applied Microeconomics (full unit, new course)

Dr J.O.S. Kennedy, Dr D. Kiefer, Mr P.C. Langley and Dr C.R. Weston

The course studies problems in the regional allocation of resources; it is divided into three sections. The first section deals with location theory applied to industry, housing, and agriculture; diffusion theory; and the theory of the housing capital stock.

The second deals with regional externalities such as noise and traffic congestion, and externalities in government expenditure. The final section focuses on the urban labor market and inter-spatial relations between such markets.

Prerequisite

None.

Class Requirements

One lecture and one tutorial a week.

Assessment

Tutorial work, written assignments, projects and final examination.

Prescribed Reading

Rees, A. and Shultz, G.P. *Workers and Wages in an Urban Labor Market*, Chicago 1970.

Mills, E.S. *Urban Economics*, Scott-Foresman 1972.

Preliminary Reading

To be announced.

Recommended Reading

Heady, E.O. (ed.) *Economic Models and Quantitative Methods for Decisions and Planning in Agriculture*, Iowa State University Pr. 1971.

Economics IV FM:

Financial Management Economics (full unit, new course)

Mr W. Horrigan and Dr C.R. Weston

This course will be conducted as a reading course for students wishing to develop more advanced topics in the finance area. Among the areas to be covered will be capital investment, appraisal, finance and the cost of capital, leverage, security evaluation, the economic significance of capital markets and portfolio selection. The economic implications of the taxation and legal framework will be considered.

Prerequisite

There are no formal requirements, but students having an accounting/finance background will be advantaged.

Class Requirements

One formal seminar a week for two terms.

Assessment

End of year examination.

Prescribed Reading

To be announced prior to the commencement of the course.

Preliminary Reading

Knowledge of a text such as

*Weston, J.F. and Brigham, E.F. *Managerial Finance*, Holt, Rinehart and Winston, H.I.E. (5th) edn, 1975.
would be essential.

Recommended Reading

To be announced.

Economics IV ED:

Economic Development (full unit, new course)

Mr M. Schneider, Mr W.R. Stent and Mr K.D. Thomas

In this unit the development of the concepts of economic growth, progress, modernization and development is outlined and then aspects of the economic development of the Third World are examined through theoretical and case study analysis.

Class Requirements

Two 1½-hour seminars throughout the first and second terms.

Assessment

Will be by means of tutorial papers and essays as set and by a three-hour examination paper held at the beginning of third term.

Prescribed Reading

This will be announced at, or before, the beginning of February, 1977.

ENGLISH (literature)

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 121 and 128. 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 the assessment of a student's final result.

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 relatively small groups of students meeting once a week forms the most important part of the course work, and students must therefore attend tutorials.

During first term there will be a series of lectures on the nature and uses of language, and such matters will form the basis for some first-term tutorials. These lectures and tutorials will constitute an indispensable introduction to the course. All students then study closely all of the texts mentioned below.

First Meeting of Class

As far as possible students with surnames beginning with the letters A to M should meet in the Agora Theatre at 4 pm on Monday 14 March 1977; those with surnames beginning with the letters N to Z should meet in the Agora Theatre at 4 pm on Tuesday 15 March 1977.

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.

Prescribed Reading

Students must have copies of the prescribed texts, and they should read *all* the texts at least once before the beginning of the year's teaching.

- * Austen, Jane *Persuasion*, Penguin.
- * Conrad, Joseph *The Secret Agent*, Penguin.
- * James, Henry *Washington Square*, Penguin.
- * Melville, Herman *Billy Budd, Sailor and Other Stories*, Penguin, for the study of "Bartleby" and "Benito Cereno".
- * McKenzie, J.A. and J.K. *The World's Contracted Thus*, Heinemann, for the study of poems by Donne and T.S. Eliot and of a selection from the poems of Blake, Wordsworth, Coleridge and Keats.
- * Shakespeare, William *Coriolanus*, Penguin.
- * Shakespeare, William *Macbeth*, Penguin.

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.

Second-year Subjects

In addition to their choice of courses in second year, students are offered additional classes in the practice of criticism. These classes give students a further opportunity for the discussion of works of literature in prose and in verse. Students who intend to major or do honours are strongly advised to enrol for these classes: other students may sign up for these additional classes provided that they are prepared to attend them regularly.

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. Attendance at tutorials is obligatory.

Written Work

See the remarks on written work at the beginning of the section on English.

Choice of Courses

Students entering second year in 1977 will have to choose their subjects in accordance with the following requirements.

Group 1

IIA Elizabethan and Jacobean drama

IIIA Elizabethan and Jacobean drama

IIIT tragedy: Greek, 17th century, modern

Group 2

IIB 19th and 20th century poetry

IIIB English poetry and prose: Milton to Wordsworth

IIID 16th and 17th century poetry

IIIM Medieval literature

Group 3

IIC fiction since 1850

IIIC from Jane Austen to George Eliot; mainly fiction

IIIE contemporary literature

IIIF Australian literature

IIIG American literature

Students interested in taking the *honours* course in English should read the section on Honours preceding details of third-year subjects (pp. 123-4).

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.

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.

Minoring students have a free choice of second and third-year subjects, except that IIA and IIIA cannot both be taken without special permission from the chairman.

English IIA:

Elizabethan and Jacobean Drama mainly Shakespearean

This course may not be taken with both English IIIA and IIIT.

Prescribed Reading

Students must have copies of the prescribed texts.

*Shakespeare, William *Henry IV Parts 1 and 2*, Penguin.

*Shakespeare, William *Julius Caesar*, Penguin.

*Shakespeare, William *A Midsummer Night's Dream*, Penguin.

*Shakespeare, William *The Merchant of Venice*, Penguin.

*Shakespeare, William *Othello*, Penguin.

*Shakespeare, William *Antony and Cleopatra*, Pelican.

*Webster, John *The Duchess of Malfi*, ed. Brown, Methuen, *Revels Plays*.

*Middleton, Thomas and Rowley, William *The Changeling*, ed. Bawcutt, Methuen, *Revels Plays*.

*Shakespeare, William *Coriolanus*, Penguin.

*Shakespeare, William *The Winter's Tale*, Penguin.

English IIB: Poetry of the Nineteenth and Twentieth Centuries

Prescribed Reading

Students must have copies of the prescribed texts.

- *Blake, William *The Portable Blake*, ed. Kazin, Viking.
- *Wordsworth, William *Selected Poetry and Prose*, ed. Hartman, Signet.
- *Coleridge, Samuel *The Portable Coleridge*, ed. Richards, Viking.
- *Keats, John *The Complete Poems*, ed. Bernard, Penguin.
- **Victorian and Edwardian Poets*, ed. Auden and Pearson, Viking.
- *Arnold, Matthew *The Portable Matthew Arnold*, ed. Trilling, Viking.
- *Tennyson, Alfred *Selected Poetry*, ed. Bush, Modern Library.
- *Hopkins, Gerard M. *Gerard Manley Hopkins, A Selection of His Poems and Prose*, ed. Gardner, Penguin.
- *Dickinson, Emily *Final Harvest : Emily Dickinson's Poems*, ed. Johnson, Little, Brown and Co.
- *Hardy, Thomas *Poems of Thomas Hardy*, ed. Creighton, Macmillan.
- *Yeats, W.B. *Selected Poetry*, ed. Jeffares, Macmillan.
- *Eliot, T.S. *Collected Poems*, Faber.
- *Lowell, Robert *Robert Lowell's Poems : A Selection*, ed. Raban, Faber.

Recommended Reading

- *Foakes, R.A. (ed.) *Romantic Criticism, 1800-1850*, Arnold.

English IIC: Fiction since 1850

The novels will be taught in the order shown below. Students are strongly advised against taking the course unless they are able to read a majority of the texts before the beginning of the academic year.

Prescribed Reading

Students must have copies of the prescribed texts.

- *Dickens, Charles *David Copperfield*, Penguin.
- *Trollope, Anthony *The Last Chronicle of Barset*, Penguin.
- *Eliot, George *Middlemarch*, Penguin.
- *James, Henry *The Portrait of a Lady*, Penguin.
- *Hardy, Thomas *Jude the Obscure*, Macmillan.
- *Conrad, Joseph *Victory*, Penguin.
- *Lawrence, D.H. *The Rainbow*, Penguin.
- *Joyce, James *The Essential James Joyce*, Penguin.
- *Ford, Ford Madox *The Good Soldier*, Penguin.
- *Woolf, Virginia *To the Lighthouse*, Penguin.

In addition a 'special study' of one of the following authors will be required: Dickens, Eliot, James, Hardy, Conrad, Lawrence. Specific texts for discussion will be selected in second term and the classes will be held towards the end of third term.

Third-year Subjects

Prerequisites

A second-year English subject is a prerequisite for any English subject in third year except when an English III subject is required for the making up of an *area of study* major, and is taken with the permission of the chairman of the department.

For students entering third year in 1977 the courses must be chosen in accordance with the requirements set out on page

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, have taken the course offered in the practice of criticism and have achieved a satisfactory standard in their work generally.

The third year of an honours course may be undertaken part-time, but not the fourth year. All admissions to the honours school are subject to the approval of the chairman of the department.

In their third year honours students 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 choice of subjects is governed by the same requirements as for majoring students (see p. 121), but in addition honours students will be expected to complete at least one of the third-year courses in group 2. In 1977 this means that third-year honours students will be required to take at least one of IIIB, IIID and IIIM..

Honours students and pass students will attend the same lecture course, 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 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. The final examination for honours students is at the end of the fourth year.

Practical Criticism (honours students only)

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 the 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.

Preliminary Reading

The following books are important background reading for this course.

- *Coveney, Peter *The Image of Childhood*, Peregrine.
- Cruttwell, Patrick *The Shakespearean Moment*, Columbia.
- Eliot, T.S. *Selected Essays*, Faber.
- *Empson, William *Seven Types of Ambiguity*, Penguin.
- Grierson, Sir Herbert *Cross Currents in English Literature of the Seventeenth Century*, Chatto and Windus.
- *Kermode, Frank *Romantic Image*, Fontana.
- *Leavis, F.R. *Revaluation*, Penguin.
- *Murry, J. Middleton *The Problem of Style*, Oxford
- *Potter, Simeon *Our Language*, Penguin.
- *Willey, Basil *The Seventeenth-Century Background*, Penguin.

Prescribed Reading

Students are asked to buy and study the following anthology:

Hayward, J. (ed.) *The Penguin Book of English Verse*.

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.

English IIIA:

Elizabethan and Jacobean Drama mainly Shakespearean.

This course may not be taken with both English IIA and IIIT.

Prescribed Reading

Students must have copies of the prescribed texts.

- *Marlowe, Christopher *Dr Faustus*, ed. Jump, Methuen, Revels Plays.
- *Shakespeare, William *All's Well That Ends Well*.
- *Shakespeare, William *As You Like It*.
- *Shakespeare, William *Measure for Measure*.
- *Shakespeare, William *Hamlet*.
- *Shakespeare, William *King Lear*.
- *Shakespeare, William *Macbeth*.
- *Shakespeare, William *The Tempest*.
- *Jonson, Ben *Volpone*, ed. Kernan, Yale.
- *Chapman, George *Busy D'Ambois*, ed. Brooke, Methuen, Revels Plays.
- *Tournour, Cyril *The Revenger's Tragedy*, ed. Foakes, Methuen, Revels Plays.

Students should possess the prescribed Shakespeare plays in either the **Arden* edition or the **New Cambridge* edition or the **New Penguin* edition.

English IIIB:

English Poetry and Prose from Milton to Wordsworth

Prescribed Reading

Students must have copies of the prescribed texts.

- *Kenner, Hugh (ed.) *Seventeenth Century Poetry: The Schools of Donne and Jonson*, Holt, Rinehart and Winston.
- *Milton, John *Poetical Works*, ed. Bush, Oxford Standard Authors.

- *Dryden, John *The Poems and Fables*, ed. Kinsley, Oxford Standard Authors.
- *Swift, Jonathan *Gulliver's Travels*, Penguin, **Selected Prose and Poetry*, ed. Rosenheim, Holt, Rinehart and Winston.
- *Pope, Alexander *Poems*, ed. Butt, Methuen.
- *Johnson, Samuel *Rasselas, Poems and Selected Prose*, ed. Bronson, Holt, Rinehart and Winston, **The Lives of the Poets*, World's Classics.
- *Crabbe, George *Tales 1812 and Other Selected Poems*, ed. Mills, Cambridge.
- *Blake, William *Selected Poems and Letters*, ed. Bronowski, Penguin.
- *Meredith, William and Jarrell, Machie (eds) *Eighteenth Century English Minor Poets*, Dell.
- *Wordsworth, William **Selected Poetry and Prose*, ed. Hartman, Signet.

English IIIC:

From Jane Austen to George Eliot, mainly fiction

Prescribed Reading

Students must have copies of the prescribed texts.

- *Austen, Jane *Emma*, Penguin.
- *Austen, Jane *Mansfield Park*, Penguin.
- *Bronte, Emily *Wuthering Heights*, Penguin.
- *Bronte, Charlotte *Jane Eyre*, Penguin.
- *Dickens, Charles *Dombey and Son*, Penguin.
- *Dickens, Charles *Little Dorrit*, Penguin.
- *Dickens, Charles *Hard Times*, Penguin.
- *Eliot, George *Mill on the Floss*, Everyman.
- *Eliot, George *Middlemarch*, Penguin.
- *Carlyle, Thomas *Selected Writings*, Penguin.
- *Arnold, Matthew *Culture and Anarchy*, ed. Gregor, Library of Literature series, Bobbs Merrill.

English IIID:

Sixteenth and Seventeenth-Century Literature, mainly poetry

Prescribed Reading

Students must have copies of the prescribed texts.

- **English Renaissance Poetry*, ed. Williams, Norton.
- **Seventeenth Century Poetry: The Schools of Donne and Johnson*, ed. Kenner, Holt, Rinehart and Winston.
- **English Literary Criticism: The Renaissance*, ed. Hardison, Appleton-Century-Crofts.
- *Wyatt, Thomas *Collected Poems*, ed. Muir, Muses' Library.
- *Spenser, Edmund *Poetical Works*, ed. Smith and de Selincourt, Oxford Standard Authors.
- *Marlowe, Christopher *Complete Poems and Translations*, ed. Orgel and Stephen, Penguin.
- *Shakespeare, William *Sonnets*, ed. Seymour-Smith, Heinemann.
- *Donne, John *Poetical Works*, ed. Grierson, Oxford Standard Authors.
- Herbert, George *Poems*, ed. Gardner, World's Classics.
- *Jonson, Ben *Poems*, ed. Johnston, Muses' Library.
- *Marvell, Andrew *Poems*, ed. Macdonald, Muses' Library.
- *Milton, John *Poetical Works*, ed. Bush, Oxford Standard Authors.
- *Bunyan, John *The Pilgrim's Progress*, Penguin.
- The Holy Bible*, Authorised King James Version.

English III E: 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 of the texts before the start of the academic year.

The following texts, which will be studied during first and second terms, are required reading for every student doing the course.

Prescribed Reading

Students must have copies of the prescribed texts.

- * 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.
- * Lowry, Malcolm *Under the Volcano*, Penguin.
- * Brecht, Bertolt (trans. Hugh MacDiarmid) *The Threepenny Opera*, Methuen.
- * Brecht, Bertolt (trans. Eric Bentley) *Mother Courage and Her Children*, Methuen.
- * Beckett, Samuel *End-Game, Waiting for Godot*, Faber.
- * Ionesco, Eugène (trans. Donald Watson) *Rhinoceros, The Chairs, The Lesson*, Penguin.

For third term, there will be at least three special studies available, of which students will choose one. In 1977 these will include: *Contemporary Fiction, Writing Consciously as a Woman and Recent Australian Drama*. Regular lectures, mainly given by visiting writers, will continue as well.

English III F: Australian Literature

The course assumes a background of some reading in 19th and 20th century English literature. On enrolling, students should obtain lists of preliminary and recommended reading from the English department.

Prescribed Reading

Students must have copies of the prescribed texts.

- * Brennan, Christopher *Selected Poems*, Angus and Robertson.
- * Hope, A.D. *Collected Poems 1930-1970*, Angus and Robertson.
- * Neilson, Shaw *Poems*, Angus and Robertson.
- * Slessor, Kenneth *Poems*, Angus and Robertson.
- * Wright, Judith *Collected Poems 1942-1970*, Angus and Robertson.
- * Barnes, John (ed.) *An Australian Selection*, Angus and Robertson.
- * Lawson, Henry *The Bush Undertaker and Other Stories*, Angus and Robertson.
- * Baynton, Barbara *Bush Studies*, Angus and Robertson.
- * Richardson, Henry H. *The Fortunes of Richard Mahony*, Penguin.
- * Herbert, Xavier *Capricornia*, Angus and Robertson.
- * Stead, Christina *The Man Who Loved Children*, Avon, **For Love Alone*, Angus and Robertson.
- * White, Patrick *Riders in the Chariot, The Eye of the Storm*, Penguin.
- * Mathers, Peter *The Wort Papers*, Penguin.

According to availability in third term, paperback texts will be prescribed to represent a selection of contemporary poets such as Vincent Buckley, Gwen Harwood, David Malouf and Les Murray.

English IIIG: American Literature

Prescribed Reading

Students must have copies of the prescribed texts.

- *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 *The Adventures of Huckleberry Finn*, Penguin.
- Whitman, Walt *Leaves of Grass, and Selected Prose*, Modern Library.
- *Dickinson, Emily *Final Harvest: Emily Dickinson's Poetry*, ed. Johnson, Little, Brown and Co.
- *Adams, Henry *The Education of Henry Adams*, Houghton Mifflin.
- *James, Henry *The Bostonians*, Penguin.
- *Fitzgerald, F. Scott *Tender is the Night*, Penguin.
- *Faulkner, William *Absalom, Absalom!* Penguin.
- *Roth, Henry *Call It Sleep*, Avon.
- *McCullers, Carson *The Heart is a Lonely Hunter*, Penguin.
- Roethke, Theodore *Collected Poems*, Doubleday.
- *Lowell, Robert *Robert Lowell's Poems*, ed. Raban, Faber.

English IIIM: Medieval Literature

Intending students should note that all the prescribed texts will be studied in the original, not in modernized versions. Previous study of Middle English will *not* be assumed, and detailed help with the language will be given.

Prescribed Reading

Students must have copies of the prescribed texts.

- **The Works of Geoffrey Chaucer*, ed. Robinson, Oxford (with particular attention to *Troilus* and *The Canterbury Tales*).
- **The Works of Sir Thomas Malory*, ed. Vinaver, Oxford Standard Authors.
- **Sir Gawain and the Green Knight*, ed. Tolkien, etc., Oxford.
- **Sir Orfeo*, ed. Bliss, Oxford.
- **English Mystery Plays*, ed. Happé, Penguin.
- **Medieval English Lyrics*, ed. Silverstein, Arnold/York Medieval Texts.

On enrolling for the course students should obtain a preliminary reading list from the English department.

English IIIT: Tragedy — Greek, Seventeenth Century, Modern

This course may not be taken with both English IIA and IIIA.

Prescribed Reading

Students must have copies of the prescribed texts.

- *Aeschylus *Oresteia*.
- *Sophocles *Electra*.
- *Euripides *Medea, Electra, The Bacchae*.

For these plays the prescribed translations are those in Aeschylus I, Sophocles II, and Euripides I and V of *The Complete Greek Tragedies*, ed. Grene and Lattimore, University of Chicago Pr, Phoenix Books.

- *Sophocles *King Oedipus*, (in *The Theban Plays*, Penguin).
- *Sophocles *The Women of Trachis*, (trans. Ezra Pound) Faber.
- *Shakespeare, William *Hamlet, Macbeth, King Lear, Antony and Cleopatra*.
(Students should possess these texts in either *The Arden edition or *The New Penguin edition or *The New Cambridge edition).
- *Ibsen, Henrik *Hedda Gabler*, (trans. Jens Arup), Oxford.
- *Ibsen, Henrik *Rosmersholm*, (trans. J.W. McFarlane), Oxford.
- *Chekov, Anton *The Three Sisters, The Cherry Orchard*, (trans. Elizaveta Fen) in *Plays*, Penguin.
- *Brecht, Bertolt *Mother Courage and her Children* (trans. Eric Bentley), Methuen.
- *Beckett, Samuel *Waiting for Godot*, Faber.

The following plays will have no lectures specifically devoted to them, but they may be referred to in lectures and tutorial discussion.

- *Sophocles *Antigone, Oedipus at Colonus*, (in *The Theban Plays*, Penguin).
- *Euripides *Hippolytus*, (in Euripides I, as above).
- **Three Jacobean Tragedies*, ed. Salgado, Penguin.
- *Racine, Jean *Phedre*, (trans. Margaret Rawlings), Dutton.
- *Ibsen, *Ghosts*, (trans. Peter Watts), Penguin.
- *Chekov, *Uncle Vanya*, (in *Plays*, Penguin).
- *Brecht, *The Caucasian Chalk Circle*, (trans. J. and T. Stern with W.H. Auden), Methuen.

Fourth-year Courses 1977

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 1976.

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	} Major Studies.
IVC Eighteenth century literature	
IVD Nineteenth century literature	
IVE Modern literature	
IVM Medieval literature	} Special Studies
IVF Australian literature	
IVG Special Author	

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.

Note:

Fourth year courses in the department of English are not available to students taking the Diploma of Studies in Humanities course.

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 degrees 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 places 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 the language, literature and civilization of France.

While most of the courses offered by the department of French itself are oriented towards the study of language and literature, the department believes that students interested in French studies should endeavour in some measure to relate the skills and experience acquired in the basic French courses to other areas of French culture and civilization and provision is made for this in the program of study set out below.

The *basic courses* offered by the department are French IA, French IIA and French IIIA, in which considerable attention is given to practical training in the use of the French language. Students who wish to complete a *minor sequence* in French will take two or three of these units. Students who wish to complete a *major sequence* in French will be required to take these basic courses together with *additional* units or half units as follows:

- for a *four-unit major*, the equivalent of one full unit chosen from the subjects approved for the purpose at third-year level;
- for a *five- or six-unit major*, the equivalent of at least two full units, one of which must be at third year level, chosen from the subjects approved for the purpose.

For 1977, the following subjects have been approved as units or half-units counting towards a major sequence in French:

- at *second-year* level: Linguistics IIX, French IIC (half units);
 - at *third-year* level: French IIID, IIIN and IIIT (half units);
- Linguistics IIIA, IIIB, IIIC, Art History IIIC, Cinema Studies IIIA (all half units);
IDS IIINN (full unit).

A student who wishes to take courses not listed above on aspects of French culture or civilization and count them towards a major sequence in French may do so under similar conditions with the approval of the chairman of the Department of French and the Dean of the School. It should be noted that students taking a major sequence in French who wish to enrol for subjects offered by other departments will normally have to meet the prerequisites determined by the departments

concerned, but in some cases a department may be prepared to vary the prerequisite for students who have completed appropriate courses in French.

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, and will be expected to do additional study in French before undertaking his fourth-year program (see, for example, French III L below). Students wishing to take the honours course should see the chairman of the department.

An *introductory course* in French for students who have little or no prior knowledge of the language and who wish to acquire a basic knowledge of it for application in other disciplines will again be offered in 1977. For details see under French IB below.

All courses other than French IA, IIA and IIIA are offered subject to the availability of staff.

French IA:

French Language, Literature and Civilization (full unit)

Course co-ordinators: Professor E.C. Forsyth, Mr L. Bessière

In this subject, a good deal of attention will be given to developing the student's practical 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 20th 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.

Regular attendance at classes is essential. (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.) Students will be expected to spend additional time in the language laboratory working individually.

Assessment

By written and oral examination and year's work. Students will be required to reach a satisfactory standard in the practical language section of the course to be eligible for a pass in the unit as a whole.

Prescribed Reading

† Moget, M.T. and Neveu, P. *De Vive Voix, première partie (livre de l'étudiant)*, and *deuxième partie (livre de l'étudiant)* Didier (CREDIF), Paris 1975-76.

† Rey, J.N. and Santoni, G.V. *Quand les Français parlent*, Newbury House, Rowley 1975.

† Ferrat, H.A. *A French Reference Grammar*, Oxford Univ. Pr. London 1967.

† *Nouveau Petit Larousse OR Dictionnaire du français contemporain*, Larousse, Paris.

† * Camus, A. *L'Exil et le royaume*, Gallimard (Folio) Paris OR Livre de Poche, Paris.

† Camara Laye *L'Enfant noir*, ed. J.A. Hutchinson, Cambridge Univ. Pr. 1966.

† 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.

Recommended Reading

- * Ardagh, J. *The New France*, Pelican.
- Chevalier, J.C. et al. *Grammaire Larousse du français contemporain*, Larousse, Paris 1974.
- Michaud, G. and Torrès, G. *Nouveau Guide France*, Hachette, Paris 1974.
- Flower, J.E. (ed.) *France Today*, Methuen, London, 2nd edn 1973.
- * Miquel, P. *Economie et société dans la France d'aujourd'hui*, Nathan, Paris 1971.
- * Miquel, P. *Problèmes et forces politiques de la France contemporaine*, Nathan, Paris 1971.
- Blondel, J. *The Government of France*, Methuen, London 1974.
- Harrap's Shorter French and English Dictionary*, ed. J.E. Mansion, rev. edn by M. Ferlini and P. Forbes, Harrap, London 1967.

French IB:

Introductory French (full unit)

Course co-ordinator: Mr L. Bessiere

French IB is a course designed to provide a basic introduction to the French language for students of the School of Humanities or other Schools of the University who have little or no acquaintance with the language but consider that they need a working knowledge of it for their studies in other areas. At present, only a terminal course is offered, and students who pass it will only be allowed to proceed to second-year French courses if they achieve a very high standard of proficiency.

The teaching of the language will be intensive in nature and will be based on audio-visual methods in order to give students a sound training in both spoken and written French. Students will be given an opportunity to apply the language skills they acquire to subject areas which interest them. This unit is however offered subject to the availability of staff and provided a sufficient number of students enrol.

Prerequisite

None. Not normally available to students who are qualified to undertake French IA.

Class Requirements

Six classes a week, including at least four language classes. Students will be expected to spend additional time in the language laboratory working individually. Students who enrol for this course must attend all classes regularly.

Assessment

By written and oral examination and work done during the year.

Prescribed Reading

- † Moget, M.T. and Neveu, P. *De vive voix, première partie (livre de l'étudiant)*, Didier (CREDIF), Paris 1975.

Additional texts will be prescribed for reading according to the subject interests of individual students.

French IIA:

French Language, Literature and Civilization (full unit)

Course co-ordinators: Professor E.C. Forsyth, Mr L. Bessière

French IIA is the basic subject for French students at second-year level. As in French IA, 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. The cultural section of the course will be centred on the study of French society over the last four centuries as reflected in literary works and the cinema.

Prerequisites

A pass in French IA. Students should not however embark on this course unless they have a good basic 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.)

Assessment

By written and oral examination and year's work. Students will be required to reach a satisfactory standard in the practical language section of the course to be eligible for a pass in the unit as a whole.

Prescribed Reading

- † Lapeyre, F. *Transition (cahier de l'étudiant)* Didier (CREDIF), Paris 1975.
 - † Barbe, G. and Lapeyre, F. *Transition (feuilles de tests)*, Didier (CREDIF), Paris 1970.
 - † Margerie, Ch. de *Initiation à l'expression écrite, 2e partie (livre de l'élève)*, Didier (CREDIF), Paris 1973.
 - † Chevalier, J.C. et al. *Grammaire Larousse du français contemporain*, Larousse, Paris 1974.
 - † *Nouveau Petit Larousse OR Dictionnaire du français contemporain*, Larousse, Paris.
 - † * Molière *L'Avare*, ed. G. Delaisement, Didier (Coll. Classiques de la civilisation française), Paris 1964.
 - † * Voltaire *Candide*, Bordas (PCB), Paris.
 - † * Rousseau, J.J. *Les Rêveries du promeneur solitaire*, Bordas (PCB), Paris.
 - † * Balzac, H. de *Le Colonel Chabert* and *L'Interdiction*, Gallimard (Folio) Paris.
 - † * Maupassant, G. de *La Parure* in *Contes choisis*, Macmillan, London.
- Films and additional short texts will be indicated in class.

Recommended Reading

- † Lagarde, A. and Michard, L. *XVIIe siècle, XVIIIe siècle and XIXe siècle*, Bordas, Paris.
- Maland, D. *Culture and Society in Seventeenth-Century France*, Batsford, London 1970.
- Lough, J.A. *An Introduction to Eighteenth-Century France*, Longman, London.
- Tournand, J.C. *Introduction à la vie littéraire du XVIIe siècle*, and Launay, M. and Mailhos, G. *Introduction à la vie littéraire du XVIIIe siècle*, Bordas (Coll. 'Etudes', Nos. 32-33), Paris.

French IIC:

Molière and the French Comic Theatre (half unit)

Course co-ordinators: Mrs M.-F. Schütte, Professor E.C. Forsyth

French IIC is a course of specialized study on Molière and the French comic theatre of the seventeenth and eighteenth centuries designed for students who intend to take French as their major study. (To complete the second-year requirements for a five-unit or six-unit major in French, a student must also pass in the unit French IIA and the half unit Linguistics IIX). Some extra language work will be required as part of the course.

The course will emphasise the study of the plays as theatre, and students may be invited, as part of the program, to prepare one of the plays for performance.

Prerequisite

A pass in French IA 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 IA.

Class Requirements

Three classes a week during the second half of the year.

Prescribed Reading

- †*Molière, *Les Précieuses ridicules*, *L'Ecole des Femmes*, *Le Misanthrope* and *Dom Juan*, Larousse, Nouveaux Classiques Larousse, Paris; OR Bordas (PCB), Paris.
- †*Beaumarchais, *Le Barbier de Seville*, Bordas (PCB), Paris.

French IIIA:

French Language and Literature (full unit)

Co-ordinators: Mrs M.-F. Schütte, Mr L. Bessière

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.

The literature section of the course will be centred on a thematic study of *le personnage féminin* in French literature.

Prerequisite

A pass in French IIA.

Class Requirements

Lectures or seminars — one a week for three terms.
Tutorials and language classes — 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.

Assessment

By essays, classwork and examination.

Prescribed Reading

- †Moget, M.T. et al. *Interlignes, thème 1: ressources et développement (livret de l'étudiant)* and *Interlignes, thème 2: niveaux et modes de vie (livret de l'étudiant)*

Didier (CREDIF), Paris 1975-76.

†Chevalier, J.C. *et al. Grammaire Larousse du français contemporain*, Larousse, Paris 1974.

†*Petit Larousse OR Dictionnaire du français contemporain*, Larousse, Paris.

†Wolledge, B. *et al. The Penguin Book of French Verse*, (rev. edn), Penguin Books, London 1975.

†Racine, J. *Andromaque* Didier (Coll. 'Classiques de la Civ. française'), Paris OR Bordas (ULB 215), Paris.

†Sévigné, Mme de *Lettres* Bordas (SLB), Paris.

†Flaubert, G. *Madame Bovary*, ed. C. Gothot-Mersch, Garnier, Paris 1973.

†Claudé, P. *L'Annonce faite à Marie* Gallimard (Coll. 'Folio', no. 26), Paris OR Livre de Poche, Paris.

†Mauriac, F. *Thérèse Desqueyroux*, Livre de Poche Université, Paris 1965.

†Beauvoir, S. de *Le Deuxième Sexe*, vol. I Gallimard (Coll. 'Idées', no. 152), Paris.

Recommended Reading

Students intending to take this course are recommended to begin reading the novels during the preceding vacation.

†Lagarde, A. and Michard, L. *XVIIIe siècle, XIXe siècle and XXe siècle*, Bordas, Paris.

Tournand, J.C. *Introduction à la vie littéraire du XVIIe siècle*, and

Tadié, J.Y. *Introduction à la vie littéraire du XIXe siècle*, Bordas (Coll. 'Etudes', nos 32 and 34), Paris.

Grevisse, M. *Le Bon Usage*, Duculot, Gembloux.

French IIID

French Classical Tragedy (half unit, new course)

Course co-ordinators: Professor E.C. Forsyth, Mrs M.-F. Schutte

French IIID is a course of specialised study on French classical tragedy designed for students who intend to take French as their major discipline. 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. Students should not enrol for this course unless they have a good practical command of the French language.

Class Requirements

Three classes a week for the first half of the year.

Assessment

By essays, classwork and examination.

Prescribed Reading

†Corneille, P. *Le Cid*, ed. G. Griffé, Bordas (ULB), Paris.

†Corneille, P. *Horace*, ed. I. McFarlane, Didier, Paris 1971, (Coll. 'Classiques de la Civ. française') OR ed. P. Gaillard, Bordas (ULB), Paris.

†Racine, J. *Bérénice, Phèdre and Athalie*, Didier (Coll. 'Classiques de la Civ. Française'), Paris.

†Lagarde, A. and Michard, L. *XVIIe siècle*.

†Tournand, J.C. *Introduction à la vie littéraire du XVIIe siècle*, Bordas (Coll. 'Etudes', no. 32), Paris.

French IIIN:

The Nineteenth-Century French Novel (half unit, new course)

Course co-ordinator: Dr A.G. Paradissis

This is a course of specialised study on selected novels of the nineteenth century by Stendhal, Balzac and Zola. The qualities of realism displayed by these outstanding writers will contribute to an understanding of the social, economic and political evolution of French and European society during the nineteenth century. 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 – two a week for the second half of the year.

Tutorials – one a week for the second half of the year.

Assessment

By essays, classwork and examination.

Prescribed Reading

†Stendhal, *La Chartreuse de Parme*, ed. H. Martineau, Garnier, Paris 1968.

†Balzac, H. de, *Les Paysans*, ed. Samuel S. de Sacy, Gallimard (Folio), Paris 1976.

†Zola, E. *Germinal*, Garnier-Flammarion, Paris 1973.

French IIIT:

French Literature of the 20th Century (half unit)

Course co-ordinator: Miss Lindis E. Masterman

French IIIT is a course in 20th 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 second half of the year.

Tutorials – one a week for the second half of the year.

Examination

Assessment by examination, essays and classwork.

Prescribed Reading

Perec, G. *Les Choses*, Flammarion (Coll. 'J'ai lu'), Paris.

Cocteau, J. *Les Enfants terribles*, Livre de Poche, Paris.

Duras, M. *Théâtre*, vol. 1, Gallimard, Paris 1965.

Two films by Cocteau will also be studied as part of the course.

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. In their third year, they will be required to take French III L as an additional half unit. In 1977, the program will be arranged in association with the University of Melbourne.

French III L:

Introduction to the History of the French Language (half unit)

Course co-ordinator: Professor E.C. Forsyth

French III L provides an introduction to the history of the French language for students preparing an honours degree in French and will be taken in addition to the courses prescribed for a major sequence in French at third-year level so that the field of study covered may have a fuller application in the fourth-year program.

Prerequisite

Only students accepted as candidates for the honours course in French will be eligible for this subject. An elementary knowledge of Latin would be an advantage.

Class Requirements

Two classes a week during the first half of the year.

Assessment

By examination and class assignments.

Prescribed Reading

*Price, G. *The French language: present and past*, Arnold, London 1971.

Selected specimens of mediaeval and Renaissance French texts will also be studied in class.

Postgraduate Studies

Postgraduate students will be accepted for research in the following areas of French literature in 1977: 16th century literature in general, 17th century theatre, 19th century novel.

HISTORY

General

The department of history offers a wide range of courses which are mostly, though not exclusively, directed toward the study of the 'modern' (i.e. the post scientific revolution) world. The courses offered cover aspects of European, British, North American, Latin American, African, South Asian, East Asian, Australian and Pacific history, some concentrating on the history of ideas rather than of particular regions or countries. It is therefore possible for a student to select a sequence of history units which allow him to concentrate to a considerable extent on certain areas (e.g. European, American or Asian history) or themes (e.g. culture contact, religion, impact of scientific ideas, revolutionary movements in modern history). Other relevant courses which may fit into such sequences are offered outside the history department (for details see below after the detailed history subject entries). Students may be given credits of up to one unit toward a major in history for these

courses. Courses in prehistory began in 1976 and are now available at first and second year levels. (See below, and separate prehistory entry.)

A student wishing to major in history may do so in the School of Humanities, the School of Social Sciences or, under certain circumstances, in the School of Economics, the choice of School depending on the choice of additional subjects. In the School of Humanities (where the department is actually located) history may be combined with English, Spanish, French, Italian, mathematics, music, art history, philosophy, or politics. In the School of Social Sciences the additional subjects may be in politics, legal studies, or sociology.

For the full range of courses offered by the department, see the accompanying diagrams and course details. Students taking courses which are offered at both second and third-year levels will attend the same lectures but may attend different tutorials and be differently assessed. Such courses completed at second-year level may, of course, not be repeated as third-year courses, nor be credited as third-year units.

Some lectures and tutorials on historical method may be included in first-year history subjects. In any case, 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.

History Majors

A major in history for the pass degree must include at least four units of which normally one will be at first-year level, one at second and two at third. A student may, however, take up to six units, in which case the sequence would be one unit in first year, two in second and three in third year. Students may not take more than one unit at the first-year level, nor more than two at the second-year level. In approved cases students at second or third year level may count a special half unit of language towards a five unit major in history: if interested see Professor R.B. Joyce as co-ordinator of II/III RC. Those who think they might wish to take out an honours degree in history, a four year course, are advised to take two units of history in their second year. Special honours courses commence in the third year. Entry is open to any student but the levels of performance expected are high. (For further details of the honours program, see below after subject entries).

Prehistory

Prehistory will develop as a separate division within the department of history. Full details may be found under the separate prehistory entry in this handbook. Intending history majors should note, however, that while they may take Prehistory I they must also take a first year history subject. Prehistory I will *not* normally be acceptable as a prerequisite for second year history subjects.

Quotas

Owing to staffing limitations history courses have quotas which are operated on a numbered card system. *Before* seeing an adviser of studies, prospective history students should consult the history department's course co-ordinator, who will also be present at the enrolment centre (at both enrolment and re-enrolment periods).

The course co-ordinator will hand out *quota cards* for any proposed history subjects. These cards should be handed to the adviser of studies for enrolment.

Possession of a quota card does not of itself imply approval of enrolment; it simply informs the adviser that there is a place on the particular course. Students should see *both* the co-ordinator *and* an adviser *in that order*. *All cards must be handed back*, whether enrolment has been approved or not.

Student Advisers

All departments appoint advisers at enrolment and re-enrolment periods, and students may enrol with any adviser, but intending history majors in particular would do well to enrol with a history adviser. History advisers for 1977 are:

Professor R. Joyce	Dr D. Huish
Dr B. Douglas	Dr L. Seigelbaum
Dr D. Ferrell	Dr R. Stremski

Year Co-ordinators

The department has a co-ordinator appointed at each year level whose functions are to serve as advisers, counsellors and where necessary 'courts of appeal'. Coordinators for 1977 are:

(1st year)	Dr W. Murray	(Rm E334)
(2nd year)	Dr A. Disney	(Rm E321)
(3rd year)	Dr B. Carr	(Rm E132)

Departmental Handbook

All history students should obtain a copy of the departmental handbook and the guide to essay format. These are generally distributed by the lecturers at the start of courses, but are otherwise obtainable from the department office on level one of the south building. Please do *not* take more than one copy.

Course Sequences

The list below is designed to set out the courses offered by the department of history in such a way as to provide students with a simple means of working out possible combination and sequences. (Also included are courses offered outside the department but which may be credited towards a history major up to a total value of no more than one full unit).

Half units offered in the first half of the year are shown on the left, those offered in the second half of the year appear on the right.

First Year Courses

Enrolment permissible in one unit only

Full Units

- I AU — First 50 years in NSW
- I CC — Culture contact in the Pacific
- I EA — East Asia
- I FR — French Revolution
- I HR — History of Religion
- I MC — Mexico and Cuba
- †I NW — Great Britain and the New World, 1550-1815
- I RF — Reformation and Society in Early Modern Europe
- I SH — Social History
- †I SP — Spain and Portugal
- Prehistory I — Introduction

Second Year Courses

Enrolment permissible in no more than two units

Full Units

- II AF – African History
- †II BA – 18th - 19th Century Britain
- II BR – Twentieth Century Britain
- II CB – Colonial and Imperial Brazil
- †II CE – Europe 1840-1940
- II CM – Colonial Mexico
- II IN – Indian History
- II IS – Ideas and Society in Europe
- II MG – Modern Germany
- II MJ – Modern Japan
- II RS – Russian History
- †II WB – Women in British Society, 18th - 20th Centuries
- Prehistory II – Peopling of the Pacific
- *IDS II RS – Religious Studies (may be credited as a ½ unit in a history major, other half unspecified)
- *IDS II MX – Marxism

Half Units

First Half Year

- II CA – Colonial Australia
- †II IC – Medieval Italian Communes
- †II IT – Ancient and Medieval India
- II RC – Individual Readings (language only)
- II UAA – Slavery in USA

Second Half Year

- II AW – Australia and the Wars
- †II FL – Renaissance Florence
- †II HB – History of Buddhism
- II UAB – Civil War in USA
- *IDS II AN – Anarchism
- *IDS II FM – Further Marxism (Leninism Elective)

Third Year Courses

Enrolment permissible in up to three units

Full Units

- III AF – African History
- †III BA – 18th - 19th Century Britain
- III BR – Twentieth Century Britain
- †III CE – Europe 1840-1940
- III IN – Indian History
- III IS – Ideas and Society in Europe
- III MG – Modern Germany
- III MJ – Modern Japan
- III PH – Pacific History
- III RS – Russian History
- III VI – Victoria 1920-1930
- III WB – Women in British Society, 18th - 20th Centuries
- *IDS III MX – Marxism (may be credited as a ½ unit in a History Major, other half unspecified)
- *IDS III RA – Religion in Australia
- *Social Sciences III A – Papua and New Guinea

Half Units

First Half Year

- III HN — Reflective History
- †III IC — Medieval Italian Communes
- III LH — Australian Labour History
- III RC — Individual Readings
- III UB — USA 1877-1920
- III UW — War in Society
- *Economics III AH — Economic Responsiveness in History

Second Half Year

- III AB — Aborigines in Australia
- III CH — Modern China
- III DU — Development and Underdevelopment
- III FL — Florence and the Renaissance
- III RP — Religious and Political Ideology
- III UC — USA — 20th century
- *Economics III EH — Economic Growth since 1800
- *IDS III AN — Anarchism
- *IDS III FM — Further Marxism (Leninism Elective)
- *IDS III SY — Syndicalism
- *Philosophy III HA — Philosophy of History

† indicates course may not be available in 1978-9

* indicates course outside the History Department that may be credited towards a history major.

History I AU:

The First Fifty Years of Settlement in New South Wales (full unit)

Dr A. Frost

Australia's early colonial period has been much less studied than the later one. This course is concerned with the social and cultural history of the free, rather than the convict, European inhabitants of New South Wales in the first fifty or so years of settlement, and has three sections
the choice of Botany Bay
settlement 1788-1840
the historiography of this period.

There is no prerequisite.

Class Requirements

One lecture, and one 2-hour tutorial each week.

Assessment

By written work and tutorial performance. The written work comprises one tutorial paper and one essay each term.

Preliminary Reading

- *The opening sections of Blainey, Geoffrey *The Tyranny of Distance*, Melbourne 1966

AND

- *Serle, Geoffrey *From Deserts the Prophets Come*, Melbourne 1973.

Prescribed Reading

- Clark, C.M.H. ed. *Select Documents in Australian History, I*, Sydney 1950.
- Gleeson, James *Colonial Painters 1788-1880*, Melbourne 1971.
- *Hainsworth, D.R. ed. *Builders and Adventurers*, Melbourne 1968.
- *Smith, Bernard ed. *Documents on Art and Taste in Australia: The Colonial Period 1770-1914*, Melbourne 1975.
- *Young, J.R.M. *Australia's Pacific Frontier*, Melbourne 1967.

Recommended Reading

(Some of which will be required)

(a)

Tench, Watkin *Sydney's First Four Years*, Sydney 1961 (1789, 1793).

Collins, David *An Account of the English Colony in New South Wales, I*, Sydney 1975 (1798).

Onslow, S.M. *The Macarthurs of Camden*, Adelaide 1973.

Mackanness, George ed. *Fourteen Journeys over the Blue Mountains of New South Wales*, Sydney 1965.

Wentworth, W.C. *A Statistical, Historical and Political Description of the Colony of New South Wales*, 2nd edn, London 1820.

Richie, John ed. *The Evidence to the Biggs Reports*, Melbourne 1971.

Cunningham, Peter *Two Years in New South Wales*, Sydney 1966 (1827).

Bennett, George *Wanderings in New South Wales*, London 1834.

Long, J.D. *An Historical and Statistical Account of New South Wales*, London 1834.

Harris, Alexander *Settlers and Convicts*, Melbourne 1964 (1847).

(b)

Clark, C.M.H. *A History of Australia, I: From the earliest times to the age of Macquarie*, Melbourne 1962.

*Cleverley, John F. *The First Generation: School and Society in Early Australia*, Sydney 1971.

*Eldershaw, M. Barnard *The Life and Times of Captain John Piper*, Sydney 1973.
Flower, Cedric *The Antipodes Observed: Prints and Print Makers of Australia 1788-1850*, Melbourne 1975.

Hainsworth, D.R. *The Sydney Traders*, Melbourne 1971.

Perry, T.M. *Australia's First Frontier: The Spread of Settlement in New South Wales 1788-1829*, Melbourne 1963.

*Shaw, A.G.L. *Convicts and the Colonies*, London 1966.

Smith, Bernard *Australian Painting*, 2nd edn, Melbourne 1971.

History I EA:

An Introduction to East Asia (full unit)

It is anticipated that a general course on aspects of both traditional and modern Chinese and Japanese history will be presented. Details should be available from the department of history late in 1976 or early in 1977.

History I FR:

The French Revolution (full unit)

Dr W.J. Murray

Term one will deal with the social structure of France of the Old Regime, and the crisis that ended in revolution.

Term two will deal with the Revolution after 1789.

Term three will be left for studies of issues that students would like to take up in more depth.

There is no prerequisite.

Class Requirements

In terms one and two, usually two lectures a week and one tutorial. In term three changes will be made to suit the topics being pursued.

Assessment

Essays; tutorials; and examination if preferred by student and/or thought necessary by tutor.

Preliminary Reading

Students should buy two of the following paperbacks and read them before the beginning of first term:

- Cobban, A. *A History of Modern France*, Vol. 1, Pelican 1963.
 Lefebvre, G. *The Coming of the French Revolution*, Oxford Univ. Pr. 1967.
 Goodwin, A. *The French Revolution*, Hutchinson, London.
 Hampson, N. *A Social History of the French Revolution*, Routledge 1966.
 Sydenham, M. *The French Revolution*, University Paperbacks 1972.
 Rudé, G. *Revolutionary Europe, 1783-1815*, Fontana 1964.

History I HR:**History of Religions (full unit)****Dr Paul Rule**

A study of selected religious traditions from an historical and comparative point of view. In 1977 the course will probably consist of

- (a) an examination of a number of 'primitive' and 'archaic' religions;
- (b) a study of the development of the Chinese 'religious' tradition;
- (c) a study of the religion of ancient Israel.

There is no prerequisite.

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.

Preliminary Reading

- *Smart, N. *The Religious Experience of Mankind*, Fontana 1971.

Prescribed Reading

- *Eliade, M. *Gods, Goddesses and Myths of Creation*, Harper and Row 1974.
 *Eliade, M. *Man and the Sacred*, Harper and Row 1974.
 *Eliade, M. *Death, After-Life and Eschatology*, Harper and Row 1974.
 *Eliade, M. *From Medicine Man to Muhammad*, Harper and Row 1974.
 *Thompson, L.G. *Chinese Religion: An Introduction*, Dickenson, 2nd edn 1975.
 *The Old Testament (*The Common Bible* or any good modern edition).

Recommended Reading

- Pye, M. *Comparative Religion*, Reed 1972.
 *Lessa, W.A. and Vogt, E.Z. *Reader in Comparative Religion*, Harper and Row, 3rd edn 1972.
 *Pritchard, J.B. *The Ancient Near East*, Vol. 1, Princeton 1973.
 *Confucius *The Analects of Confucius* (trans. A. Waley), Vintage Books.
 *Lao Tzu *Tao Te Ching* (trans. D.C. Lau), Penguin Classics 1963.
 Smith, D.H. *Chinese Religions*, Holt, Rinehart and Winston 1971.
 *Thompson, L.G. *The Chinese Way in Religion*, Dickenson, 2nd edn 1976.

*Anderson, B.W. *The Living World of the Old Testament*, Longman, 2nd edn 1971.

*Wolff, H.W. *The Old Testament: A Guide to its Writings*, SPCK 1974.

History I NW:

Great Britain and 'The New World' 1550-1815 (full unit)

Dr R.J. Shultz

This course will be a study of British colonization in the West Indies and continental North America in the 17th and 18th 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 '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 War for American Independence. Special emphasis will be placed on a critical study of the Hartz thesis concerning the development of colonial societies.

There is no prerequisite.

Class Requirements

Two lectures and one tutorial a week.

Assessment

Three essays (one each term) and a final examination.

Preliminary Reading

Notestein, Wallace *The English People on the Eve of Colonization 1603-1630*, Harper Torchbooks, New York 1965.

OR

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?* 2nd edn, The Dreyden Press, Hinsdale, Illinois 1970.

Christie, I.R. *Crisis of Empire: Great Britain and the American Colonies 1754-1783*, Edward Arnold, London 1966.

Hartz, Louis *The Founding of New Societies: Studies in the History of the United States, Latin America, South Africa, Canada, and Australia*, Harcourt, Brace and World, New York 1964.

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 I CC:**Culture Contact in the Pacific (full unit)****Dr Michele Stephen, Dr Alan Ward**

The history of interaction between European colonists and the indigenous peoples of Papua New Guinea and New Zealand. The first term will focus on the traditional societies in some depth, the second and third on the analysis of their interaction with European culture, including industrial technology, the market economy, centralised government and Christian missions.

There is no prerequisite.

Class Requirements

One lecture and one tutorial a week.

Assessment

By essays to the approximate value of 65 per cent and class tests to the approximate value of 35 per cent.

Preliminary Reading

*Kiki, Albert Maori *Kiki: Ten Thousand Years in a Lifetime*, Cheshire 1974.

*Sinclair, Keith *A History of New Zealand*, Pelican 1973.

Prescribed Reading

*Hogbin, I. *Anthropology in Papua New Guinea*, MUP 1973.

Ward, Alan *A Show of Justice: racial 'amalgamation' in nineteenth century New Zealand*, ANU Pr. 1974.

Recommended Reading

*Rowley, Charles *The New Guinea Villager*, Cheshire 1972.

History I MC:**Revolution in Mexico and Cuba (full unit)****Dr B. Carr, Dr S. Niblo**

This course will examine the development of Mexican and Cuban society in the 20th Century. While the emphasis will be on the nature and impact of revolutionary change, the structure of pre-revolutionary society in each country will receive close attention. The Mexican section will be taught in the first half of the year, and the Cuban section in the second half of the year.

This unit may be considered part of a sequence in Latin American Studies. Interested students are advised to consult the handbook entry on Latin American studies. (The course may also be taken without such a sequence in mind.)

There is no prerequisite.

Class Requirements

One lecture and one 3-hour workshop each week.

Assessment

By written work and examination.

Prescribed Reading

Wolf, Eric R. *Peasant Wars of the Twentieth Century*, Faber.

Lewis, Oscar *Pedro Martinez*, Panther.

Bonachea, R.E. and Valdes, N.P. (eds) *Cuba in Revolution*, Doubleday.
Guevara Che *Reminiscences of the Cuban Revolutionary War*, NY Monthly Review Press.
Ruiz, R. *Cuba: The Making of a Revolution*, W.W. Norton.

History I RF:

Reformation and Society in Early Modern Europe (full unit)

Dr W. Phillips and Mr J.K. Graham

A study of reformation movements in European society in the late medieval and early modern periods, the part they played in the breakdown of the universal concept of the *respublica Christiana*, and the development of new concepts of the role of religion in society. While it is concerned with European society generally its particular focus will be on Germany, the emergence of Luther and the social and political consequences of his reformation.

There is no prerequisite.

Class Requirements.

Two lectures a week and one tutorial a week.

Assessment

May be based entirely on written work or on written work and an examination.

Prescribed Reading (a) Documents

- *Rupp, E.G. and Drewery, R. (ed.) *Martin Luther*, Edward Arnold 1970.
- *Bainton, R.H. (ed.) *The Age of the Reformation*, Van Nostrand 1956.
- *Hillerbrand, H.J. (ed.) *The Protestant Reformation*, Harper and Row 1968.

AND/OR

- *Spitz, L.W. (ed.) *The Protestant Reformation*, Prentice-Hall 1966.

(b) Secondary Works

- *Bainton, R.H. (ed.) *Here I Stand*, Mentor.
- Dickens, A.G. *The German National and Martin Luther*, Edward Arnold 1974.

Preliminary Reading

- *Dickens, A.G. *Reformation and Society in the Sixteenth Century*, Thames and Hudson 1966.

AND/OR

- *Hillerbrand, H.J. *Men and Ideas in the Sixteenth Century*, Rand McNally 1969.

Recommended Reading

- *Barraclough, G. *The Medieval Papacy*, Thames and Hudson 1968.
- *Southern, R.W. *The Making of the Middle Ages*, Hutchinson, University Library 1967.
- *Brooke, C. *The Structure of Medieval Society*, Thames and Hudson 1971.

History I SP:

Expansion of Spain and Portugal (full unit)

Dr A.R. Disney

A study of aspects of the imperial experiences 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, especially in the Caribbean and Peru; the effects of conquest 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; and the coming of independence to Spanish America.

There is no prerequisite.

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 Reading

Parry, J.H. *Europe and a Wider World 1415-1715*, Hutchinson, London 1949 (Chapters I-VI) OR

*Parry, J.H. *The Age of Reconnaissance*, Weidenfeld and Nicolson 1963, Chapters I-XI, XIV and XV.

Prescribed Reading

Parry, J.H. *The Spanish Seaborne Empire*, Hutchinson, London 1966 OR Penguin 1973.

Boxer, C.R. *The Portuguese Seaborne Empire*, Hutchinson, London 1969 OR Penguin 1973.

Further recommended reading will be given at the beginning of the course.

History I SH:

Social History: A Case Study of Revolution, Change and Continuity in a Slave-Holding Community (full unit)

Mr Rhys Isaac

The primary objective of this course will be to explore approaches to social-cultural history. What sorts of theories and what sorts of information do we need? What approaches are most rewarding if we wish to gain understanding of the life of a past society? Thomas Jefferson's Virginia is the particular society to which these questions will be applied and from which the documents to be examined will be drawn. Attention will focus on ways of studying the worlds of common people and the manner of their involvement in the political and religious revolutions of the period. Since the acquisition of skills and the development of a working body of applied theory rather than the conveyance of information is the major objective of the project, this will be a 'doing' course in which students are expected to participate in regular workshop sessions and to complete, in the workshop and in their own study time, frequent short written interpretations of documents through which they may test their own grasp of the methods involved. No one will be considered to have completed the course who has not met the above obligation satisfactorily.

Prerequisite

None.

Class Requirements

One lecture, one 3-hour workshop per week.

Assessment

Largely on work submitted during the year. There will be an examination if necessary.

Prescribed Reading

Fithian, Philip V. *Journal and Letters of Philip Vickers Fithian 1773-1774: A Plantation Tutor of the Old Dominion*, Univ. Pr. of Virginia 1968.

Jefferson, Thomas *Notes on the State of Virginia*, Peden, William ed., Norton.
Mullin, Gerald W. *Flight and Rebellion: Slave Resistance in Eighteenth Century Virginia*, Oxford 1972.
Redfield, Robert *The Little Community*, Univ. of Chicago 1971.

Prehistory I

For all details see under the Prehistory section for this handbook.

History II AF:

African History (full unit)

Dr D. Dorward

The course will examine select topics and themes of African history from the pre-colonial era through independence. (More details will be available at re-enrolment).

Prerequisite

Any first year history subject (including prehistory).

History II AW:

Australia and the Wars (half unit, second half of year)

Dr J. Barrett, Dr P. Cook, Professor R.B. Joyce

In the 20th 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?

Prerequisites

Any first-year history subject. History II CA is a desirable preparation for this course.

Class Requirements

One lecture and one tutorial a week, in the second half of the year.

Assessment

Assessment by tutorial performance, written work and final examination, each counting for about one-third.

Prescribed 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 II BA:

18th and 19th Century British History (full unit)

Mr Alex Tyrrell

Taking as its point of reference Harold Perkin's claim that the mentality of the English people was transformed between 1780 and 1850, the course will concentrate on social and political developments in the eighteenth and nineteenth centuries. The ideas and techniques of the E.P. Thompson school of historians will receive special study.

Prerequisite

Any first-year history subject.

Class Requirements

There will be one lecture and one tutorial each week. 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

Either by essays, tutorials and examination, or by essays, tutorials and an individually devised project.

Preliminary Reading

- * Plumb, J.H. *England in the Eighteenth Century*, Pelican.
- * Beales, D. *From Castlereagh to Gladstone*, Sphere.
- * Briggs, A. *Victorian People*, Pelican 1965.
- * Perkin, H. *The Origins of Modern English Society, 1780-1880* 1972.

Prescribed Reading

- * Hay, D. *et al. Albion's Fatal Tree. Crime and Society in Eighteenth Century England*, Penguin 1976.
- * Hollis, P. *Class and Conflict in Nineteenth Century England*, Routledge 1973.
- * Tholfsen, T. *Working Class Radicalism in the Mid-Victorian City*, Croom Helm 1976.
- * Thompson, E.P. *The Making of the English Working Class*, Pelican 1975.

Recommended Reading

Thompson, E.P. *Whigs and Hunters*, Allen Lane 1975.
 Malcolmson, R.W. *Popular Recreations in English Society 1700-1850*, Cambridge Univ. Pr. 1973.
 Briggs, A. *The Age of Improvement*, Longman 1959.

History II BR:**Britain in the Twentieth Century (full unit)****Dr P.J. Bull**

A study of Britain from the Boer War to the Suez crisis of 1956, dealing with such themes as the end of Empire, the emergence of Labour as a political force, the transformation in Britain's economic position, changes in British society, the development of the Welfare State, and the impact of war on British institutions and society. More specific study will be made in tutorials of the character of British political parties, the functioning of the political system, the domestic crises which preceded the First World War, the political and economic crises of the 1920s and 1930s, reactions to the emergence of Fascist 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

One lecture and one tutorial a week. Two major essays will be required.

Assessment

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.
- *Marwick, Arthur *The Deluge*, Macmillan.
- *Mowat, C.L. *Britain between the Wars, 1918-1940*, Methuen.
- *Muggeridge, Malcolm *The Thirties: 1930-1940 in Great Britain*, Fontana.
- *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.

Prescribed Reading

- *Morgan, Kenneth O. (ed.) *The Age of Lloyd George*, Allen and Unwin 1971.
- Betty, J.H. (ed.) *English Historical Documents*, Routledge and Kegan Paul 1967.

History II CA:

Colonial Australia (half unit, first half)

Dr J. Barrett, Professor R.B. Joyce

This course concentrates on the 1880s and on two themes: the growth of Australian nationalism and the emergence of the Labour movement.

Prerequisite

Any first-year history subject.

Class Requirements

Two lectures and one tutorial a week.

Assessment

By classwork and essays.

Prescribed Reading

- *Ward, Russell *The Australian Legend*, Oxford Univ. Pr. 1966.
- *Gollan, Robin *Radical and Working Class Politics*, Melbourne Univ. Pr. 1967.
- *McQueen, Humphrey *A New Britannia*, Pelican, Melbourne 1970.

History II CB:

Colonial and Imperial Brazil (full unit)

Dr A.R. Disney

A study of the history of Brazil between c.1500 and 1889, examining aspects of its social, economic and political formation,

This unit may be considered part of a sequence in Latin American Studies.

Interested students are advised to consult the handbook entry on Latin American Studies. (The course may also be taken without such a sequence in mind.)

Prerequisite

Any first-year history subject.

Class Requirements

One seminar of about one and a half hours, and one lecture a week.

Assessment

By written work during the year, and participation in seminars.

Preliminary Reading

- Boxer, C.R. *The Portuguese Seaborne Empire*, Hutchinson, London 1969 OR Penguin Harmondsworth, 1973 (prologue and chapters 4, 5, 7 and 11).
- Marchant, Alexander 'Colonial Brazil' (Available as a handout from the History office.)

Prescribed Reading

- *Boxer, C.R. *The Golden Age of Brazil*, Univ. of California, Berkeley and Los Angeles 1962.
- *Freyre, Gilberto *The Masters and the Slaves*, Alfred A. Knopf, New York 1964.
- *Haring, C.H. *Empire in Brazil*, Harvard Univ. Pr. 1968.

History II CE:

Continental Europe 1840-1940 (full unit)

Mr A.A. Barta, Mr D.F.C. Johanson

How can we best understand Fascism as Italians experienced it, or the fears engendered in some people by the rise of working class politics and socialism? In what ways were political developments, such as German nationalism, associated with the impact of economic and social change on traditional cultures? Our aim in this course is to explore different ways of understanding the processes of historical change in some European societies, and what those processes meant to people who were involved in them.

Prerequisite

Any first-year history subject.

Class Requirements

Attendance at two lectures and one 3 to 4-hour workshop weekly. The workshops will be an experiment in adult education for which you must be prepared to share responsibility, as well as taking responsibility for your own learning. Only enrol in the course if you accept this, and fulfillment of the course requirements set out below, as a kind of contract.

Assessment

The basic requirements for a pass in the course are attendance at 22 out of 25 workshops, the punctual submission of a journal not less than fortnightly, and the satisfactory completion of one written exercise in each term. If requested, grades based on the three written exercises will be awarded at the end of the year.

Preliminary Reading

- *Reck-Mallecewen, P. *Diary of a Man in Despair*, Collier 1970.
- *Chevallier, G. *Clochemerle*, Penguin 1974.
- *Taylor, A.J.P. *Europe: Grandeur and Decline*, Pelican 1967.
- *Sartre, J.-P. *Iron in the Soul*, Penguin 1963.
- *Mills, C. Wright, *The Sociological Imagination*, Pelican 1970.

Prescribed Reading

To be announced.

History II CM:

Colonial Mexico (full unit)

Inga Clendinnen

The course will examine the impact on the Indians of Central Mexico of the presence of the Spaniards over the first fifty years. Spanish writings and the small amount of Indian writings will be closely analysed, and non-literary sources will be explored. It will also entail reflection on methods and theories useful for the understanding of other cultures.

This unit may be considered part of a sequence in Latin American Studies. Interested students are advised to consult the handbook entry on Latin American Studies. (The course may also be taken without such a sequence in mind.)

History

Prerequisite

Any first-year history subject.

Class Requirements

One 3-hour workshop weekly.

Assessment

Written work and examination.

Preliminary Reading

*Elliott, J.H. *Imperial Spain 1469-1716*, Penguin 1970.

Prescribed Reading

*Hernando Cortes *Five Letters of Cortes 1519-1526*, tr. J. Bayard Morris, Norton 1969.

*Diaz, Bernal *The Conquest of New Spain*, Penguin Classics 1968.

*Soustelle, Jacques *The Daily Life of the Aztecs*, Penguin 1972.

*Loez y Fuentes, Gregorio *El Indio*, Ungar 1961.

History II FL:

Florence and the Italian Renaissance (half unit)

Dr D. Kent

This course will look at Florence in the 15th century as a case study of a Renaissance city, with the aim of investigating, through a study of the personal and political diaries, the political thought, and the painting of the period, the relationship between society, politics and culture. (Students might wish to take History II RC/III RC in conjunction with this course.)

Prerequisite

History II IC/III IC.

Class Requirements

One lecture and one seminar weekly.

Assessment

Based on one essay and one class paper.

Prescribed Reading

*Brucker, G.A. *Renaissance Florence*, John Wiley, New York 1969.

*Burke, P. *Tradition and Innovation in Renaissance, Italy*, Fontana 1975.

History II HB/IDS II HB:

History of Buddhism in India, China and Tibet (half unit, second half)

Zahiruddin Ahmad

This course will deal with the rise and growth of Buddhism in India and its expansion to China and Tibet. Due attention will be paid to the social, political and economic background in each country.

Prerequisite

For students taking History II HB: any first-year history subject. For students taking IDS II HB: any first-year unit if taken as an IDS subject.

Class Requirements

One lecture and one tutorial a week.

Assessment

Assessment will be by means of three 1500-word essays, tutorial attendance and participation.

Prescribed Reading**(a) General**

Humphreys, C. *Buddhism*, 3rd edn, Penguin Books 1962.

Conze, E. *Buddhism, its Essence and Development*, 3rd edn, Bruno Cassirer, Oxford 1957.

Conze, E. *Buddhist Texts through the Ages*, Bruno Cassirer, Oxford 1954.

de Bary, W.T. *The Buddhist Tradition in India, China and Japan*, Vintage Books, New York 1972.

(b) India

Conze, E. *Buddhist Thought in India*, George Allen and Unwin, London 1962.

Murti, T.R.V. *The Central Philosophy of Buddhism*, 2nd edn, George Allen and Unwin, London 1960.

(c) China

Ch'en, K.K.S. *Buddhism in China, a Historical Survey*, Princeton Univ. Pr. 1964.

Ch'en, K.K.S. *The Chinese Transformation of Buddhism*, Princeton Univ. Pr. 1973.

(d) Tibet

On Tibet, students are requested to read either of the two books undermentioned as preliminary reading.

Tucci, G. *Tibet, Land of Snows*, Elek Books, London 1967.

Stein, R.A. *Tibetan Civilisation*, Faber and Faber, London 1972.

Further references will be given as lectures proceed.

History II IC:**Medieval Italian Communes (half unit, first half of year)****Dr D. Kent**

A study of the society and civilization of northern Italy 1000-1500; its origins, social composition and structure, political organization and culture. This subject matter will form the concrete base for the discussion of theoretical problems concerning the structure of pre-modern societies and the relationships between culture and society, dealing with theories concerning elites, classes, kinship, patronage, etc. (Students might wish to take History II RC/III RC in conjunction with this course.)

Prerequisite

Any first-year history subject.

Class Requirements

One lecture and one seminar weekly.

Assessment

Based on one essay and one class paper.

Prescribed Reading

*Hyde, J.K. *Society and Politics in Medieval Italy: The Evolution of the Civil Life, 1000-1350*, Macmillan, London 1973.

*Waley, D.P. *The Italian City Republics*, Weidenfeld and Nicolson, London 1969.

*Pullan, B. *A History of Early Renaissance Italy*, Allen Lane, London 1973.

**History II IN:
Indian History (full unit)
Mr W.H.T. Martell**

This course replaces — for 1977 — History II IN, and III IM. It deals with the development of modern India and — apart from introductory lectures on the Hindu tradition — confines itself largely to post 15th century India. The course will conclude with the anti-colonial struggles of India before Independence.

Prerequisite

Any first or second year history subject apart from History II IN. Students who successfully completed History II IN in 1976 may not enrol in History III IN.

Class Requirements

Up to two lectures and one tutorial a week.

Assessment

By means of written work and a three-hour open book exam.

Preliminary Reading

- * Basham, A.L. *The Wonder that was India*, Sidgwick and Jackson, London 1967.
Rudolph, Lloyd U. and Rudolph, S.H. *The Modernity of Tradition*, Univ. of Chicago Pr. 1967.

Prescribed Reading

- * de Bary, W.T. *Sources of Indian Tradition*, Vols I, II, Columbia Univ. Pr., New York 1964.

**History II IS:
European Ideas and Society from the Renaissance to the
Enlightenment (full unit)
Dr L. Mulligan, Mrs J. 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.

Some of the issues which it will follow through this period are: political and personal liberty and the rights of the individual; the possible conflict between individual and public morality; absolutism and the state versus the rights of the governed; justifications and bases offered for various forms of government; the growth of individualism; the dignity of man; the separation of religion from other spheres of knowledge; the secularization of science, philosophy and politics; man as master of the physical universe; education as a means of remoulding society; man as the product of innate ideas versus man as the product of his environment; the application of methods of reasoning from the natural sciences to man and society; the evolution of secular morality; the disappearance of magical explanations for man and nature.

These, and other developments in European thought, will be discussed at critical moments of change in the Renaissance, the Reformation, the French Wars of Religion, the Tudor State, the English Revolutions, the Scientific Revolution and the Enlightenment.

The course will consist of two separate but connected workshop streams. One concentrates on man in relation to political society, stressing themes such as man's winning of participation in governing, early democratic and socialist ideas and the definition of individual rights. The other deals more with the inner man — his ideas about himself, God, the world about him and how he learns about himself and society. There will be a common course of lectures for both streams which are regarded as alternate but similar methods of dealing with the central thematic ideas developed throughout the course.

Tutorial workshops will concentrate heavily on the work of major writers and thinkers such as Pico della Mirandola, Castiglione, Machiavelli, Sir Thomas More, Sir Thomas Elyot, Luther, Calvin, Paracelsus, Bacon, Newton, Hobbes, Locke, Voltaire and Rousseau.

Prerequisite

Any first-year history subject.

Class Requirements

One or two lectures and one tutorial/workshop for two hours a week for three terms.

Assessment

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*, RKP 1966.

Required reading will be arranged at tutorials.

History II IT:

Ancient and Mediaeval India (half unit, first half of year)

Zahiruddin Ahmad

This course will deal with the history and civilisation of Ancient India and with selected topics of the history of Medieval India.

Prerequisite

Any first-year history subject.

Class Requirements

One lecture and one tutorial per week.

Assessment

Assessment will be by means of three 1500-word essays, tutorial attendance and participation.

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. 1958.

Basham, A.L. *The Wonder that was India*, 3rd edn, Sidgwick and Jackson 1967.
de Bary, W.T. *Sources of Indian Tradition*, Vol. I, Columbia Univ. Pr. 1958.
Further references will be given as lectures proceed.

**History II MG:
Modern Germany, 1870-1945 (full unit)**

Dr R. Stremski

The course will examine aspects of German history during the Second and Third Reichs. Diplomatic and political history, particularly in relation to the two world wars, will be accentuated, due to the central role played by Germany in both wars. Bismarckian foreign policy, the balance of power, war guilt, and one war — two stages will be key topics within this theme.

The most important intellectual currents in Germany during the *fin de siècle* will be examined in order to ascertain whether, or to what extent, they paved the way for National Socialism. Volkish thought, neo-Romanticism, Nietzsche, and the German youth movement will be the central topics for discussion.

Prerequisite

Any first-year history subject.

Class Requirements

Two lectures and one tutorial a week.

Assessment

Based on tutorial work, essay and two examinations, one at mid-year and one at the end of the year.

Preliminary Reading

Pinson, K. *Modern Germany*.

Prescribed Reading

To be advised.

**History II MJ:
Modern Japan (full unit)**

Dr David Huish

A predominantly political and diplomatic history of modern Japan (c.1850 to c.1950) with some attention to social history. Attention is given to general problems of historical interpretation as well as specifically Japanese ones, by explicit focus on some of the interpretive terms we use (feudalism, imperialism, modernization etc.)

Prerequisite

Any first-year history subject.

Class Requirements

Up to two lectures and one tutorial weekly.

Assessment

Normally, 70 per cent coursework; 30 per cent final examination.

Prescribed Reading

*Hane, M. *Japan: A Historical Survey*, Scribner 1972.

*Crowley, J.B. *Modern East Asia: Essays in Interpretation*, Harcourt, Brace and World 1970.

*Stockwin, J.A.A. *Japan: Divided Politics in a Growth Economy*, Weidenfeld and Nicholson 1975.

Further reading will be given during the course.

History II RC:

Individual Readings – Language Option only

Professor R.B. Joyce

See entry under History III RC.

History II RS:

Modern Russian History (full unit)

Dr L.H. Siegelbaum

The course will attempt to cover broad political, social, economic and intellectual developments in Russia between 1801 and 1917. Frequent reference will be made to the 18th and earlier centuries and occasional reference will be made to the Soviet period. Both original (translated) and secondary sources will be used.

Students may qualify for History III RC in conjunction with this course.

Prerequisite

Any first-year history subject.

Class Requirements

Two lectures and one tutorial per week. Lectures will be an hour in duration.

Tutorials will be at least an hour.

Assessment

Based on tutorial work, essay(s) and optional examination.

Prescribed Reading

These will be the most frequently assigned books. Students are not *required* to purchase them, though this would be to their advantage. Reading lists will be distributed before each term.

*Malia, M. *Alexander Herzen and the Birth of Russian Socialism*, Grosset and Dunlap (ed.) 1965.

*Mazour, A.G. *The First Russian Revolution, 1825*, Stanford 1961.

*Yarmolinsky, A. *Road to Revolution*, Collier 1971.

Riasanovsky, N. *A History of Russia*, Oxford Univ. Pr. 1969.

*Vucinich, W.S. (ed.) *The Peasant in Nineteenth Century Russia*, Stanford 1968.

*Robinson, G.T. *Rural Russia under the Old Regime*, California Univ. Pr. 1970.

*Chamberlin, W. *The Russian Revolution*, Vol. 1, Grosset and Dunlap 1965.

*Trotsky, L. *History of the Russian Revolution*, 3 vols, Sphere 1967.

History II UAA:

Slavery and Sectionalism in the United States (half unit, first half)

Professor J. Salmond

A study of slavery and the development of sectionalism in the United States in the mid-19th century.

History

Prerequisite

Any first-year history subject.

Class Requirements

One weekly tutorial and lecture.

Assessment

By means of class and written work and examination.

Preliminary Reading

*Degler, C.N. *Out of our Past*, Harper and Row, New York 1970.

*Blassingame, J. *The Slave Community: Plantation Life in The Ante-Bellum South*, Oxford Univ. Pr. 1973.

Prescribed Reading

*Genovese, E.D. *Roll, Jordan, Roll: The World the Slaves Made*, Random House 1974.

History II UAB:

Civil War and Reconstruction in the United States (half unit, second half)

Mr W.A. Ellem

A study of the American Civil War and of the Reconstruction period. Particular attention will be given to the Confederacy and to the reconstruction of the Southern states after the war.

Prerequisite

Any first-year history subject.

Class Requirements

One weekly tutorial and lecture.

Assessment

By means of class and written work and examination.

Preliminary Reading

*Brock, W.R. *Conflict and Transformation: The United States, 1844-1877*, Penguin 1973.

Degler, C.N. *Out of Our Past*, Harper and Row, New York 1970.

Prescribed Reading

*Thomas, E.M. *The Confederacy as a Revolutionary Experience*, Prentice-Hall, Inc. 1971.

*Stampp, K.M. *The Era of Reconstruction: America after the Civil War 1865-1877*, Eyre and Spottiswoode 1965.

Recommended Reading

*Fehrenbacher, D.E. (ed.) *The Leadership of Abraham Lincoln*, John Wiley and Sons, Inc. 1970.

History II WB:**Women in British Society, from the 18th to 20th centuries (full unit)****Dr J. Hammerton**

This course will focus on some basic themes in British social history relating to the roles of women and their responses to social, economic and political changes in British society since the 18th century. Particular attention will be given to: social and demographic change during the Industrial Revolution and its impact on women and the family; the content of feminist theories and the nature of feminist movements; the social positions and roles of different classes of women during the mid-Victorian and late-Victorian periods. In third term some of the topics covered earlier will be offered as special subjects for concentrated group study and research, and each workshop group will take responsibility for structuring its third term syllabus. Throughout the year stress will be placed on essential and relevant background in modern British history.

Prerequisite

Any first-year history subject, but previous or concurrent enrolment in History IIBA/III BA or its equivalent will be an advantage. Students planning a sequence of courses in British History should note that History IIWB will not be offered in 1978.

Class Requirements

One lecture a week and occasional additional guest lectures, films etc. for the first two terms. One 2 to 3-hour workshop a week for three terms.

Assessment

By classwork and essays.

Preliminary Reading

- *Perkin, Harold *The Origins of Modern English Society 1780-1880*, RKP.
- Pinchbeck, Ivy *Women Workers and the Industrial Revolution*, Cass.

Prescribed Reading

- *Rowbotham, Sheila *Hidden from History*, Penguin.
- *Rowbotham, Sheila *Women, Resistance and Revolution*, Penguin.
- *Best, Geoffrey *Mid-Victorian Britain, 1851-75*, Panther.
- *Harrison, J.F.C. *The Early Victorian, 1832-51*, Panther.
- *Wollstonecraft, Mary *Vindication of the Rights of Women*, Penguin.
- *Rossi, A.S. *The Feminist Papers*, Bantam.
- *Rossi, A.S. *Essays on Sex Equality*, Univ. of Chicago Pr.
- Hartman, M. and Banner, L.W. (eds) *Clio's Consciousness Raised: New Perspectives on the History of Women*, Harper Torchbooks.

Recommended Reading

- Branca, Patricia *Silent Sisterhood: Middle-Class Women in the Victorian Home*, Croom Helm.
- Vicinus, Martha (ed.) *Suffer and Be Still: Women in the Victorian Age*, Univ. of Indiana Pr.

Prehistory II

For all details see under the Prehistory section of this handbook.

History III AB:

**Aborigines and European Society in Australia, 1788 to the Present
(half unit, second half of year)**

May not be offered in 1977

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

By classwork and essays.

Prescribed Reading

- *Rowley, C.D. *The Destruction of Aboriginal Society*, Penguin, Melbourne 1972.
- *McConnochie, Keith R. *Realities of Race: An Analysis of the Concepts of Race and Racism and their Relevance to Australian Society*, ANZ Book Co., Sydney 1973.

History III AF:

African History (full unit)

Dr D. Dorward

Prerequisite

Any second-year history subject.

Course Requirements

For further details, see entry under History IIAF.

History III BA:

19th Century British History (full unit)

Mr A. Tyrrell

This course is based on the study of two related themes in British history during the late 18th century and the first half of the 19th century.

1. See History II BA entry. Third year students will be assigned to separate tutorials and will do different work.
2. The Radical Press
During the second half of the year students will study the rise of the popular, radical press in Britain between c1815 and c1850. Each student will be required in third term to devise a project based on one radical periodical.

Prerequisite

Any second-year history subject.

Class Requirements

During the first part of the course there will be one lecture and one tutorial each week. During the second part of the course there will be one tutorial each week. Two essays will be required during the year in addition to the third term project.

Assessment

By essays, tutorials and the project.

Recommended Reading

See History II BA entry for details.

History III BR:

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 II BR.

History III CE:

Continental Europe 1840-1940 (full unit)

Mr A.A. Barta, Mr D.F.C. Johanson

Prerequisite

Any second-year history subject.

Course Requirements

For course requirements and other details see entry under History II CE.

History III CH:

Modern China (half unit, second half of year)

Professor J.S. Gregory

A study of selected themes in Chinese history from the early 19th to the mid 20th centuries.

Prerequisite

Any second year history subject.

Class Requirements

One lecture and one 2-hour seminar each week.

Assessment

On the basis of written work and a general examination.

Preliminary Reading

*Bianco, L. *The Origins of the Chinese Revolution*, Stanford 1971.

Prescribed Reading

*Li, D.J. *The Road to Communism: China Since 1912*, van Nostrand 1969.

Hsu, I.C.Y. *The Rise of Modern China*, Oxford 1970 or

*Reischauer, E.O. *East Asia: Tradition and Transformation*, Allen and Unwin 1973.

History III DU:

**Development and Underdevelopment in Historical Perspective
(half unit, second half of year)**

Dr S. Niblo, Dr B. Carr

The course will attempt to identify and describe the paradigm within which most European and North American research on Latin America has been located during this century. This will involve consideration of such concepts as cultural diffusion, modernization, dual societies, stages of growth and internal colonialism. More specifically we will be making a critical examination of sections of the literature on dependence and underdevelopment in the light of the actual historical experience of one area – Latin America.

This unit may be considered part of a sequence in Latin American Studies. Interested students are advised to consult the handbook entry on Latin American Studies. (The course may also be taken without such a sequence in mind.)

Prerequisite

Any second-year history subject.

Class Requirements

One 3-hour workshop a week plus occasional lectures.

Assessment

By written work. There will be no final examination.

Preliminary Reading

Stein, S. *The Colonial Heritage of Latin America*, Oxford.

Prescribed Reading

- *Bodenheimer, S. *The Ideology of Developmentalism: The American Paradigm-Surrogate for Latin American Studies*, Sage.
- *Frank, A.G. *Capitalism and Underdevelopment in Latin America*, Penguin.
- *Cockcroft, J., Frank, A.G. and Johnson, D. *Dependence and Underdevelopment*, Doubleday.
- **Latin American Perspectives*, Vol. I, No. 1, *Dependency Theory: A Critical Reassessment*.
- Wilbur, C.K. *The Political Economy of Development and Underdevelopment*, Random House.

History III FL:

Florence and the Italian Renaissance (half unit, second half of year)

Dr D. Kent

Prerequisite

History II IC/III IC.

Course Requirements

For further details see entry under History II FL.

History III HN:

Reflective History (half unit, first half of year)

Dr J. Philipp

The course will be concerned with aspects of the practice of history in our own time (i.e. it is not concerned with historiography). The following will be discussed in some detail: the nature of historical facts; ways of understanding the past; the role of theory and models in the practice of history.

Prerequisite

Formal approval of enrolment by the history department.

Class Requirements

One 2-3 hour seminar weekly.

Assessment

By written work. There will be no formal examination.

Preliminary Reading

* Elton, G.R. *The Practice of History*, Fontana 1969.

* Hexter, J.H. *Doing History*, Indiana Univ. Pr. 1971.

* Kitson Clark, G. *The Critical Historian*, Heinemann 1967.

History III IC:

Medieval Italian Communes (half unit, first half of year)

Dr D. Kent

Prerequisite

Any second year history subject.

Course Requirements

For further details, see entry under History II IC.

History III IN:

Indian History (full unit)

Mr W.H.T. Martell

Course Requirements

For further details see entry under History II IN.

History III IS:

European Ideas and Society from the Renaissance to the Enlightenment (full unit)

Dr L. Mulligan, Mrs J. Richards

Prerequisite

Any second-year history subject.

Course Requirements

For course requirements and other details, see entry under History II IS.

History III LH:

Australian Labour History (half unit, first half of year)

Dr P. Cook

This half unit examines the Australian Labor Party, the trade unions and the Communist Party of Australia and their position in Australian society. In 1977 the course will concentrate on the history of the Communist Party, 1920-1970; emphasis will be given to the connection between the Australian Communist Party and the Communist International (1919-1943), comparisons with other Communist parties, and the experiences of Party members.

Prerequisite

Any second-year history subject.

Class Requirements

One tutorial a week. Lectures may be given occasionally.

Assessment

Based entirely on written work submitted during the course.

Prescribed Reading

Gollan, R. *Revolutionaries and Reformists: Communism and the Australian Labour Movement 1920-1955*, ANU, Canberra 1975.

Davidson, A. *The Communist Party of Australia: A Short History*, Hoover Inst. Pr. California 1969.

*Hobsbawm, E.J. *Revolutionaries: Contemporary Essays*, Weidenfeld and Nicolson, London 1973.

*Pelling, H. *The British Communist Party: A Historical Profile*, Black, London 1958.

History III MG:

Modern Germany, 1870-1945 (full unit)

Prerequisite

Any second-year history subject.

Course Requirements

For further details see under History II MG.

History III MJ:

Modern Japan (full unit)

Dr David Huish

Prerequisite

Any second-year history subject.

Course Requirements

For further details see entry under History II MJ.

History III PH:

Pacific History (full unit)

Dr B. Douglas

This unit will examine aspects of the history of selected Pacific island societies in the 18th and 19th centuries. Traditional social, political and religious systems in these societies will be studied as a basis for understanding acculturation and social change during the early years of European contact. The main themes are contact

and interaction between islanders and Europeans and between different groups of islanders, and the cultural impact of these contacts, seen, as far as possible, from the islanders' viewpoint. Emphasis will be placed on contemporary and documentary sources.

Prerequisite

Any second-year history subject.

Class Requirements

Lectures as required and one 2-hour workshop a week: a fortnightly journal will be required.

Assessment

By essays, classwork and an optional examination.

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*, Australian National Univ. Pr. 1973.

Maude, H.E. *Of Islands and Men*, Oxford Univ. Pr. Melbourne 1968.

* Chowning, Ann *An Introduction to the peoples and cultures of Melanesia*, Addison-Wesley Modules in Anthropology 38.

Recommended Reading

Oliver, Douglas *Ancient Tahitian Society*, 3 vols, ANU Pr., Canberra 1974.

History III RC:

Individual Readings Courses (half unit, new course)

Professor R.B. Joyce

Individual readings courses may occasionally be organised by arrangement with an appropriate member of staff and subject to approval of the Department chairman.

Also under this rubric introductory language courses may be arranged in conjunction with teachers in charge of relevant History subjects. These courses may be taken at either 2nd or 3rd year level but not both. The Language option is only available to students intending to take out a 5 unit history major.

Interested students in either Readings or Language options should enquire in the first instance, and as early as possible, to Professor R.B. Joyce.

History III RP:

Popular Religious and Political ideologies of the English Revolution (half unit, second half of year)

Mrs J. Richards, Mr J. Graham, Dr L. Mulligan

This course is designed to investigate some social, religious and political ideas and explanations of mid-17th 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 3-hour seminar a week and occasional lectures.

Assessment

Based on essays submitted during and at the end of the course.

Preliminary Reading

*Bridenbaugh, C. *Vexed and Troubled Englishmen*, Excord Paperback 1976.

*Thomas, K. *Religion and the Decline of Magic*, Penguin.

Prescribed Reading

*Hill, Christopher *The World Turned Upside-Down: Radical Ideas during the English Revolution*, Penguin.

History III RS:

Modern Russian History (full unit)

Dr L.H. Siegelbaum

Prerequisite

Any second-year history subject.

Course Requirements

For course requirements and other details, see entry under History II RS.

History III UB:

The USA 1877-1920 (half unit, first half of year)

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 3-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

- *O'Neill, William L. *The Progressive Years: America Comes of Age*, Dodd, Mead and Company 1975.
- *Hofstadter, Richard *The Age of Reform: From Bryan to FDR*, Vintage 1960.
- *Wiebe, Robert H. *The Search for Order, 1877-1920*, American Century 1968.

History III UC:

The USA in the 20th Century (half unit, second half of year)

Professor J.A. Salmond

This half unit will deal with the changing role of the federal government in American society, concentrating on the New Deal, the development of the South in the post-New Deal period, and on American foreign policy in the post-Pearl Harbour period.

Prerequisite

Any second-year history subject.

Class Requirements

One tutorial and up to two lectures per week.

Assessment

By means of written work and open-book exam.

Preliminary Reading

Salmond, John A. *The New Deal*, Cheshire 1970.

Prescribed Reading

- *Leuchtenburg, William E. *Franklin D. Roosevelt and the New Deal, 1932-1940*, Harper Torchbook 1963.
- *Ambrose, Stephen E. *Rise to Globalism: American Foreign Policy since 1938*, Penguin Books 1971.

History III UW:

War in the Modern World (half unit, first half of year)

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

Class Requirements

At least one lecture and one tutorial/workshop per week.

Assessment

By means of written work and one 3-hour, open book exam.

Prescribed Reading

- * Ropp, Theodore *War in the Modern World*, Collier 1963.
- * Brodie, Bernard and Fawn *From Crossbow to H-Bomb*, Indiana Univ. Pr.
- * Carl von Clausewitz *On War*, (ed. Anatol Rapoport), Penguin 1968.
- * Freemantle, Ann (eds) *Mao Tse-tung; An Anthology of His Writings*, Mentor 1962.

History III VI:

Victoria in the 1920s and 1930s (full unit)

David Potts

An experimental course in learning methods and history methods, based on the study of social history related to Victoria between the wars (1919-1939). The learning method will be based mainly on co-counselling techniques and self-perception in relation to perceptions of others in history. A large part of the history method will relate to interviewing technique.

Prerequisite

Any second-year history subject.

Class Requirements and Assessment

One lecture and one 3-hour workshop each week. There will be no formal examination and (except by request and extra work) no formal grading. Assessment will be based on attendance at workshops and the writing of journals each week, essays based on primary research, class exercises, and the satisfactory conducting and writing up of interview of persons with memories of the period.

History III WB:

Women in British Society, from the 18th to 20th centuries (full unit)

Dr J. Hammerton

Prerequisite

Any second-year history subject, but previous or concurrent enrolment in History II BA/III BA or its equivalent will be an advantage.

Course Requirement

For further details, see entry under History II WB.

Cognate Courses

A number of courses outside the history department can be credited towards a history major up to a total value of one full unit. These include:

Economics:

III AH	Economic Responsiveness in History	half unit
III EH	Economic Growth of Britain and the USA since 1800	half unit

Interdisciplinary Studies:

II/III AN	Anarchism	half unit
II/III MX	Marxism	full unit, half of which may be credited towards a history major (other half unspecified)
II/III FM	Further Marxism	Leninism elective <i>only</i> may be credited as half unit towards a history major.

III SY	Syndicalism	half unit
II RS	Religious Studies	full unit, half of which may be credited towards a history major (other half unspecified)
III RA	Religion in Australia	full unit
Philosophy:		
III HA	Philosophy of History	half unit
Social Sciences:		
III A	Papua and New Guinea	full unit

Details on these subjects may be found under their respective departmental (or IDS) entries.

Honours Courses

The BA honours in history is a four year course requiring intensive study of the discipline during both third and fourth years. Separate honours courses commence in the third year. To enter the fourth year a student will normally be expected to have completed five units of history courses, including the special honours course (III HN) in third year. During third term of their second year students who wish to enter the honours program should apply to the department, but before doing so they should consult with the history lecturers and tutors with whom they are studying, since a high standard will be expected in the course. Prospective honours students need to enrol for III HN along with other third year history courses. Taking the honours program in third year does not guarantee subsequent entry into the fourth year, selection for which will be based on performance in third year and recommendation from lecturers in all history courses.

Fourth-year students are required to write a short thesis essay of about 12,000 words and to pursue other advanced studies in the subject. Full details of the fourth-year honours program for 1977 will be available from the department by December, 1976.

Postgraduate Studies

The department accepts qualified students for postgraduate studies in history for which it feels it can provide adequate supervision. Available areas of study may include Australian history, North American history, Latin American history, East Asian history, South Asian history, European history, British history, Renaissance Italy, Pacific history, New Zealand history, New Guinea and African history.

The MA qualifying course is available to approved students who did not complete an honours degree in history or whose honours degree was classed below the upper second level. It may be taken full time over one year or part time over two years. The details of each course will be decided after consultation with the candidate, but normally the course is similar to that for fourth-year honours candidates, and must include a short thesis.

The MA may also be taken on a part or full time basis. It is normally by thesis alone but the department may require a student to take some background courses if these are felt to be necessary to the writing of a satisfactory thesis.

The Ph D is by thesis alone and, save in very exceptional circumstances, must be taken on a full time basis.

Graduates proceeding directly from the BA (Honours) level will be encouraged to complete the MA rather than transferring to the Ph D. A change from MA to Ph D will only be made on the basis of substantial written work (before or during the candidature) and after recommendation of the Departmental Postgraduate Committee (which consists of staff and students) based on such written work.

Normally all full-time postgraduate students will be encouraged to give THREE papers during their course. The timing for Ph D students will be:

- (i) Before the end of the second term of their enrolment, an introductory historiographical and methodological paper. This would consist of a paper of from 1000-1500 words, including a brief precis.
- (ii) By the end of the fourth term of their enrolment, a work-in-progress paper, based on research. This would be between 2000-2500 words.
- (iii) By the end of the sixth term of their enrolment, a further more formal paper. This would be between 3000-3500 words.

INTERDISCIPLINARY STUDIES

The School of Humanities offers, at various levels, a small number of interdisciplinary courses. Some of these may be taken as part of a major in either an area of studies or a discipline; others may be credited partially or fully in a variety of disciplines; all may be credited as unspecified subjects at the appropriate level. All such courses are listed below with cross-references to the entries under the appropriate headings where full details, including prerequisites and crediting, will be found. Students interested in enrolling in any of these courses should consult advisers of studies to discuss whether the chosen course may be accommodated within the general course pattern of their intended studies.

At Second Year Level

IDS II HB: History of Buddhism (half unit, second half-year)

See entry under History (History IIBH/IDS IIBH).

IDS II RS: Religious Studies (full unit)

See entry under Religious Studies.

At Second or Third Year Level

IDS II AN/III AN: Anarchism (half unit, first half-year)

See entry under Revolutionary Studies.

IDS II CY/III CY: Cybernetics (half unit)

This subject will not be offered in 1977.

IDS II ER/III ER: Eastern Religion and Philosophy (half unit, first half-year)

See entry under Philosophy (Philosophy II ER/III ER: IDS II ER/III ER).

IDS II FM/III FM: Further Marxism (half unit, second half-year)

See entry under Revolutionary Studies.

IDS II MX/III MX: Marxism (full unit)

See entry under Revolutionary Studies.

At Third Year Level

IDS III RA: Religion in Australia (full unit)

See entry under Religious Studies.

IDS III NN: The Nineteenth-Century Novel in England, France and Spain (full unit).

IDS III SY: Syndicalism (half unit readings course, second half-year)

See entry under Revolutionary Studies.

IDS III FE:**Feminism (half unit, first half-year)****Co-ordinator: Chris Murphy**

The course will divide into three sections of roughly equal length:

- (1) *Central tenets of feminist theory*: we will introduce feminist theory and its basic concepts: oppression, conditioning, consciousness-raising, sexism etc. It will be examined as a theory intended to explain a very wide range of social phenomena in terms of the relationship between men and women and the ramifications these differences have for society at large will be explored and assessed.
- (2) *Aspects and applications of feminist theory*: we will then look at some social, historical and literary aspects and applications of feminist thought in order to evaluate the scope of applicability of feminist analyses. Particular emphasis will be placed on applications to Australian society.
- (3) *Critical reassessment of feminist theory*: in the light of (2), feminist theory will be critically reassessed. Topics such as the relationship between feminism and Marxism, the origin of women's oppression, and radical feminism will be discussed.

Prerequisite

None.

Class Requirements

Two lectures and one tutorial a week for the first half of the year, with the opportunity being made available to students to remain up to one hour after lectures for further discussion.

Assessment

Essays and/or examination.

Prescribed Reading

- * Gornick, V. and Moran, B. (eds) *Woman in Sexist Society*, Mentor.
- * Lessing, D. *The Golden Notebook*, Panther.
- * Mercer, J. (ed.) *The Other Half: Women in Australian Society*, Pelican.

Recommended Reading

- * Chesler, P. *Women and Madness*, Avon.
- * De Beauvoir, S. *The Second Sex*, Penguin.
- * Firestone, S. *The Dialectic of Sex*, Paladin.
- * Millett, K. *Sexual Politics*, Abacus.
- * Mitchell, J. *Woman's Estate*, Pelican.
- * Tanner, L. *Voices from Women's Liberation*, Signet.

IDS III NN:**The Nineteenth-Century Novel in England, France and Spain (full unit, new course)****Dr A.G. Paradissis**

This course examines the nineteenth-century novel in England, France and Spain.

The art of the novelists will be studied in relation to the great human problems depicted. Their qualities of realism will contribute to an understanding of the social, economic and political evolution of Western European society.

Prerequisite

A pass in English II, or French IIA or Spanish II. Crediting towards majors in English, French or Spanish is subject to the approval of the Chairman of the department concerned.

Class Requirements

One lecture and one tutorial a week.

Assessment

By examination, essays and classwork.

Prescribed Reading

- *Stendhal, *Scarlet and Black*, trans. Margaret R.B. Shaw, Penguin 1975.
- *Balzac, Honoré de *Eugenie Grandet*, trans. M.A. Crawford. Penguin 1975.
- *Flaubert, Gustave *Sentimental Education*, trans. Robert Baldick. Penguin 1975.
- *Perez Galdos, Benito *Fortunata and Jacinta*, trans. Lester Clark, Penguin 1973.
- *Dickens, Charles *Little Dorrit*, Penguin 1974, *Great Expectations*, Penguin 1976.
- *Eliot, George *Silas Marner*, Penguin 1975.

ITALIAN

It is expected that courses in Italian at first-, second-, and third-year levels, which for several years have been provided at La Trobe University by the staff of the University of Melbourne, will be offered in 1977 by staff appointed by La Trobe University itself to a newly-established division of Italian. However, at the time of going to press, the details of these courses were not available and students wishing to enrol in Italian are advised to obtain the necessary information from the office of the Department of French before completing their enrolment.

Students who wish to take a minor sequence in Italian will be required to pass in at least two of the three available units of Italian (Italian I, II, III). At present, the first-year course assumes knowledge of Italian to the level of the Victorian Higher School Certificate Examination in Italian.

Students may complete a major sequence in Italian by taking, as part of their third-year course, in addition to Italian III, a minimum of two of the following half-units: Art History IIIB (Art in Rome, 1600-1650), Art History IIIC (Venetian Painting in the Renaissance), Art History IIID (Reading course), History III IC (Mediaeval Italian Communes), History III FL (The Renaissance in Florence), Linguistics IIIA, Linguistics IIIB. Students completing a major sequence under this arrangement may however be required to do some applied language work in association with the courses listed above and will be expected to meet the prerequisites prescribed for these courses.

LATIN AMERICAN STUDIES

Latin American Studies is a field of interest embracing several disciplines, in any one of which students may major with a concentration of subjects in the area of Latin America. Students interested in Latin American Studies, but not as a major interest, will find a number of units and half units available to them in the Departments of History, Sociology and Spanish, and in the School of Economics. Students pursuing Latin American Studies are encouraged to include Spanish and/or Portuguese in their programs. Students who wish to be considered for an honours program should note that there is no separate program for honours in Latin

American studies. Such students should check that their choice of subjects is compatible with the rules of their chosen department for candidacy in the honours program.

An interdisciplinary major or a field of interest in Latin American Studies may be pursued from the following subjects:

In the Department of History

History I MC, Mexico and Cuba
 History I SP, Spain and Portugal
 History II CB, Colonial Brazil (full units)
 History II CM, Colonial Mexico
 History II RC/III RC Individual Readings or Language Studies (half unit)
 History III DU, Development and Underdevelopment (half unit, second half of year).

In the Department of Economic History, University of Melbourne

Economic History III E, The Historical Background to Latin American Development (full unit).

In the Department of Spanish

Spanish I A,	Practical Spanish (full unit)
Spanish II X	Equivalent to Spanish I A. This unit is available to History II students, especially those who have taken History I SP or History I MC or History II CB. Under special circumstances the same students may be accepted for Portuguese III, a beginner's course in Brazilian Portuguese.
Spanish I B	Practical Spanish and contemporary Spanish or Latin American literature (full unit)
Spanish II A	Practical Spanish (half unit)
Spanish II B	Latin American literature (half unit)
Portuguese III	Introduction to practical Portuguese (full unit)
Spanish III A	Practical Spanish, Hispanic life and culture, Spanish grammar (full unit)
Spanish III B	Latin American literature (full unit)

In the Department of Sociology

Sociology I	One of the several groups in this subject will be designed specifically to fit into the program of Latin American Studies (full unit).
Sociology II IM/ III IM	Sociology of migration: case studies in Latin America (half unit, second half of the year)
Sociology II CL/ III CL	Religion and Social Change – Latin American Cases (half unit, second half of year)
Sociology II FLA/ III FLA	Formation of Latin American Society (full unit)

In the School of Social Sciences

Social Sciences III L	Formation of Latin American Society (full unit, identical with Sociology II FLA/III FLA).
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In the School of Economics

Economics III DS	Case Studies in Development: Brazil and New Guinea (half unit, second half of year).
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The program in Latin American Studies is co-ordinated through the Institute of Latin American Studies. Students interested in this area of studies should consult the following members of the Institute *before* the enrolment period.

Humanities students: Dr Barry Carr

Social Sciences students: Dr John Bailey

Arrangements for consultation will be posted on the Institute's notice board in the waiting room outside room 319, Humanities 3 building.

LEGAL STUDIES

The 1977 courses in legal studies will be available at first, second, third and honours (fourth) year level. Three courses will be available in first year, and a student may elect one of these. Four 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 I PL or I LC may take Legal Studies I CL as a second-year unit.

Details of honours courses available in 1976 will be obtainable 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 inter-relation 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.

Note:

Owing to the uncertainty which exists at the time of writing as to the budget for this department for 1977, all courses are subject to cancellation. Full details will be available at the time of enrolment.

Legal Studies I

For the first six or seven weeks of the year all students enrolling in Legal Studies may be required to attend a series of lectures and tutorials intended to introduce them to certain elements common to legal study. These will include a brief examination of the scope and function of law in society, and an examination of the materials of law (statutes, regulations and cases), the methods of finding them, and the techniques of interpreting and applying them. Students will then go into one of the three streams which they have selected on enrolment.

Legal Studies I PL:

Public Law

Mr P. Bayne

This course is an introduction to the study of law and society. After a general review of the legal system in Australia, it will proceed to an analysis of the fundamental principles of public law and the operation of those principles in the Australian social context. The course is designed to impart an understanding of the system and the methods of legal analysis, together with an understanding of the function of that system in our society. There are three main parts to the course: (i), a general review of the legal system; (ii) a study of the Australian Constitution; (iii) a study of the administrative process.

Class Requirements

Two lectures and one tutorial a week.

Assessment

Will be by tests (up to a 40 per cent maximum of the grade) and essays. Details will be announced in the first week of lectures.

Preliminary Reading

Sawer, G. *The Australian Constitution*, AGPS 1976.

Crisp, L.F. *Australian National Government*, 4th edn, Longman 1975. chs 1-5, inclusive.

Prescribed Reading

† *Sawer, G. *The Australian Constitution*, AGPS, 1975.

† Evans, G. (ed.) *The Labor Government and the Constitution*, Heinemann 1976.

Additional reading will be notified before the course commences and during the year.

Legal Studies I LC:

Law and the Citizen

Professor E.K. Braybrooke

This course will examine some of the important contacts the average man has with the law. It will begin with an examination of the procedure for dealing with common offences (including traffic offences) from police investigation and arrest to trial. It will then examine the law of contracts and illustrate how it and certain other branches of the law play their part in the protection of the consumer.

Class Requirements

Two lectures and one tutorial a week.

Assessment

By three essays and a final examination.

Preliminary Reading

Ross, S. and Weinberg, M. *Law for the People*, Penguin Books.

Prescribed Reading

† Borrie, G. and Diamond, A.L. *The Consumer, Society and the Law*, Penguin Books.

† Collinge, J.G. *Tutorials in Contract* (2nd edn), Law Book Co.

Recommended reading will be announced.

**Legal Studies I CL:
The Content of the Criminal Law
Mr J.E. Willis**

This unit will be concerned with examining the rationales for, and the content of, criminal law. This will involve an examination not only of such topics as homicide, theft and sexual offences, but also of vagrancy and drug laws. Discussion of the principles and practice of sentencing will also be used to show the functions of the criminal law in our society.

Note:

It may be necessary to impose a quota in this subject.

Class Requirements

Two lectures and one tutorial a week.

Assessment

By written work and tests during the year.

Prescribed Reading

†Brett, P. and Waller, P. *Criminal Law: Cases and Text*, Butterworth 1971.

†Howard, C. *Australian Criminal Law*, 2nd edn, Law Book Co 1970.

†*Crimes Act* 1958.

Recommended Reading

To be announced.

**Legal Studies II/III FSL:
Family Society and Law
Ms Kerry Petersen and Margaret Harrison**

This course will examine the relationship between marriage, the family, society and the law. The following areas will be dealt with in particular: the nature of marriage, the functions of the family, the family and the law, children and the law, consensual relationships, family breakdown and Family Courts.

Note:

A quota may be imposed on this subject.

Prerequisite

Any legal studies unit.

Class Requirements

One lecture and one tutorial per week.

Assessment

Assessment will be by assignments and examination.

Prescribed Reading

†*Family Law Act* 1975 (Aust.)

†*Children's Court Act* 1973 (Vic.)

†*Social Welfare Act* 1970 (Vic.)

†*Adoption of Children Act* 1964 (Vic.)

†*Status of Children Act* 1974 (Vic.)

*†Nygh, P. *Guide to the Family Law Act*, Butterworth 1975.

Recommended Reading

- *Bell, N. and Vogel, E. *A Modern Introduction to the Family*, Free Pr. 1968.
- *Finlay, H. and Bissett-Johnson *Family Law in Australia*, Butterworth 1972.
- *Anderson, M. (ed.) *Sociology of the Family*, Penguin Education 1971.

**Legal Studies II/III ILO:
The International Legal Order**

Mr J.K. Bentil

This unit will be concerned with an examination of the nature and scope of the legal regulation of the conduct of states in the world community of nations. To that end, about two-thirds of the course will be devoted to legal attempts to regulate the conduct of states in peace-time, with the other third of the course being concentrated on legal attempts to control the relations of states in times of war. The important differences between the structure and operation of municipal law on the one hand, and of international law on the other, will be emphasised to bring out the limited role of law as a means of social control in international relations. The political, economic and the social factors underpinning the various attempts at the legal regulation of international intercourse, will be brought out and examined. A great deal of emphasis will be put on contemporary international problems or situations and what and how legal solutions may be applied to them.

Class Requirements

Two lectures and one tutorial.

Assessment

Two essays and a final examination.

Prerequisite

Any of the first-year legal studies subjects.

Prescribed Reading

- *†Starke, J.G. *An Introduction to International Law*, 7th edn, Butterworth 1972.
OR
- †*Oppenheim's International Law*, vols I and II, 8th and 7th edns respectively,
Longman.
OR
- †Brownlie, Ian *Principles of Public International Law*, Clarendon Pr., Oxford 1973.
OR
- †Grieg, D. *International Law*, Butterworth 1970.

Recommended Reading

- de Visscher, C. *Theory and Reality in Public International Law*, Princeton Univ. Pr. 1968.
- Friedmann, W. *The Changing Structure of International Law*, Stevens and Sons 1964.
- Green, L.C. *International Law Through the Cases*, 3rd edn, Stevens and Sons 1970.
- Jessup, P.C. *A Modern Law of Nations*, Archon Books 1968.
- Lauterpacht, H. *The Function of Law in the International Community*, Archon Books 1966.
- Lissitzyn, O.J. *International Law Today and Tomorrow*, Oceana Publications Inc. 1965.
- Sorensen, M. (ed.) *Manual of Public International Law*, St Martin's Pr. 1968.

**Legal Studies IIEA/IIIEA:
Institutions and Economic Activity (full unit)**

Mr G.E. Hart

This course will examine the role of the corporation in society and the adequacy of the legal system in determining this role. Attention will be paid to the social responsibility of corporations, and the possibility of worker participation, and the impact of the multinational corporation. Capital raising activities of corporations will be examined in the light of the Rae Report, the Corporations and Securities Industry Bill 1975, the Securities Industry Act 1975 (Vic.)

Prerequisite

Any first-year legal studies unit.

Class Requirements

Two 1-hour lectures and one tutorial a week.

Assessment

To be announced.

Prescribed Reading

Afterman, A.B. and Baxt, R. *Cases and Materials on Corporations and Associations*, 2nd edn, Butterworth.

Baxt, R. *The Rae Report – Quo Vadis*, Butterworth.

Brown, S.R. and Grogan, P.R. *Company Directors*, Law Book Co. 1974.

Berle, A. and Means, G.C. *The Modern Corporation and Private Property*, Harcourt Brace.

Cooper, G. and Cridlan, R.J. *Law and Procedure of the Stock Exchange*, Butterworth 1971.

†Ford, H.A.J. *Principles of Company Law*, Butterworth.

†Galbraith, J.K. *Economics and the Public Purpose*.

Heilbroner, R. *In the Name of Profit* (1972).

Nader, R. *Corporate Power in America*.

Berle, A.A. *The Corporation in Modern Society*, Atheneum.

**Legal Studies II/III CB:
The Law and Criminal Behaviour.**

Mr R.N. Douglas

This unit will examine the use of the criminal law as a means of controlling behaviour. The first part of the course will involve an examination of the politics of the criminal law and a general discussion of deterrence and the educative role of the law. The second part of the unit will focus on why people engage in specific types of criminal behaviour and will involve attention to both personal and social level explanations. The third part will involve analysis of cultural and structural correlates of criminal behaviour, and the course will conclude with an examination of theories of criminal behaviour.

Prerequisite

Any Legal Studies I unit, or depending on the Department's financial state, any Sociology or Behavioural Science unit. In addition, a grade of C or better in one or two first year units may be required unless the Department receives adequate finance.

Class Requirements

An average of two lectures and one tutorial a week.

Assessment

Two essays, two tests and either a substantial final paper or a final examination.

Prescribed Reading

†Taylor, I., Walton, P. and Young, J. *The New Criminology*, Routledge and Kegan Paul 1973.

†Wolfgang, Savitz and Johnston *The Sociology of Crime and Delinquency*.

Legal Studies II/III LG:

The Law and Government Officials

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 government 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

To be announced.

Assessment

Assessment will be mainly by means of written assignments. 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.

Prescribed Reading

†Schwartz, B. and Wade, H. *Legal Control of Government*, Clarendon Pr.

†De Smith, S.A. *Constitutional and Administrative Law*, Penguin 1973.

Legal Studies III CJ:

The Criminal Justice System

Mr P. Sallmann, Ms S. Hardie

This course will involve an examination of the various components of the criminal justice system and the critical decision-making points along the line. It is essentially a study of a process. It will look at police, prosecution, the courts and trial process, and at sentencing and models of disposition, *inter alia*, prisons, probation and parole.

Particular attention will be paid to the development of a critical analysis of the system. In this context, some of the philosophical, political, social and economic underpinnings of the system will be looked at.

Note:

A quota may be imposed depending upon the availability of staff to teach this course.

Prerequisite

Any second-year unit in legal studies.

Class Requirements

Two lectures and one tutorial a week.
(This may vary during the year.)

Assessment

To be announced.

Prescribed Reading

†Chappell, D. and Wilson, P. *The Australian Criminal Justice System*, 2nd edn, Butterworth 1976/77.

Legal Studies III CE:

Legal Control of Economic Activity – 1 (half unit, first half year)

Mr G.E. Hart

This course which will follow Legal Studies II EA and will be offered for one half year, will examine the way in which law can be used to regulate economic activity. Particular attention will be paid to Trade Practices Law. A knowledge of micro-economics would be helpful, but is not an essential prerequisite to the course. A comparative approach will be taken, with Australian, United Kingdom and United States models.

Prerequisite

Legal Studies II EA. Consideration will also be given to applicants who have passed two years of economics.

Class Requirements

Two class meetings a week.

Assessment

To be announced.

Prescribed Reading

†Areeda, P. *Anti Trust Analysis*, 2nd edn.
Trade Practices Act 1974 (Aust.).

Recommended Reading

Bain, J. *Industrial Organisation*, 2nd edn 1968.
Caves, R. *American Industry: Structure, Conduct, Performance* 1972.
Green, M. *The Closed Enterprise System*, Bantam.
Kaysen, C. and Turner, D. *Anti Trust Policy*.
Scherer, *Industrial Market Structure and Economic Performance*, Rand McNally.
Shepherd, W. *Market Power and Economic Welfare*, Random House.
Further material will be issued during the year.

Legal Studies III CE:

Legal Control of Economic Activity – 2 (half unit, second half year)

Mr J.K. Bentil

This course, which is to be a half unit, will attempt to examine the ways and means by which economic activity in the EEC in particular and at the international level generally, may be legally controlled. Anti-trust law, monetary law, international trade law and international commodity agreements law will be examined.

Prerequisite

Legal Studies II EA or II/III ILO.

Class Requirements

Two class meetings a week.

Assessment

An essay and a final examination.

Recommended Reading

Bellamy, C. and Child, G.D. *Common Market Law of Competition*, Sweet and Maxwell 1973.

Alexandrowicz, C. *World Economic Agencies*, Frederick A. Praeger, New York 1962.

Dam, K.W. *The Gatt*, University of Chicago Pr. 1968.

Gold, Joseph *The International Monetary Fund and Private Business Transactions*, IMG Publication 1965.

Hist-Madsen, *Balance of Payments: Its Meaning and Uses*, IMF Pamphlet Series No. 9, 1967.

IMF *Balance of Payments Concepts and Definitions*, IMF Pamphlet Series No. 10 1969.

Gold, Joseph *Special Drawing Rights: Character and Use*, IMF Pamphlet Series No 13, 1970.

Gold, Joseph *The Fund's Concepts of Convertibility*, IMF Pamphlet Series No. 14 1971.

Gold, Joseph *Maintenance of the Gold Value of the Fund's Assets*, IMF Pamphlet Series No. 6, 1971.

Prescribed Reading

† Kapteyn, P.J.G. and van Themaat, P.V. *Introduction to the Law of the European Communities*, Sweet and Maxwell 1973.

or,

† *Parry, A. and Hardy, S. *EEC Law*, Sweet and Maxwell 1973.

and either,

† van Meerhaeghe, M.A.V. *International Economic Institutions*, Longman, Green and Co. Ltd 1966.

or,

† *Ryan, K.W. *International Trade Law*, The Law Book Co. 1976.

Legal Studies III LP:

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 Requirement

One lecture and one tutorial a week. Additional special lectures, seminars and field trips may be scheduled.

Assessment

By written work during the course; a final examination may be required.

Preliminary Reading

Hollingsworth, P.J. *The Powerless Poor*.

Prescribed Reading

†Sackville, R. *Law and Poverty in Australia*, AGPS 1975.

Recommended Reading

To be announced.

Legal Studies III LW:

The Law and Women (half unit)

Ms Kerry Petersen

Details available from the department of legal studies.

Legal Studies III FR:

Free Reading (half unit)

Details available from the department of legal studies.

Legal Studies III IR:

The Place of Law in Industrial Relations (half unit, first half year)

Ms Jackie Fristacky

An examination of the role and limits of effectiveness of law in industrial relations. The course will deal with existing systems of industrial regulation, state and federal, and will examine the parties involved: employers and their representatives, employees, trade unions, ACTU, THC, governments — their various organizations, roles and power; and will include a consideration of such current issues as collective bargaining, wages policies, job satisfaction, industrial democracy. Comparisons will be made with features of overseas systems, namely the US, UK, Germany, Sweden and Yugoslavia.

Prerequisite

Any second-year unit in legal studies.

Class Requirements

One 3-hour seminar each week.

Assessment

Research paper.

Prescribed Reading

†Martin, R.M. *Trade Unions in Australia*, Penguin 1975.

†Isaac, J.E. and Ford, G.W. (eds) *Australian Labour Relations: Readings*, 2nd edn, Sun Books, Melbourne 1971.

†Macken, J.J. *Australian Industrial Law*, Law Book Co. 1974.

Legal Studies III PA:

Legal Framework of Political Activity (half unit, second half year)

Mr P. Bayne

This half unit will examine some of the basic concepts and problems of law as they affect political activity. Specific study will be made of those areas of the law which bear on the individual's ability to participate in decisions which affect his livelihood. This year, the course will focus on the legal framework of land use in Victoria, and relate that framework to the social setting in which it operates.

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 13 weeks.

Assessment

By tutorial papers and essays.

Preliminary Reading

Sandercock, L. *Cities for Sale*, Melbourne Univ. Pr. 1975.

Prescribed Reading

*† *Town and Country Planning Act* (Vic.).

Legal Studies III PF:

Legal Problems of Federalism (half unit, first half year)

Mr P. Bayne

This course will examine in some depth some of the special problems created by the existence of federalism, with reference primarily to the Australian Constitution.

Prerequisite

Any second-year unit in legal studies.

Class Requirements

The course will occupy two to three hours a week of lecture/seminar and tutorials over 13 weeks.

Assessment

Will be by tutorial papers and essays; a final examination may be required.

Preliminary Reading

†Crisp, L.F. *Australian National Government*, (4th edn 1975) chs 1-5 inclusive.

†Lane, P.H. *An Introduction to the Australian Constitution*, Law Book Co. 1974.

†Sawer, G. *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 of Legal Studies III PA and III PF may be taken as a second-year unit by persons intending to take a major sequence in legal studies.

LINGUISTICS

Linguistics is the study of language. It includes the description of the structure of individual languages such as English, French, Spanish, or Hebrew as well as the study of human language in general. Linguistic theory will be of interest to students of languages, philosophy, psychology, anthropology and sociology; knowledge of linguistics will be particularly useful to students interested in foreign and native language teaching.

Students may take either a major or a minor in linguistics. Furthermore, linguistics courses may be credited towards majors in philosophy, French and Spanish.

Honours courses in linguistics may be available to fourth-year students according to their aptitudes and needs.

Students intending to major in linguistics will normally take in their first year, Linguistics I. In their second and/or third year students will take Linguistics IIA/IIIA, Linguistics IIB/IIIB and Linguistics IIC/IIIC. In addition to these, in their second and/or third year students will take at least three half units selected from the following courses:

Philosophy II PL/III PL

Philosophy II LL/III LL

Philosophy II FA/III FA

(Students must take this course, or Logic I, as a prerequisite for Linguistics IIC/IIIC. Note however that Philosophy IIFA/IIIFA and Logic I are incompatible).

Sociology of Language

Any approved second or third year language courses.

Linguistics I:

Introduction to Linguistics (full unit, new course)

Ms Maya Brumerhurst

This course introduces beginning students to some of the principal areas of language study; descriptive linguistics, historical linguistics, psycholinguistics, sociolinguistics, and comparative linguistics. The course leads up to and concentrates on the transformational-generative approach to the structure of language (syntax, semantics, phonology).

Note:

Approved students may take this course as a second year unit for 1977 only.

There is no prerequisite.

Class Requirements

Two lectures and one tutorial per week.

Assessment

By class assignments. An examination may be set if necessary.

Prescribed Reading

Jacobs, R.A. and Rosenbaum, P.S. *English Transformational Grammar*, Ginn 1968.

*Palmer, F. *Grammar*, Penguin 1971.

Preliminary Reading

*Crystal, D. *Linguistics*, Edward Arnold, London 1968.

Recommended Reading

Bach, E. *An Introduction to Transformational Grammars*, Holt, Rinehart and Winston, New York 1964.

*Bloomfield, L. *Language*, Allen and Unwin, London 1935.

*Liles, B.L. *Linguistics and the English Language*, Goodyear Publishing Co. 1972.

*Lyons, J. *Chomsky*, Fontana, London 1970.

*Lyons, J. *Introduction to Theoretical Linguistics*, Cambridge Univ. Pr. 1968.

Robins, P.H. *General Linguistics; An Introductory Survey*, Longman, London 1964.

*Sapir, E. *Language*, Harcourt, Brace and World, New York 1921.

Linguistics IIA/IIIA:

Syntax (half unit, first half year, new course)

Ms Maya Brumerhurst

This course will concentrate on syntactic theory and on selected topics in English syntax. Some aspects of the syntactic structure of other languages will be studied too. The approach will be that of transformational-generative standard theory.

Note

This course may be taken as a Philosophy half unit.

Prerequisites

Linguistics II (as it stood in 1976), or current enrolment in Linguistics I.

Class Requirement

One 2-hour lecture and one 2-hour seminar per week.

Assessment

By class assignments. An examination may be set if necessary.

Prescribed Reading

- *Chomsky, N. *Aspects of the Theory of Syntax*, MIT Pr., Cambridge, Mass. 1965.
- Jacobs, R.A. and Rosenbaum, P.S. (eds) *Readings in English Transformational Grammar*, Waltham, Mass. 1970.

Preliminary Reading

- *Lyons, J. *Introduction to Theoretical Linguistics*, Cambridge Univ. Pr. 1969.
- *Bach, E. *An Introduction to Transformational Grammars*, Holt, Rinehart and Winston 1964.

Recommended Reading

- Grinder, J.T. and Elgin, S.H. *Guide to Transformational Grammar*, Holt, Rinehart and Winston 1973.
- *Stockwell, R., Schachter, P. and Partee, B. *The Major Syntactic Structures of English*, Holt, Rinehart and Winston 1973.
- Kimball, J.P. *Syntax and Semantics*, Seminar Pr., New York 1972.

Linguistics IIB/IIIB:

Phonology (half unit, second half year, new course)

Ms Maya Brumerhurst

This course will deal with phonetics, morphology and phonology. It will be concerned with theoretical issues as well as specific problems drawn from a wide range of languages.

Prerequisites

Linguistics II (as it stood in 1976), or current enrolment in Linguistics I.

Class Requirement

One 2-hour lecture and one 2-hour practical session per week.

Assessment

By class assignments. An examination may be set if necessary.

Prescribed Reading

- Langacker, R.W. *Language and its structure; some fundamental linguistics concepts*, Harcourt, Brace and World 1968.
- Schane, S. *Generative Phonology*, Prentice-Hall 1973.

Preliminary Reading

- *Denes, P.B. and Pinson, E.N. *The Speech Chain*, Bell Telephone Laboratories 1968.

Recommended Reading

- Chomsky, N. and Halle, M. *The Sound Pattern of English*, Harper and Row 1968.
*Fudge, E.C. (ed.) *Phonology*, Penguin 1973.
*Harms, R.T. *Introduction to Phonological Theory*, Prentice-Hall 1968.
King, R.D. *Historical Linguistics and Generative Grammar*, Prentice-Hall 1969.
*O'Connor, J.D. *Phonetics*, Penguin 1974.

Linguistics IIC/IIIC:

Generative Semantics (half unit, second half year, new course)

Ms Maya Brumerhurst

This course will discuss the theoretical developments in transformational-generative grammar after 1965.

Note

This course may be taken as a Philosophy half unit.

Prerequisites

1. Linguistics IIB as it stood in 1976, or, Linguistics IIA/IIIA in 1977, or, any other advanced *Syntax* course approved by the Lecturer.
and
2. Philosophy IIFA/IIIFA, or, after 1977, Logic I.

Students who have not done Philosophy IIFA/IIIFA either should have some adequate (approved by the Lecturer) background in logic, or will be asked to take a special preliminary logic course. All such students must see the Lecturer at the beginning of the year.

Class Requirements

One 2-hour lecture and one 2-hour seminar per week.

Assessment

By class assignments. An examination may be set if necessary.

Prescribed Reading

- *Davidson, D. and Harman, G. *Semantics of Natural Language*, Synthese Library Volume 40, 2nd edn, D. Reidel Publishing Co. 1972.
*Steinberg, D. and Jakobovits, L. *Semantics; An Interdisciplinary Reader in Philosophy, Linguistics, and Psychology*, Cambridge Univ. Pr. New York 1971.

Preliminary Reading

- McCawley, J. 'Where do Noun Phrases come from?' in Steinberg, D. and Jakobovits, *Semantics: An Interdisciplinary Reader in Philosophy, Linguistics, and Psychology*, Cambridge Univ. Pr., New York 1971.
Lakoff, G. 'Instrumental Adverbs and the Concept of Deep Structure', *Foundations of Language*, vol. 4, no. 1.
Katz, J. 'Interpretative Semantics Vs. Generative Semantics', *Foundations of Language*, vol. 6, no. 2.

Recommended Reading

Detailed list to be supplied by the lecturer at the beginning of the year.

Linguistics IIX:**Introduction to Linguistics (half unit, first half year, new course)****Ms Maya Brumerhurst**

This course is available *only* to students taking a major in French. It consists of the first 13 weeks of Linguistics I.

Note

This course will be available in 1977 only.

LOGIC

Logic is one of the oldest academic disciplines and in its modern developments one of the most wide-ranging. Generally speaking it divides into two inter-related areas, formal and informal logic. Formal or symbolic logic studies by the use of special symbol systems the fundamental notions of argument and inference: When is an argument valid? What is a proof? How can the strength of an argument be measured? Techniques for finding and proving the laws of logic are developed, much as mathematicians have their techniques for finding and proving laws about, say, numbers.

Informal or philosophical logic concerns questions such as: What are the fallacies and tricks of argument that mislead us? What is truth? What is it for a word to have meaning? Are the laws of mathematics invented or discovered? How do we know that $2 + 2 = 4$? What is infinity?

The Department of Philosophy offers about 15 units and half-units in logic and closely related areas, and the subject may be taken right up to Ph D level. For details of the units, see entries under 'Philosophy'. Logic I, detailed below, may be taken as the initial unit of a major or minor in the Philosophy Department in the School of Humanities. Students who wish to do a major or honours in Logic should enrol in the School of Humanities for a major in Philosophy. They should consult Dr Tom Richards, Philosophy Department, before enrolling, to discuss suitable course plans.

Students of a mathematical bent who wish to concentrate on mathematics and logic for a first degree should note that all Mathematics courses are available to students enrolled in the School of Humanities, and in that School they may even major in Mathematics. Such students should take Pure Mathematics IA in their first year in addition to Logic I. However Logic I assumes no mathematical knowledge or aptitude, and progress in the discipline of Logic does not assume that students need to do any Mathematics units. In the Department of Pure Mathematics there are a number of components in second and third year in logic and closely related areas of mathematics which Logic students who take Pure Mathematics IA would be advised to take. For details see under 'Mathematics'.

Logic I:**Elementary Symbolic and Philosophical Logic (full unit, new course)****Dr Tom Richards****Note**

This unit is the same as Philosophy I L.

Philosophical Logic

The nature of reasoning and some fallacies in reasoning. What are definitions, meaning, truth, necessity? The nature of valid, probable, statistical and analogical reasoning. What are explanations, theories, hypotheses?

Symbolic Logic

an introduction to the traditional Aristotelian logic, leading to an elementary study of the major branches of modern symbolic logic; truth-functions, quantifiers and modalities. Skill in handling these logics will be stressed rather than the theory behind them.

Prerequisites

None.

Class Requirements

Two lectures and one tutorial per week throughout the year.

Assessment

Half by regular exercises, and half by one 3-hour examination paper.

Note

Logic I may not be taken with any other Philosophy I unit, and is acceptable as a prerequisite for any Philosophy subject that has a Philosophy I unit as a prerequisite. However a student who has passed in Logic I may not take Philosophy II FA/III FA, but may take any subject that has Philosophy II FA/III FA as a prerequisite.

Prescribed Reading

Richards, Tom *The Language of Reason*, available from the Philosophy Department.
Barker, Stephen F. *The Elements of Logic*, 2nd edn, McGraw-Hill 1974.
Quine, W.V.O. *Elementary Logic*, 3rd edn, Harper 1965.

Recommended Reading

Copi, I.M. *Introduction to Logic*, 4th edn, Macmillan, New York 1972.
Quine, W.V. *Methods of Logic*, 3rd edn, Holt, Rinhart and Winston 1972.
Hughes, G.E. and Londey, D.G. *The Elements of Formal Logic*, Methuen 1965.
Jeffrey, R.C. *Formal Logic, its scope and Limits*, McGraw-Hill 1967.

MAN AND ENVIRONMENT

Man and Environment I (one unit, formerly Biology I ME)

The course aims to enhance the student's interest in the living world through an introduction to biological concepts and processes. The course will be presented in such a way as to allow the student to extrapolate the principles of biology towards an appreciation of the interaction between man and his environment.

Syllabus

The conditions of life; living organization and activities; mechanisms of heredity and evolution; organic diversity and its consequences; control, maintenance and perpetuation of living activities; biological approaches to behaviour; human origins and the evolution of human societies; interaction between human societies and the environment; biology and society.

Prerequisites

None. Not a credited subject for the B Sc degree in the School of Biological Sciences.

Class Requirements

Three 1-hour lectures a week for three terms and an average of two hours a week allotted for demonstrations, tutorials, field trips, films etc.

Prescribed Reading

†Goldsby, A. *Cells and Energy*, Macmillan 1967.

†Genetics notes by the Department of Genetics.

†Postgate, J. *Microbes and Man*, Penguin 1969.

†Biology Today, CRM Books 1972.

Recommended Reading

Frye, B.E. *Hormonal Control in Vertebrates*, Macmillan 1967.

Stein, P.L. and Roe, B.M. *Physical Anthropology*, McGraw-Hill 1974.

Assessment

Throughout the year in the form of assignments, essays and tests.

Man and Environment II (one unit, new course)

This course may be taken as one full unit consisting of two complementary halves or alternatively, the separate parts may be regarded as individual half units. The course is designed to expand on topics introduced in Biology I ME and to introduce new topics.

Part One:

Human Ecology (half unit, first half year)

This part of the course aims to place man's development as a biological and cultural being in an evolutionary perspective. Emphasis will be given to man's ecological relationship with the environment in all phases of his development up to the present day. The implications of these principles will be discussed in considering man's present and future problems. Wherever possible Australian or Oceanic examples will be utilised.

Syllabus

Quaternary events; evidence for the evolution of man; human population variability in space and through time; protohominid ecology; ecology of hunter-gatherers – the case of the Australian aborigines; racial variation; impact of human cultures – hunter-gatherer, agricultural and urban-industrial; demographic aspects; limiting factors on population growth; urbanisation and its effects; the future ecology of man, world models.

Prerequisite

Man and Environment I (formerly Biology I ME) or Prehistory I. Not a credited subject for the B Sc degree in the School of Biological Sciences. For Human Ecology, taken as a half unit, Prehistory I is an alternative prerequisite to Biology I ME.

Class Requirements

Three 1-hour lectures a week for the first half of the year plus 1-2 hours a week for tutorials, demonstrations and films.

Assessment

By written assignments and an examination.

Recommended Reading

Weiner, J.S. *Man's Natural History*, Weidenfeld and Nicholson 1971.

Miller, G.T. *Living in the Environment : concepts, problems and alternatives*, Wadsworth 1975.

Note

The offering of this course in 1977 is dependent upon financial considerations.

Part Two

Biological Functions (half unit, second half year)

The theme will be : Basic functions of man and of biological systems which contribute to man's needs. Emphasis will be placed on aspects of physiology such as hormones, defence mechanisms and the nervous system and on the supply of nutrients to man. Topics to be discussed include : defects in basic functions such as occur in infectious disease, cancer and obesity; biological aspects relating to food supply including fertilizers, pesticides and microbial ecology; the impact of human activities on the environment, including methods developed to control biological systems.

Prerequisite

Man and Environment I (formerly Biology I ME). Not a credited subject for the B Sc degree in the School of Biological Sciences.

Class Requirements

Three 1-hour lectures a week for the second half of the year plus one tutorial per week.

Assessment

By written assignments and an examination.

Prescribed Reading

To be advised.

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 affects the choice and flexibility of the mathematics subjects he may wish to choose.

Subjects available in 1977 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, while Mathematics IA and IB are available in the School of Economics.

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 examination 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 normally 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, statistics and computer structure. (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 although in special circumstances it may be taken concurrently with Mathematics IA.

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 (AM207, AM208, AM212, AM310, AM311, AM312, AM313) for which Mathematics IB is normally 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 either Pure Mathematics II or General 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)	computers	methods	mathematical methods
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Second Term

calculus	probability	computer programming	modern analysis	mechanics
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Third Term

modern algebra	mathematical methods	numerical analysis	mathematical statistics
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Mathematics IA: shaded. Mathematics IB: the remainder.

Each block represents two lectures per week for one term with the exception of the blocks labelled computers, methods, computer programming and modern analysis, each of which represents only one lecture per week for one term. In addition there is one examples class per week in each of Mathematics IA and Mathematics IB.

Mathematics IB students are required also to attend a weekly mathematics workshop in terms 1 and 2.

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)

At least eight credit points must be from pure mathematics. Components PM201, PM203 and PM204 are compulsory: PM202 is a prerequisite for Pure Mathematics III.

Applied Mathematics II (full unit)

At least eight credit points must be from applied mathematics. Components AM201, AM202 and AM203 are compulsory.

Mathematical Statistics II (full unit)

At least eight credit points must be from mathematical statistics. Components ST201, ST202 are compulsory.

General Mathematics II

Any mixture of components from the subjects Pure Mathematics II, Applied Mathematics II and Mathematical Statistics II may be chosen. However for a student enrolled in General Mathematics II the *total* number of second year credit points taken from any one of these three subjects must not exceed 18, e.g. a student taking Pure Mathematics II and General Mathematics II can take no more than eighteen credit points of Pure Mathematics components as a part of second year.

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.

Although there is considerable flexibility in the choice of components for General Mathematics II students are warned to check third year prerequisites before selecting components in this subject.

Advisers will be available within the mathematics departments at times to be arranged, to assist students in making their choice of components in all mathematics subjects.

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 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 II	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 strongly recommended to take either Pure Mathematics II or General 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 both AM205 and AM206.

Students intending to take final honours in mathematics should consult the prerequisites for final honours-year components. Students intending to take final honours in mathematical statistics must pass the subject Pure Mathematics II. Students intending to take final honours in applied mathematics must pass at least two second year mathematics subjects.

Preliminary and Prescribed Reading

A list of books for preliminary and prescribed reading will be handed out to all students at the end of 1976. Further prescribed reading in various components may be given during the lectures in these components.

Components Available

The components available for 1977 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, PM204 and PM210

Term 2: PM202, PM203 and PM209

Term 3: PM206, PM205 and PM211

PM201 Analysis A

Two credit points.

Prerequisite: Mathematics IA.

Vector spaces; norms and inner products, open and closed balls. Continuity of maps between normed vector spaces. Basic theorems about continuous functions. Applications.

PM202 Analysis B

Two credit points.

Prerequisite: PM201.

Idea of a limit in a normed vector space. Limits of sequences. Cauchy sequences and completeness. Infinite series, bounds. Basic limit theorems. Applications.

PM203 Linear Algebra

Two credit points.

Prerequisite: Mathematics IA.

Finite dimensional vector spaces. Bases. Linear transformations and matrices. Dual spaces.

PM204 Abstract Algebra

Two credit points.

Prerequisite: Mathematics IA.

Introduction to groups and rings. Homomorphisms, normal subgroups and ideals, homomorphism theorems. Integral domains and fields. Congruences.

PM205 Analysis C

Two credit points.

Prerequisite: PM202.

Global properties of continuous functions: boundedness and extreme values. Compactness and the Heine-Borel theorem.

PM206 Abstract Algebra

Two credit points.

Prerequisite: PM204.

A continuation of PM204. Commutative rings, leading to field extensions. Ruler and compass constructions. Finite abelian groups.

PM209 Linear Programming

Two credit points.

Prerequisite: Mathematics IA.

Linear inequalities. Simplex computations. Duality. Matrix games. Transportation problems.

PM210 Geometry

Two credit points.

Prerequisite: Mathematics IA.

Ordered geometry in the plane from an axiomatic basis. Sylvester's theorem. Significance of the Euclidean 'parallelism' axiom.

PM211 Geometric Topology

Two credit points.

Prerequisite: Mathematics IA.

An introduction to the geometric aspects of topology. While basic topological notions will be introduced the emphasis will be on 'concrete' objects such as Möbius strips and Klein bottles. The description of Platonic solids and classification of surfaces will occupy most of the course but other topics such as map colouring problems and the Königsburg bridge problem will also be mentioned.

Applied Mathematics

The components in applied mathematics are likely to be offered as follows:

Term 1: AM201, AM202, AM206, AM207*

Term 2: AM203*, AM204, AM205, AM207*, AM208*, AM211*

Term 3: AM203*, AM208*, AM210, AM211*, AM212.

Courses with an asterisk involve one lecture per week; the others involve two lectures per week.

AM201 Mathematical Methods A

Two credit points.

Prerequisite: Mathematics IA.

Functions of several variables, including partial differentiation, maxima and minima, Taylor's theorem. Matrix techniques. Applications. Summation of series. Difference equations.

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 Mathematical Methods B

Two credit points.

Prerequisite: AM201.

Further calculus. Line integrals. Multiple integrals. Vectors and vector spaces. Grad, div and curl. Integral theorems. Differential geometry of curves. Applications.

AM205 Numerical Analysis

Two credit points.

Prerequisite: Mathematics IA.

A knowledge of elementary FORTRAN programming is desirable but not essential. Solution of systems of linear algebraic equations. Differences, difference equations, operator theory, interpolation. Review, theory and extension of numerical methods covered in Mathematics IB. Elementary error analysis.

AM206 Computer Organisation and Programming

Two credit points.

Prerequisite: Mathematics IA.

Brief review of FORTRAN programming. Programming techniques. Programming languages. Operating systems. File structure. Sorting algorithms.

AM207 Mechanics A

Two credit points.

Mathematics IB is desirable.

Mechanics of particles. Motion of planets and satellites.

AM208 Mechanics B

Two credit points.

Mathematics IB is desirable.

Statics and dynamics of rigid bodies. Lagrange's equations.

AM209 Linear Programming

Two credit points.

Prerequisite: Mathematics IA.

This component is identical with PM209.

AM210 Inequalities and Optimization

Two credit points.

Prerequisite: Mathematics IA or Mathematics IB.

Convex sets and functions. Applications of inequalities. Introduction to optimal problems.

****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.

Not available in 1977.

Two credit points.

Prerequisites: Mathematics IB, AM203.

Vibrating systems. Wave 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 and 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: Mathematics IA.

Optimization problems including linear programming and allocation problems.

Critical path analysis. Applications to game theory.

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 1, a student must select mathematics components totalling at least 12 credit points. Except for General Mathematics III, at least eight 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 eight credit points from the Pure Mathematics III components.) The remaining credit points to make a total of at least 12 may be taken from any third-year mathematics components, and in special circumstances may include credit points from second-year mathematics components.

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. For a student enrolled in General Mathematics III the *total* number of third year credit points taken from any one of the four subjects Pure Mathematics III, Applied Mathematics III, Mathematical Statistics III or Computer Science III must not exceed 27, e.g. a student taking Pure Mathematics III and General Mathematics III each as 1.5 units can take no more than 27 credit points of Pure Mathematics as a part of third year.

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 (.5 unit, 1 unit or 1.5 units)

Components CS301A, CS302, one of CS301M and CS301C, and one of CS303 and CS304, are compulsory; except that a half unit may involve any six credit points.

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.

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	Applied Mathematics II
Pure Mathematics III	Pure Mathematics II, including PM202
Mathematical Statistics III	Mathematical Statistics II
Computer Science III	A first-year mathematics subject (other than Mathematics IF)
General Mathematics III	Any second-year mathematics subject.

In addition students taking Mathematical Statistics III are strongly advised to have taken Pure Mathematics II. Students taking Applied Mathematics III are strongly advised to have taken either Pure Mathematics II or General Mathematics II.

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 should consult the various prerequisites for final honours components before choosing their third-year components. Students intending to take final honours in mathematical statistics must have passed the subject Pure Mathematics II and those intending to take final honours in applied mathematics must have passed at least one of Pure Mathematics II, Mathematical Statistics II or General Mathematics II.

Preliminary and Prescribed Reading

A list of books for preliminary and prescribed reading will be handed out to all students at the end of 1976. Further prescribed reading in various components may be given during the lectures in these components:

Mathematics III E: Mathematics for Economists (half unit);

Mathematics III F: Further Mathematics for Economists (full unit).

These subjects are available only in the School of Social Sciences for students who are concurrently taking Economics III MAP/III MIP. 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 1977 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, PM310, PM314

Term 2: PM301, PM302, PM304, PM306, PM313, PM319

Term 3: PM308, PM309, PM311, PM312, PM315, PM318

PM301 Introduction to Hilbert and Banach Spaces

Two credit points.

Prerequisites: PM203, PM305.

Infinite dimensional vector spaces. Zorn's lemma. Normed spaces. Bounded linear maps. Dual spaces. Hahn-Banach theorem. Orthogonality and orthonormal bases in Hilbert spaces. Linear operators.

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.

Prerequisites: PM202, PM203.

Differentiation of maps between normed vector spaces, modern version of the chain rule. Computational recipes in finite dimensional spaces: Componentwise differentiation, partial derivatives, Jacobian matrices.

PM304 Advanced Calculus B

Two credit points. Prerequisites: PM303

Prerequisites: PM303, PM205.

Norms on various function spaces. The mean value theorem. Inverse and implicit function theorems via the contraction map theorem.

PM305 Topology A

Two credit points.

Prerequisite: PM205.

Metric spaces, limits, continuity, and completeness. Topological spaces. A discussion of general topological properties.

PM306 Group Theory

Two credit points.

Prerequisite: PM204.

Topics in group theory selected from the following: the Jordan-Holder theorem, the structure of finite groups via the Sylow theorems, finitely generated abelian groups, free groups and representations of groups.

PM307 Rings and Modules

Three credit points.

Prerequisites: PM203 and either PM206 or a grade of at least a middle C in PM204.

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 Topology B

Three credit points.

Prerequisite: PM305.

Separation properties and existence of continuous functions. Connectedness. Baire's theorem. Products and Tychonoff's theorem.

PM309 Field Theory

Two credit points.

Prerequisite: PM204.

Field extensions: algebraic, transcendental, simple, multiple. Normal extensions and splitting fields. Algebraic closure. Galois theory: Galois groups, solution of polynomial equations by radicals.

PM310 Lattice Theory

Two credit points.

Prerequisite: PM207.

This course is a continuation of PM207. The topics covered include complete lattices, congruences on lattices, free lattices and the proof of the M_5 - N_5 theorem, Boolean algebras.

PM311 Category Theory

Two credit points.

Prerequisites: PM204, PM305.

An introduction to some of the important concepts of category theory, including categories, functors, natural transformations, duality, universal arrow, limits, colimits and adjoints.

PM312 Logic

Two credit points.

Prerequisite: PM204 (PM207 or PM310 would be of assistance.)

An algebraic approach to logic leading to the completeness theorem of propositional calculus. The completeness theorem for predicate calculus is discussed.

PM313 Number Theory

Two credit points.

Congruences. Fermat's theorem. Quadratic residues. Representation of integers as sums of squares.

PM314 Functions of a Complex Variable

Three credit points.

Prerequisite: PM201.

This component is incompatible with AM301.

Differentiation and integration of functions of a complex variable. Cauchy's integral theorem. Laurent series. Residues. Introduction to Contour integration.

PM315 Game Theory

Two credit points.

Prerequisite: PM209.

Two person non-zero sum games, n-person games, infinite games.

PM316 Philosophy of Mathematics

Six credit points.

Prerequisite: PM211, or Mathematics IA and Philosophy II FA/III FA, or Philosophy II FB/III FB.

This component is identical with Philosophy II PM/III PM.

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 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.

PM319 History of Mathematics

Two credit points.

Some landmarks in the development of mathematical ideas from early times to the nineteenth century. (This component is the same as AM319 and ST319).

Applied Mathematics

The components in applied mathematics are likely to be offered as follows:

Term 1: AM301, AM304, AM308, AM309*, AM311, AM312, AM314

Term 2: AM307, AM309*, AM310, AM313*, AM315, AM319

Term 3: AM302, AM303, AM306, AM313*

Courses with an asterisk involve one lecture per week; the others involve two lectures per week.

AM301 Functions of a Complex Variable

Three credit points.

Prerequisite: AM201 or PM201.

This component is identical with PM314.

Differentiation and integration of functions of a complex variable. Cauchy's integral theorem. Introduction to contour integration.

AM302 Calculus of Variations

Two credit points.

Prerequisites: AM201, AM202.

Euler-Lagrange equations. Optimality principles. Applications.

AM303 Integral Transforms and Boundary Value Problems

Two credit points.

Prerequisites: AM201, AM202, AM203.

Laplace and Fourier transforms. Applications. Green's functions. Sturm-Liouville theory. Comparison and oscillation theorems. Asymptotic expansions.

AM304 Hilbert Space and Distributions

Two credit points.

Prerequisites: either AM201 or both PM201 and PM203. All three are desirable.

Linear operators in Hilbert space. Applications to differential equations. Schwartz distributions and generalized functions.

****AM305 Linear Systems Theory***

Two credit points.

Prerequisites: AM201, AM202.

This component is identical with PM318.

***AM306 Applied Group Theory**

Two credit points.

Applications. Symmetries. Representations.

***AM307 Special Functions**

Two credit points.

Prerequisites: AM201, 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 of matrices. Perturbation theory. Error analysis. Ordinary differential equations. Solution of initial value problems.

AM309 Computer Design

Three credit points.

This component is identical with CS302.

AM310 Relativity

Two credit points.

Prerequisites: AM207, AM208.

Lorentz transformation. Minkowski space-time, particle kinematics and ray optics, mechanics of a particle, Maxwell field.

***AM311 Dynamics**

Two credit points.

Prerequisites: AM202, AM207, AM208.

Three dimensional dynamics. Rotating coordinate systems. Lagrange's and Hamilton's equations.

AM312 Quantum Mechanics A

Two credit points.

Prerequisites: 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

Two 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.

Irrrotational fluid mechanics.

AM316 Applied Graph Theory

Not available in 1977.

Two credit points.

AM317 Elasticity.

Not available in 1977.

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.

AM319 History of Mathematics

Two credit points.

(This component is the same as PM319 and ST319).

Some landmarks in the development of mathematical ideas from early times to the nineteenth century.

*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 and ST304 or ST306

Term 3: ST303, 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.

Prerequisites: 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.

Ranks, order statistics; sign test, Wilcoxon test, Kolmogorov-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. Markov chains in discrete time: transience, recurrence, limit behaviour, stationary distributions. Markov chains in continuous time.

ST308 Operations Research

Three credit points.

Prerequisite: ST307.

Queueing theory, inventory and replacement theory, reliability theory, introduction to dynamic programming.

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 Control Theory

Two credit points.

Prerequisite: ST201.

Discrete time linear stochastic systems. Determination of optimum control. Prediction and filtering.

ST319 History of Mathematics

Two credit points.

Some landmarks in the development of mathematical ideas from early times to the nineteenth century. (This course is the same as AM319 and PM319).

Computer Science

The components in computer science are likely to be offered as follows:

Term 1: CS301A, CS302, CS305.

Term 2: CS301M (Weeks 1-8), CS301C (Weeks 9,10), CS302, CS303, CS306, CS308

Term 3: CS301C, CS304, CS307, CS309.

CS301 Practical Programming

Prerequisite: A working knowledge of one programming language.

This will involve one 2-hour practical session a week, which students will spend either studying languages, coding problems, or debugging programs.

CS301A ALGOL 60 two credit points

CS301M MACRO 10 and LISP 1.5 two credit points

CS301C COBOL and SNOBOL4 two credit points

CS302 Computer Design

Three credit points.

This component is identical with AM309, and includes Physics 406.

Boolean algebra and its application to the design of circuits. Computer logic and arithmetic. Memory systems. Structure and design of a simple processor. Design of generalized logic systems.

CS303 Compilers and Assemblers

Two credit points.

Assemblers, loaders, 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.

Prerequisites: AM205 and either AM201 or PM203.

This component is identical with AM308.

Calculation of eigenvalues and eigenvectors of matrices. Perturbation Theory.

Error analysis. Ordinary differential equations: solution of initial value problems.

CS306 Information Theory

Two credit points.

This component is identical with Physical Chemistry 3.09.

Statistical definition of information. Information content of various storage media.

Transfer of information; channel capacity. Design of noise filters. Pattern recognition and information processing.

CS307 Control Theory

Two credit points.

Prerequisite: ST201 is desirable but not essential.

This component is identical with ST310 and AM318.

Optimal prediction, interpolation and filtering in linear and non-linear systems.

System identification and state estimation. Signal detection. Adaptive control problems.

CS308 Error-Correcting Codes

One credit point.

Information channels; binary symmetric channel; maximum likelihood decoding. Block codes. Linear (group) codes; Hamming codes. Finite fields; burst-error-correcting codes.

CS309 Systems Analysis

Two credit points.

Real-time systems: the analysis and design of large commercial systems will be studied by means of several case studies. Computer selection. Social implications of computers.

Class Requirements

Class requirements will be given to the student at the beginning of and during the year. Tutorials or practice classes, as arranged for each component. Regular written exercises in each component.

Examinations 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, 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 Universal Algebra

Six credit points.

Prerequisites: PM306 or PM310.

Desirable background: PM306, PM310, PM311.

The fundamentals of universal algebra are developed; the role of lattice theory is stressed throughout. Topics covered: subalgebras, homomorphisms, congruences, polynomials, algebraic lattices, subdirect and direct decomposition, adjoint functors, free algebras, equational classes, ultra products and congruence-distributive equational classes.

PM402 Differentiable Manifolds

Six credit points.

Prerequisite: PM304.

Charts and atlases, submanifolds and the implicit function theorem, differentiability of maps between manifolds, tangent spaces.

PM403 Noncommutative Rings

Six credit points.

Prerequisite: PM307.

Selected topics from the theory of noncommutative rings.

PM404 Nonlinear Programming

Six credit points.

Prerequisite: PM205 (after 1977 PM209).

Quadratic and convex programming. Duality. Integer and fractional programming. Programming in complex space.

PM405 Topology and Normed Spaces

Six credit points.

Prerequisite: PM308.

Recommended: PM301, PM302.

A continuation of topics from PM308 merging into a study of normed linear spaces.

PM406 Topics in Algebraic Topology

Six credit points.

Prerequisite: PM311.

Homotopy theory. The fundamental group functor. Limit and colimits in the categories of groups and topological spaces, covering spaces and lifting theorems.

PM407 Topological Groups

Six credit points.

Prerequisites*: PM306, PM308, PM314[†].

The course is a pleasant mixture of topology and algebra with an application to diophantine approximation (Number Theory.) The material covered includes a general introduction to topological group theory, a proof of the Pontryagin duality theorem, and a complete description of the structure of locally compact abelian groups.

*Students who do not have the prerequisites will be allowed into the course only if they

- (a) see Dr S. Morris by the end of 1976, and
- (b) agree to do extra reading in the summer vacation.

[†]After 1977.

PM408 Banach Algebras

Six credit points.

Prerequisite: PM301.

Desirable background: PM302, PM308.

Banach Algebras. Algebras of operators on Hilbert spaces. Gelfand representation of commutative C^* -algebras. Representations of C^* -algebras on Hilbert spaces.

PM409 Mathematical Logic

Six credit points.

Prerequisite: Philosophy IIFA/IIIFA or Philosophy IIFB/IIIFB.

This component is identical with the mathematical logic component in Philosophy IV. Students are referred to the Philosophy entry in volume 1 of the Humanities Handbook. Any student queries should be directed to Dr T. Richards of the Philosophy Department.

PM410 Linear System Theory

Six credit points.

Prerequisite: PM318.

Continuation of topics from PM318.

PM411 Group Theory

Six credit points.

Prerequisite: PM306.

An introduction to the theory of finite and infinite permutation groups. Emphasis will be placed on orbit configurations of permutation groups, and, in the latter part of the course, on recent developments in infinite permutation groups.

PM412 Nonlinear Analysis

Six credit points.

Prerequisites: PM304, PM305.

Implicit function theorems including the method of accelerated convergence. Applications to differential equations.

AM401 Mathematical Methods

Eight credit points.

Prerequisites: at least three of AM301, AM302, AM303, AM304, AM305, AM307.

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.

Prerequisite: AM315.

Topics selected from: Motion of Newtonian fluid. Boundary layer theory. Lubrication theory. Hydrodynamic stability. Compressible flow. Elasticity.

AM403 General Relativity

Eight credit points.

Prerequisite: AM310.

Tensor analysis, Riemannian geometry, Einstein's theory of gravitation, Schwarzschild's solution, gravitational redshift, perihelion advance, bending of light ray, cosmological models.

AM404 Analytical Mechanics

Eight credit points.

Prerequisite: AM311.

Hamiltonian systems, global dynamics, transformation theory, stability and perturbation theory.

AM405 Quantum Mechanics

Eight credit points.

Prerequisites: AM301, AM310, AM312, AM313.

Angular momentum, electron spin, scattering theory, perturbation and variational methods, Dirac equation.

AM406 Maxwell Fields

Eight credit points.

Prerequisites: AM310, AM315.

Maxwell's equations; polarization; wave guides; radiation from point charge.

AM407 Language and Compiler Theory

Eight credit points.

Prerequisites: CS301A, CS303.

Languages and decidability. Algebraic preliminaries (e.g. properties of strings, semi-groups of regular languages), finite automata. Turing machines, predicate calculus, recursive function theory, automata and languages (precedence grammar, productions, etc.), parsing techniques, program verification. Compiler techniques. A case-study of compiler-writing using the theory of languages and parsing techniques discussed in the first part.

AM408 Numerical Analysis

Eight credit points.

Prerequisite: AM308 is desirable.

Intending students without this prerequisite should consult Dr Andrew. Topics from: Ordinary differential equations. Boundary value problems. Function approximations and interpolation. Numerical Quadrature. Iterative methods. Error analysis. Partial differential equations. Projection methods. Application of elementary functional analysis to numerical analysis.

AM409 Statistical Mechanics

Eight credit points.

Prerequisites: AM312, AM313.

Maxwell-Boltzmann statistics, ideal gas, quantum statistics, thermodynamics, specific heats.

AM410 Artificial Intelligence

Eight credit points.

Prerequisites: CS301A, CS303 are most desirable.

Intending students without these prerequisites should consult Dr Woodhouse.

Studies in artificial intelligence: LOGO, discourse systems, algebraic manipulation, computer graphics, heuristic problem solving, frames, compilation and analysis.

AM411 Applied Quantum Mechanics

Eight credit points.

Prerequisites: AM312, AM313.

Angular momentum. Time dependent perturbation. Radiation. ESR. Many electron atoms. Thomas Fermi and WKB approximation.

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

Four credit points.

Prerequisite: ST401.

Topics from: 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.

Dynamic programming. Markov decision processes, advanced topics in optimization and inventory control.

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

Two credit points.

Prerequisite: ST412.

Estimation and hypothesis testing for time series.

ST414 Sampling Theory

Three credit points.

Simple random sampling, ratio and regression estimators, stratified and cluster sampling, theory of K-statistics.

Postgraduate Studies

Qualified candidates will be accepted for the degree of MA, M Sc and Ph D in a number of branches of mathematics, and for a Graduate Diploma in Computer Science. More detailed information can be obtained from the chairman of the appropriate mathematics department, or (for Computer Science) from Dr D. Woodhouse (see also the entry, 'Computer Science' in the disciplines section of this course handbook). 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 enrolled its first students in 1975 and will be offering third year for the first time this year. A fourth year honours course will be available in 1978. Postgraduate studies are also 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.

The department runs a choir and madrigal group which all music students are expected to attend and which are open to non-music students.

*It is not planned to teach applied music.

Honours

Students may apply to the honours school at the end of second year. They should have completed Music IIB and a second-year elective in music, and have achieved a satisfactory standard in their work generally. Honours students in their third year normally take Music IIIB and two other third-year music electives, but, with the permission of the chairman, may substitute for one of the music units an approved course in another discipline. In addition, third-year honours students will attend an honours seminar: an introduction to music research, at which papers on special topics will be given by staff and students.

First Year Courses

The department offers two first-year courses, one for students without any prior musical experience (Music IA) and one for students with some previous musical training (Music IB). It should be noted that Music IB is a prerequisite for most second and third year music units. Students intending to enrol in Music IA should keep in mind that the only second year unit available to them is Music IIA, and in third year, Music IIIG and Music IIIA (with the chairman's permission; an ability to read music must be demonstrated). Students wishing to major in music, who lack the prerequisites for Music IB should consult a music adviser of studies before enrolling.

Music IA:

The Art of Listening to Music (full unit)

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 sound exploration and improvisation, and invention of music notation. Old, ethnic and newest music will be listened to and studied. Students will be expected to participate in the choir or madrigal group.

There are no prerequisites.

Class Requirements

One lecture, two laboratory sessions: (a) improvisation, (b) tape.

Note

Tapes and all other materials to be used in the tape laboratory will have to be supplied by students at an approximate cost of \$30.00. Details of actual materials will be supplied at the first lecture.

Assessment

By assignments throughout the year and an end-of-year examination.

Prescribed Reading

Bamberger and Brofsky, *Art of Listening*, 3rd edn, Harper and Row 1975.

Dwyer, T. *Composing with Tape Recorders*, Oxford Univ. Pr. 1971.

Recommended Reading

Erickson, Robert *The Structure of Music*, 13th printing, Noonday Pr. 1972.

Music IB:

Music — Materials and Language (full unit)

Development of skills including aural discrimination, music reading, basic conducting, musical acoustics, exploration of linear non-closed systems as applied in 20th century music, general music history. Students will be expected to participate in the choir or madrigal group.

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 aural comprehension).

Assessment

By assignments throughout the year and an end-of-year examination.

Prescribed Reading

Bamberger and Brofsky, *Art of Listening*, 3rd edn, Harper and Row 1975.

Dwyer, T. *Composing with Tape Recorders*, Oxford Univ. Pr. 1971.

Harder, Paul O. *Basic Materials in Music Theory: A Programmed Course*, 2nd edn, Allyn and Bacon 1972.

Sherman and Knight, *Aural Comprehension in Music*, McGraw-Hill 1972.

Nyman, Michael *Experimental Music*, Studio Vista, London 1974.

Recommended Reading

Erickson, Robert *The Structure of Music*, 13th printing, Noonday Pr. 1972.

Salzman, Eric *Twentieth Century Music: an Introduction*, Prentice-Hall.

Second Year Courses

Music IIA:

The Art of Listening to Music (full unit)

An introduction to the history of music from the vantage point of the 20th century, seeing past changes in musical style in relation to the music of today. Study of structure: form and function. Perspectives of jazz: an historical, analytical and practical study.

Prerequisites:

Music IA or Music IB.

Class Requirements

One lecture, two laboratory sessions (survey of pertinent music repertory in recorded and live performance).

Assessment

By assignments throughout the year and an end-of-year examination.

Prescribed Reading

Bamberger and Brofsky, *Art of Listening*, 3rd edn.

Grout, Donald *History of Western Music*, Norton.

Stearns, Marshall *The Story of Jazz*, Oxford Univ. Pr. 1967.

Recommended Reading

Hays, William *Twentieth Century Views of Music History*, Charles Scribner's Sons, New York 1972.

Jones, Leroi *Blues People*, Wm. Morrow Co. 1963.

Harman and Mellers, *Man and His Music*, Barrie and Rockliff.

Music IIB:

Music — Materials and Language (full unit)

Integrated studies in music theory, creative music and style study through analysis and performance, with emphasis on 18th and 19th century techniques. Instruction is carried out by means of written assignments, historical examples, individual research problems and the complete process of writing, preparing and bringing to performance, with voices and instruments, specific individual and group projects in musical composition.

Prerequisites

Music IB, or Music IA with introductory test in rudiments of music and aural perception.

Class Requirements

Two lectures and three laboratory sessions per week.

Assessment

By assignments throughout the year and an end-of-year examination.

Prescribed Reading

Sherman and Knight, *Aural Comprehension in Music*, McGraw-Hill 1972.

Forte, Allen *Tonal Harmony in Concept and Practice*, 2nd edn, Holt, Rinehart and Winston, Inc. 1974.

Mitchell, William J. *Elementary Harmony*, 3rd edn, Prentice-Hall Inc. 1965.

Recommended Reading

Christ, William *et al. Materials and Structure of Music I*, Prentice-Hall 1966.

Hays, William *Twentieth Century Views of Music History*, Charles Scribner's Sons, New York 1972.

Ottman, Robert W. *Elementary Harmony*, Prentice-Hall 1971.

Music IIC:

Composition and Analysis (full unit)

Professor L.K. Humble

Music composition in its beginning and secondary stages; instruction in range and characteristics of instruments; composition of individual and group activities, with emphasis on performance and evaluation of these activities.

Prerequisite

Current enrolment in, or previous completion of, Music IIB.

Class Requirements

One seminar per week; individual tutorials as needed.

Assessment

By assignments throughout the year and an end-of-year examination.

Prescribed Reading

Appleton (ed.) *Electronic Music, History and Development*, Prentice-Hall 1974.

Perle, George *Serial Music and Atonality*, University of California Pr. 1967 (revised edn 1973).

Dolan, *Music in Modern Media*, Schirmer 1967.

Recommended Reading

Cage, John *Silence*, MIT Pr. 1961.

Wishart, Trevor *SUN*, UE 1974.

Brecht, George *Water Yam*, Experimental Music Catalogue 1971.

Music IID:

Pro Seminar in Advanced Projects in Music Performance and Presentation (full unit)

These seminars are conducted as workshops in instrumental/vocal performance with special attention to technique and style, as well as the interpretation of representative literature. A high standard of performance, analytic insight and historical significance must be demonstrated.

Prerequisites

Music IB and permission of the chairman.

Assessment

By assignments throughout the year and an end-of-year examination.

Music IIE:

Music Communications (full unit)

Mr J. Sosnin

This course provides a non-rigorous treatment of the Physics of Sound, use of electronic equipment, and studio techniques. The emphasis is on practical work, resulting in a working knowledge of available technology.

Prerequisites

Music IB. Some ability in maths and physics is also assumed. Current enrolment in Music IIB.

Class Requirements

One lecture, one tutorial and one laboratory session per week; together with tours of various recording and broadcasting studios.

Assessment

By assignments throughout the year and an end-of-year examination.

Prescribed Reading

Backus, J. *The Acoustical Foundations of Music*, W.W. Norton and Co. Inc., NY.

Recommended Reading

Everest, F.A. *Acoustic Techniques for Home and Studio*, Foulsham-Tab Ltd, Slough, England.

Nisbett, A. *The Technique of the Sound Studio*, Hastings House, NY.

Music IIF:

History and Literature of Music (full unit)

Dr Graham Hair

Aspects of the development of western music from c.1600 to c.1820. The course will be concerned with three main topics.

- (a) Tonality. An analytic approach to tonality as an organizational force, with special reference to music of the late baroque and classic periods.
- (b) The classic sonata. The sonata concept as embodied in representative keyboard sonatas, string quartets and symphonies of Haydn, of Mozart, and of early and middle-period Beethoven.
- (c) A general introduction to the repertoire of the baroque period, with special reference to the development of tonality.

Prerequisites

Completion of, or current enrolment in, Music IIB.

Class Requirements

Three 1-hour seminars per week.

Assessment

By assignments throughout the year, and an end-of-year examination.

Prescribed Reading

Salzer, F. *Structural Hearing*, 2 vols, Dover 1962.

Schenker, H. *Five Graphic Analyses*, Dover 1969.

Schenker, H. essays from *Das Meisterwerk in Der Musik*, Georg Olms Verlag
(Translations will be provided by the department.)

Forbes, Elliot (ed.) *Beethoven Symphony No. 5*, Norton Critical Scores.

Bukofzer, M. *Music in the Baroque Era*, W.W. Norton 1947.

Berry, W. *Structural Functions in Music*, Prentice-Hall 1976.

Musical Scores, and items from the journal literature will be prescribed during the course.

Music IIIA:

Jazz Research (full unit, new course)

Dr J. Pressing

Two major areas will be embraced:

- (1) Ethnomusicology of Jazz: African Origins, Historical and Musical Chronologies, Musical Analyses of Stylistic Features.
- (2) Compilation and Theoretical Development of Jazz-related Improvisational Formats.

Prerequisites:

Music IIB or Music IIA and permission of the Chairman.

Class Requirements

Two lectures and one seminar per week.

Assessment

By assignments throughout the year and an end-of-year examination.

Prescribed Reading

Berendt, Joachim *The Jazz Book*, L. Hill, New York 1975.

Hentoff, Nat and McCarthy, Albert *Jazz*, Da Capo Pr., New York 1974.

Recommended Reading

Baker, David *Advanced Improvisation*, New Sounds in Modern Music, New York 1974.

Hentoff, Nat *The Jazz Life*, Da Capo Pr. 1975.

Hodeir, Andre *Jazz: Its Evolution and Essence*, Grove Pr., New York 1956.

Hood, Mantle *The Ethnomusicologist*, McGraw-Hill 1971.

Jones, Leroi *Blues People*, Wm Morrow Co. 1963.

Music IIIB:

Music — Materials and Language (full unit, new course)

Professor L.K. Humble

Advanced studies of materials and processes of music, emphasising polyphonic structures and textures along with corollary and rhythmic and timbral relationships.

Prerequisite

Music IIB.

Class Requirements

Two lectures and three laboratory sessions (aural comprehension, analysis, counterpoint).

Assessment

By assignments throughout the year and an end-of-year examination.

Prescribed Reading

Stein, Leonard (ed.) *Preliminary Exercises in Counterpoint*, Faber and Faber 1963.

Mann, Alfred *The Study of Fugue*, W.W. Norton 1965.

Salzer, F. and Schachter, C. *Counterpoint in Composition*, McGraw-Hill 1969.

Recommended Reading

Erickson, *Sound Structure in Music*, Univ. of California Pr. 1975.

Rauscher, D.J. *Orchestration: Scores and Scoring*, The Free Pr. of Glencoe, Collier-Macmillan Ltd. 1963.

Music IIIC:

Composition and Analysis (full unit)

For details see Music IIC.

Music IIICA:

Advanced Composition and Analysis (full unit, new course)

Professor L.K. Humble

Advanced studies in musical composition and analysis.

Prerequisites

Music IIC and current enrolment in Music IIIB.

Class Requirements

One seminar per week, individual tutorials as needed.

Assessment

By assignments throughout the year and an end-of-year examination.

Music IIID:

**Pro Seminar in Advanced Projects in Musical Performance and Presentation
(full unit, new course)**

Professor L.K. Humble

These seminars are conducted as workshops in instrumental/vocal performance with special attention to technique and style, as well as the interpretation of representative literature. A high standard of performance, analytic insight and historical significance must be demonstrated.

Prerequisite

Music IID and current enrolment in IIIB.

Assessment

By assignments throughout the year and an end-of-year examination.

Music IIIE:

Music Communications (full unit, new course)

Mr J. Sosnin

A continuation of the Physics of Sound, Electronics, and Studio Techniques, with some aspects studied in greater depth than in Music IIE. Practical work will involve mainly Sound Recording.

Prerequisite

Music IIE. Current enrolment in IIIB.

Class Requirements

One seminar and one laboratory session (2 hours) per week. Tours to studios, etc. will continue.

Assessment

By assignments throughout the year and an end-of-year examination.

Prescribed Reading

Nisbett, A. *The Technique of the Sound Studio*, Hastings House, NY.

Recommended Reading

Villchur, E. *Reproduction of Sound*, Dover Publications Inc. NY.

Gayford, M.L. *Electroacoustics: Microphones, Earphones and Loudspeakers*, STC Monograph, London. Newnes-Butterworth.

Taylor, C.A. *The Physics of Musical Sounds*, English Univ. Pr. Ltd, London.

Studio Sound, Monthly Journal, Link House Publications, London.

Music IIIF:**History and Literature of Music (full unit, new course)****Dr Graham Hair**

Aspects of the development of western music before 1600 and since Beethoven.

The course will be concerned with three main topics:

- (i) Continued work on the concepts of tonality with special reference to chromaticism and the disintegration of tonality at the end of the 19th century and the beginning of the 20th century.
- (ii) Aspects of non-tonal music in the 20th century, with special reference to Stravinsky and Schoenberg, and to the structure and development of the twelve-tone system.
- (iii) A general introduction to the repertoire of the Medieval and Renaissance periods.

Prerequisites

Music IIF, and completion of, or current enrolment in, Music IIIB.

Class Requirements

Three 1-hour seminars per week.

Assessment

By assignments throughout the year, and an end-of-year examination.

Prescribed ReadingSalzer, F. *Structural Hearing*, 2 vols, Dover Pr. 1962.Leibowitz, R. *Schoenberg and His School*, Da Capo Pr. 1975.Reese, G. *Music in the Renaissance*, W.W. Norton 1954.Seay, A. *Music in the Medieval World*, Prentice-Hall 1965.Parrish and Ohl *Masterpieces of Music before 1750*, Faber.Forte, Allen *The Structure of Atonal Music*, Yale Univ. Pr. 1973.Berry, W. *Structural Functions in Music*, Prentice-Hall 1976.

Musical scores and items from the journal literature will be prescribed during the course.

Music IIIG:**Music : The Community (full unit, new course)**

- 1. Experimental approaches to music learning.
- 2. A study in new patterns of musical behaviour with particular reference to the contemporary music field and audio-visual media.

Prerequisites

Music IIA or Music IIB.

Class Requirements

Two lectures and one laboratory session per week.

Assessment

By assignments throughout the year and an end-of-year examination.

Prescribed ReadingBontinck, Irmgard (ed.) *New Patterns of Musical Behaviour*, Universal Ed. 1974.Meyer, Leonard B. *Music, the Arts and Ideas: Patterns and Predictions in 20th Century Culture*, Univ. of Chicago 1967.

Recommended Reading

Moles, A. *Information Theory and Aesthetic Perceptions* (trans. Joel E. Cohen), Univ. of Illinois Pr. 1968.

Zuckerkandl, V. *Sound and Symbol: Music and the External World* (trans. W.R. Trask), Routledge and Kegan Paul, London.

NORTH AMERICAN STUDIES

North American Studies

Co-ordinator: Dr Lucy Frost

North American studies is an area of studies consisting 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 IA or IB, any first-year history subject (History INW is particularly recommended), Art History I, any first year philosophy subject, Politics I, Spanish IA or IB, Sociology I, Cinema Studies I, Italian I, or Music IA or IB.

Second Year

At second-year level an acceptable major should include at least two of the following subjects:

- (a) History IIUA (United States to 1877),
- (b) Politics IIA (comparative politics),
- (c) American literature (the English department has agreed that majors in North American studies may 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 III UB (USA 1877-1920), History III UC (USA since 1920),
- (b) English III G (American literature)
- (c) English III E (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 reading 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 Lucy Frost.

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.

In addition, philosophy subjects are involved as components in various 'areas of studies', in which students may major. See the entries in this handbook for philosophy of science, religious studies and revolutionary studies. See also the entry for Asian studies.

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. (In the School of Social Sciences, a major is four or five 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 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).

For the purpose of constructing a major in philosophy, certain non-philosophy subjects, such as some linguistics and interdisciplinary studies courses, may be credited up to a total of one unit. Enquiries concerning the crediting of such courses should be made to the chairman of the philosophy department. Courses which may currently be credited towards a major include Linguistics IIA/IIIA: Syntax, and Linguistics IIC/IIIC: Generative Semantics.

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. It is also possible to start a minor in philosophy at second year without having taken a first year philosophy subject, by taking Philosophy I1XX.

Selecting Courses in Philosophy

(a) First Year

Please note the following points.

- (i) There are five first year courses in 1977 in philosophy.
- (ii) You may only take one of them.

- (iii) There are no prerequisites for any of them.
- (iv) There is no difference between them regarding which courses may be done following them, in second or third year. (Many second-year philosophy courses have the prerequisite 'Any first-year philosophy course'.) A minor exception to this is Philosophy IIL, Logic I. After taking this course, you may *not* go on to take Philosophy IIFA/IIIFA, Formal Logic A, since there is considerable overlap between them.
- (v) Advice on choosing between the subjects, and on planning your course generally, will be available from the advisers of studies in the philosophy department. For first year students, these are:

Professor Brian Ellis
Mr Robert Fox
Dr Tom Richards

These people are especially available at the time of enrolment in February, but may be contacted at other times as well in the department.

- (vi) *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 'A' level.

(b) Second and Third Year

(i) Class Requirements:

Unless specified otherwise in the course details below, second and third year courses involve three hours per week of classes, usually two lectures and one tutorial.

(ii) Prerequisites:

Unless otherwise stated in the course details below, second and third year courses have the following prerequisite: 'Any first year philosophy course or Philosophy IIXX.'

(iii) Assessment

Unless otherwise stated in the course details below, second and third year courses give students the option of being assessed either by essays plus examination, or by essays alone.

- (iv) Advice on selection of subjects and planning of courses is available from the advisers of studies in the philosophy department. For second and third year students, these are:

Mr John Fox
Mr Ray Pinkerton
Mr Robert Young

They will be available especially at the time of re-enrolment in November and December, but may be contacted in the department at other times as well.

Students wishing to keep open the option of doing honours philosophy are advised to consult the Honours student adviser, Mr Alec Hyslop.

- (v) *Seminars for second and third year students*. The department runs a series of seminars for second and third year students. The seminars are mainly intended for majoring students but are open to any interested second or third year student. The series is not linked to any course, and papers, which are presented and discussed by the participating students, may be on any area of philosophy. The department keeps one time (usually Friday afternoons) completely clear of lectures and tutorials in second and third year courses, so that students in these years will be able to attend the seminars.

(c) Fourth year (Honours)

- (i) Enquiries regarding honours courses are welcomed from students at any time after their completion of first year. In the first instance the student should consult the honours adviser of studies Mr Alec Hyslop. Any student even considering taking honours would do well to consult Mr Hyslop when re-enrolling for his second year, in order to plan a suitable major on which to base an honours course. (The attention of students is drawn to the introduction of prerequisites for many of the individual fourth year subjects. See details of these courses below.)
- (ii) To be admitted to the fourth year, or honours, part of the philosophy course, students are normally required to:
 - (1) have taken at least a five-unit major in philosophy;
 - (2) have obtained an average grade of at least B in their philosophy subjects, (students who do not have a B average are welcome to apply for entry in any case);
 - (3) have taken such courses in their second and third year as will enable them to fulfil the prerequisites of at least four of the honours subjects (see course details).
 In addition to these requirements, students are strongly advised to have included in their second and third year subjects at least half a unit in each of the following areas: logic, ethics or political philosophy; epistemology; metaphysics or philosophy of science.

Any difficulties or queries should be referred to the honours adviser.

(d) All years

Would all students enrolling in any philosophy course please note the following points:

(i) Written Work Submitted in the Philosophy Department

In almost all philosophy subjects students will be required to submit written work — essays and tutorial papers — during the year. In many courses, this work is assessed and counts substantially towards the final mark at the end of the year.

In all such written work students *must* show all sources from which they have obtained material, by providing footnotes and bibliographies. *Footnotes* should be used to indicate the source of all quotations given from other writers, and should include the author's name, the name of the book or article, and the page containing the quoted passage. Footnotes should also be used when the work of another writer is closely paraphrased. A *bibliography* at the end of the paper should list all works consulted in the course of preparing your paper.

Failure to provide acknowledgement of this kind will be regarded seriously since it amounts to presenting someone else's ideas as your own — a form of cheating not really different from copying some other student's essay, and handing that in as your own work. In general, dishonesty in connection with essays will be treated as severely as dishonesty in connection with examinations.

In some cases students are found to have reproduced in their essays material from books which is not acknowledged, and this has arisen not from dishonesty or a deliberate attempt to deceive, but from carelessness. Such 'accidental plagiarism' while not as offensive as outright cheating, will also be treated severely, and students are warned to be very careful about this.

A further point should be noted in this context. The situation will occasionally arise when two different subjects overlap to the extent that essays on the same topic are set in both. Students are *not* permitted to write a single essay and submit it for assessment in two different subjects. To avoid doing so, they should choose a different topic in one of the courses. If there is any difficulty or doubt about this, students should consult one of the lecturers concerned.

(ii) Reconsideration of essay assessments

A student who, in any philosophy course, believes that an essay has been unfairly assessed or graded has the right of appeal in the matter. The student should in the first instance take the matter up with the lecturer in charge of the course, or the course co-ordinator, and failing that, with the chairman of the department.

(iii) Courses not available in 1977

In addition to the courses set out in the course table below, all of which are expected to be available in 1977, the philosophy department has offered in the past, and may offer again in 1978, the following courses (which are listed under 'Details of Courses' below): Philosophy IIIFE (Set Theory); IIIFF (Lesniewskian Logic); and IIKA (Kant). The department is unfortunately not able to give any guarantee that these courses, or indeed the courses that are being offered in 1977, will be offered again in 1978. Students seeking further information should discuss the matter with an adviser of studies in the philosophy department, or with the lecturer in charge of the course (see course details below).

(iv) Prescribed and Preliminary Reading

Please note that books referred to below in the details of courses as Prescribed Reading are books which the student is required to own. Books referred to as Preliminary Reading are those the student should read before the course begins.

Course Structure

The subjects available in philosophy are set out in the table below.

The courses in left-hand boxes are half units, taught in the first half of the year. Those in right-hand boxes are taught in the second half of the year, with the exception of Philosophy III HPM: History and Philosophy of Mathematics. (This course runs for second term and the first three weeks of third term.) Courses in full-width boxes are full units unless it is specifically indicated otherwise. Unless otherwise notified, classes for half units taught in the second half of the year will commence in the week beginning 10 July 1977.

Note that if you take one of the second/third-year level courses, you will enrol in it as a second-year course, or as a third-year course (i.e. do not write on your enrolment form: 'Philosophy IIAC/IIIC'; but 'Philosophy IIAC' or Philosophy IIIAC' depending on whether you are taking it in the second year or third year of your course.)

Course Structure Table

First year courses

IA An Introduction to Philosophy

IC History of Philosophy

ID Contemporary Analytical Philosophy

IE Philosophy and Society

IL Logic I

Second year courses

IISA Philosophy of Science A

IIXX Philosophy and Society

Courses which may be taken at second or third year level

AE Aesthetics ✓	AC Philosophy of Action
AR Aristotle	FB Formal Logic B ✗
EA Ethics A ✗	IP Indian Philosophy ✗
EP Empiricism	KH Knowledge and Human Interest
ER Eastern Religion and Philosophy	LP Logic and Psychology
FA Formal Logic A	MU Philosophy of Music
LL Logic, Linguistics and Thought-Processes	PA Contemporary Political Philosophy
MX Marxism	PL Philosophy of Language
PE Philosophy of Education	PM Philosophy of Mathematics ✗
RR Rationalism and Rationality	PR Philosophy of Religion
	SPB Social Philosophy B

Third year courses

EM Epistemology and Metaphysics ?

ET Advanced Ethics (half unit throughout the year)

FC Metalogic

FG Modal Logic

HA Philosophy of History

PSS Philosophy of Social Sciences

LS Philosophy of Logic and Science ?

HPM History and Philosophy of Mathematics (comm. start of term 2) ✗

ZZ Free Philosophical Studies (half unit throughout the year.)

Fourth year

See under details of courses below.

Details of Courses: First Year**Philosophy IA:****An Introduction to Philosophy (full unit, new course)****Co-ordinator: Ross Phillips**

This course will provide a general introduction to philosophy by taking up a wide variety of issues within the subject. There are sections on human nature and on the mind, several sections on the basis of human knowledge ranging from commonsense to mystical and to scientific knowledge, and a section on social philosophy. There is also a section on logic, the study of reasoning and of argument, which is central to the reasoned discussion of the different views to be examined. The details of the topics to be studied are listed below.

First Term**(a) Logic****(Chris Murphy)**

Logic is a valuable tool for clarifying and making precise one's thoughts and patterns of reasoning in philosophy or any other discipline. Students will be introduced to some of the concepts and techniques of formal logic and its application to ordinary reasoning.

(b) Human Nature
(Professor Brian Ellis)

This section of the course will be a discussion of two widely accepted, but very different views about human nature, the traditional and the scientific, and the corresponding positions on human freedom, responsibility and morality.

Second Term

(a) Theory of Knowledge
(Chris Murphy)

An introduction to the following questions: what, if anything, do we know? How do we gain our knowledge? What is required before a belief is rationally justified? These questions will be approached by way of a discussion of theories of knowledge which have been of central importance in the history of philosophy.

(b) Other Ways of Knowing
(Robert Fox)

An investigation of claims made by mystics and users of certain drugs to be acquainted with aspects of reality, or other realities, not normally accessible to human nature.

(c) Indian Philosophy
(Ian Kesarcodi-Watson)

These lectures will be an introductory approach to hinduism by a look at one or two of the concepts — e.g., *karma*, *samsara*, *moksa* — central to its metaphysics. There will be no single text required, but reading lists will be distributed relating to selections from central works, most notably the *Bhagavad Gita* and the *Upanisads*, which are readily available. This brief section is designed to introduce the student to the kind of material contained in the more advanced courses offered in this area in later years.

Third Term

(a) The Mind-Body Problem
(Ross Phillips)

One supposed difference between people and rocks is that people 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 people (together, perhaps, with some other creatures) apart? What is the relationship between a person's mind and his body?

(b) Ethics and Social Philosophy

A discussion of some concepts in ethics, and of issues like *freedom*, *equality* and *justice*, and the areas in which such concepts are brought up, probably including women's liberation, abortion and other important current social issues.

Class Requirements

Two lectures and one tutorial a week throughout the year, and one extra logic tutorial in first term only.

Assessment

There will be a choice between assessment during the year or a final examination or a combination of these two. The logic component is assessed by exercises and a test.

Prescribed Reading

Taylor, R. *Metaphysics*, Prentice-Hall 1963.

Berofsky, B. (ed.) *Free Will and Determinism*, Harper and Row 1966.

Feinberg, J. *Social Philosophy*, Prentice-Hall 1973.

Aune, B. *Rationalism, Empiricism and Pragmatism: An Introduction*, Random House 1972.

Staal, Fritz *Exploring Mysticism*, Pelican 1975.

Campbell, K. *Body and Mind*, Macmillan 1971.

Recommended Reading

Young, R. *Freedom, Responsibility and God*, Macmillan, London 1975.

Sarma, D.S. *Essence of Hinduism*, International Publ. Services, Bombay 1971.

Philosophy IC:

History of Philosophy (full unit)

Co-ordinator: Chris Murphy

This course will introduce students to philosophy via the history of philosophy.

The following will be covered: Greek philosophy, Descartes, Hume, Kant, and logical empiricism. Lectures on logic will also be given.

We will primarily be concerned with some theories of knowledge and theories about the nature of reality which have been proposed by important philosophers or schools of philosophy. Two themes will be emphasized: the possibility of making real progress in philosophy and the historical connections between philosophy and the sciences.

First Term

(a) Greek Philosophy

(Chris Murphy)

Western Philosophy began in ancient Greece and, more importantly, many of the central problems of contemporary philosophy find their origins within Greek philosophy. In particular, problems concerning the nature of reality and how it is we can have any knowledge of reality were familiar to the Greeks.

We shall look at the physical speculations of the pre-Socratics, the Socratic emphasis on definition, Plato's theory of forms and of knowledge and belief.

(b) Logic

(Chris Murphy)

Logic is a valuable tool for clarifying and making precise one's thoughts and patterns of reasoning in philosophy or any other discipline. Students will be introduced to some of the concepts and techniques of formal logic and its applications to ordinary reasoning.

Second Term

(a) Descartes (Ross Phillips)

This part of the course will deal mainly with Descartes' world-view and his account of how we come to acquire knowledge as they are developed and expounded in his *Meditations on First Philosophy*. Some attention will be given to the historical antecedents of Descartes' work, particularly to the development of scepticism, because much of Descartes' philosophy can be seen as a reaction to this tradition.

(b) Hume (Tim Oakley)

We will be concerned with Hume's theory of knowledge with particular reference to his scepticism and his emphasis on experience.

(c) Kant (John Fox)

We will look briefly at the ideas of Immanuel Kant, one of the greatest philosophers, on the limits of possible knowledge, and on why mathematics and science tend (in contrast to much philosophy) to win general acceptance.

Third Term

Logical Empiricism (John Fox)

In this section we will look at the rise and the fall of a very influential recent movement, logical empiricism or positivism, that emphasizes logic and observation as the two bases of knowledge. We shall consider especially how developments outside as well as those within philosophy have influenced philosophical change: first in discrediting Kant's system and suggesting the positivistic framework and later in discrediting this in turn. This will lead into contemporary discussions of how one can appraise the rationality of beliefs and of changes of belief.

Class Requirements

Two lectures and one tutorial a week throughout the year. One extra tutorial a week on logic in first term only.

Assessment

In logic, students will be assessed by exercises and by an examination. For the rest of the course students will have an option of assessment by essays alone or assessment by a combination of essays and an examination.

Prescribed Reading

Allen, R.E. (ed.) *Greek Philosophy: Thales to Aristotle*, The Free Pr.

Descartes, R. *Philosophical Writings*, ed. and trans. E. Anscombe and P.T. Geach, Nelson.

Hume, D. *An Enquiry Concerning Human Understanding*, Bobbs-Merrill 1955.

Reichenbach, H. *The Rise of Scientific Philosophy*, Univ. of California Pr.

Recommended Reading

Aune, B. *Rationalism, Empiricism and Pragmatism*, Random House 1972.

Doney, W. (ed.) *Descartes: A Collection of Critical Essays*, Macmillan 1968.

Philosophy ID:

Contemporary Analytic Philosophy (full unit)

Co-ordinator: Mr Tim Oakley

This course will attempt to deal with a relatively small number of problems, but will seek to treat them in depth, and with rigour. The emphasis will be on analysis, argument and reasoning. Intellectual positions, and the arguments for and against them, will be examined intensively. Students will be taken through the complex moves and countermoves involved in deciding for and against philosophical views. Logic, as a study of reasoning and argument, is most important for this program, and a full term will be devoted to its study.

First Term

Logic

(Dr T. Richards)

Language and reasoning, fallacies, definition, meaning, reference, logic of truth, functions and quantifiers, semantics, identity, truth, necessary truth, valid argument, inductive argument, scientific method.

Second and Third Terms

Philosophy of Mind; Epistemology; Determinism and Freedom; Ethical Theory

(Dr Frank Jackson and Mr Tim Oakley)

- (i) The problem of the nature of mind, and its relationship to the body will be taken up. Is man merely a very complicated physical machine, or does he have some non-physical element?
- (ii) A study of the nature and foundations of human knowledge. How do we know what we take ourselves to know about the universe around us?
- (iii) The problem of determinism and free will. Can a man be held morally responsible for his actions if determinism is true?
- (iv) An introduction to ethical theory, considering the nature of moral judgements. Are moral standards objective, or are they man-made? How can we know about them? Are they somehow relative to particular societies?

Assessment

This will be based approximately half on essays and other work submitted during the year, and half on a final examination. (There may also be a logic test early in second term.)

Preliminary Reading

Any of the prescribed texts.

Prescribed Reading

Campbell, K. *Body and Mind*, Macmillan 1971.

Shaffer, J.A. *Philosophy of Mind*, Prentice-Hall 1968.

Richards, T.J. *The Language of Reason* (produced in duplicated form by the philosophy department).

Edwards, P. *The Logic of Moral Discourse*, Free Pr. 1955.

Recommended Reading

Edwards, P. and Pap, A. (eds) *A Modern Introduction to Philosophy*, Free Pr. or Collier-Macmillan. (Preferably second edn 1973.)

Note

This anthology contains much extremely useful material, and students are strongly advised to purchase it if they can.

Armstrong, D.M. *A Materialist Theory of the Mind*, Routledge 1968.

Barker, S.F. *The Elements of Logic*, McGraw-Hill 1974.

Berofsky, B. (ed.) *Free Will and Determinism*, Harper 1966.

Other reading lists will be distributed during the course.

Philosophy IE:

Philosophy and Society (full unit)

Co-ordinators: Robert Pargetter and Robert Young

The course will attempt to introduce students to the nature of philosophical enquiry, and to argue that philosophy has important things to say about people and the societies in which they live.

The course will begin by looking at the nature of morality and will take special interest in looking at arguments and views relating to current problems of important social concern.

In second term, attention will centre on human nature, and questions concerning rationality, freewill, belief in God and the nature of the mind will be discussed. Material related to the use and assessment of arguments and reasons will also be examined.

In third term there will be a variety of studies concerning the application of philosophical techniques and the philosophical mode of enquiry into some of the academic pursuits, in particular into literary criticism, history and education. Some of the key concepts involved in such analyses will be examined.

The course will attempt to develop opportunities for students and staff to become familiar with each other's views and methods. As a result the same lecturers will take lectures throughout the course, and opportunities will exist for students to discuss matters with lecturers (as well as with tutors) in tutorials.

First Term

- (a) The nature of morality and theories of morality.
- (b) Problems in Social Philosophy: punishment, abortion, self-autonomy, animal rights, racism, feminism.

Second Term

- (a) Freedom and the nature of man.
- (b) Rationality and the existence of God.
- (c) Arguments.

Third Term

- (a) Issues arising from philosophical enquiry into some other disciplines: in particular history, literary criticism, and education.
- (b) A study of some of the underlying concepts involved in such enquiries as undertaken in (a): explanation, causation, theories, methodology and frameworks.

Class Requirements

Three lectures and one tutorial a week throughout the year, with one additional tutorial per week on Arguments in second term.

While attendance at classes is not compulsory, it will be assumed that students will attend lectures on most topics (but not necessarily every topic), and will regularly attend tutorials. For example, lectures and tutorials on the Arguments section of the course are extremely important and knowledge of this section will be assumed in other parts of the course. The whole course will be integrated as much as possible. A student who prefers to work without attending formal classes would be better not to take this subject.

Prescribed Reading

Frankena, W. *Ethics*, 2nd edn, Prentice-Hall.

Rowe, W. and Wainwright, W. (eds) *Philosophy of Religion*, Harcourt, Brace and Jovanovich.

Recommended Reading

Feinberg, J. *Social Philosophy*, Prentice-Hall.

Matson, W. *The Existence of God*, Cornell Univ. Pr.

Plantinga, A. *God Freedom and Evil*, Allen and Unwin.

Shaffer, J. *Philosophy of Mind*, Prentice-Hall.

Wasserstrom, R. *Today's Moral Problems*, Wadsworth.

In addition notes will be distributed for the Arguments section of the course.

Lists of reference books will be provided for each section of the course.

Philosophy I L:

Elementary Symbolic and Philosophical Logic (full unit, new course)

Dr Tom Richards

This course is the same as Logic I. For details see under the Logic section in this handbook.

Second Year Courses

Philosophy IISA:

Philosophy of Science A (full unit)

Professor B.D. Ellis

The course will be a general introduction to the philosophy of science. Topics to be discussed will include:

- (1) the theories of probability, confirmation and induction
- (2) the nature of scientific theories and explanations
- (3) the relationship between science and mathematics
- (4) the foundations of scientific knowledge
- (5) the methodology of scientific research
- (6) the ontology of science

Where appropriate, these topics will be discussed with reference to specific scientific theories and developments. In particular, case studies will be made of Newtonian and relativistic mechanics, and of the concepts of force, mass, space and time. There will be some lectures and practice classes in formal logic in first term.

Prerequisite

Any first-year philosophy unit or any two units from the Schools of Physical or Biological Sciences. Students who have passed in Philosophy IISA or IIISA in previous years may not enrol for this course.

Prescribed Reading

- Reichenbach, H. *The Philosophy of Space and Time*, Dover 1958.
Nagel, E. *The Structure of Science*, Routledge and Kegan Paul 1961.
Ellis, B. 'The Origin and Nature of Newton's Laws of Motion' in *Beyond the Edge of Certainty*, ed. R.G. Colodny, Prentice-Hall 1965, pp. 29-68.
Salmon, W.C. *The Foundations of Scientific Inference*, Univ. of Pittsburgh Pr. 1966.

Recommended Reading

- Brody, B.A. (ed.) *Readings in the Philosophy of Science*, Prentice-Hall 1970.
Feigl, H. and Brodbeck, M. (eds) *Readings in the Philosophy of Science*, Appleton Century Crofts 1953.
Madden, E.H. (ed.) *The Structure of Scientific Thought*, Routledge and Kegan Paul 1960.
Smart, J.J.C. *Between Science and Philosophy*, Random House 1968.
Popper, K.R. *The Logic of Scientific Discovery*, Hutchinson 1959.
Foster, M.H. and Martin, M.L. (eds) *Probability, Confirmation and Simplicity*, Odyssey Pr. 1966.
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.

Philosophy IIXX:

Philosophy and Society (full unit, new course)

Co-ordinator: Robert Pargetter

The course will introduce students to philosophy and philosophical enquiry, assuming that the students already have some background in the study of Humanities at the University level.

It will be argued that philosophy has important things to say about people, their activities and the societies in which they live.

The program will be:

Term One:

theories of morality, and social philosophy.

Term Two:

using and assessing argument, the existence of God, rationality, and the nature of man.

Term Three:

philosophy and the disciplines — a philosophical enquiry into some aspects of the disciplines of history, education, and literary criticism. Also an examination of some of the underlying concepts involved in such an enquiry — explanation, causation, theories, frameworks.

Assessment

By essays or examination. A special project will be required relating philosophy to another discipline.

Class Requirements

Three hours of lectures a week plus a weekly tutorial throughout the year. An additional tutorial will be required in second term. The lectures are the same as the Philosophy IE lectures, but all other classes and course requirements are different.

Prerequisite

A first year unit from the school of Humanities. This course is incompatible with any Philosophy I course. After passing this course, a student may take any second or second/third year unit in philosophy which has Philosophy I as its sole prerequisite.

Prescribed Reading

Frankena, W. *Ethics*, 2nd edn, Prentice-Hall.

Rowe, W. and Wainwright, W. (eds) *Philosophy of Religion*, Harcourt, Brace and Jovanovich.

Recommended Reading

Feinberg, J. *Social Philosophy*, Prentice-Hall.

Matson, W. *The Existence of God*, Cornell Univ. Pr.

Plantinga, A. *God, Freedom and Evil*, Allen and Unwin.

Shaffer, J. *Philosophy of Mind*, Prentice-Hall.

Wasserstrom, R. *Today's Moral Problems*, Wadsworth.

In addition notes will be distributed for the section of the course on Arguments. Lists of reference books will be provided for each section of the course.

Second/Third Year Courses

Philosophy IIAC/IIIC:

Philosophy of Action (half unit, second half year)

Dr C. Behan Mc Cullagh

This course will study theories about the nature of human actions (volitional, behavioural, ascriptive, causal), the individuation of actions, freedom of action, and human ability and responsibility.

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.

Berofsky, B. (ed.) *Free Will and Determination*, Harper and Row 1966.

Recommended Reading

Goldman, A.I. *A Theory of Human Action*, Prentice-Hall 1970.

Honderich, T. (ed.) *Essays on Freedom of Action*, Routledge and Kegan Paul 1973.

Melden, A.I. *Free Action*, Routledge and Kegan Paul 1961.

Lehrer, K. (ed.) *Freedom and Determinism*, Random House 1966.

Hook, S. (ed.) *Determinism and Freedom*, Collier 1961.

Young, R. *Freedom, Responsibility and God*, Macmillan 1975.

Philosophy IIAE/IIIAE:

Aesthetics (half unit, first half year)

Mr A. Hyslop

The course will be an introduction to aesthetics through discussion of some of its central problems. Topics will probably include the nature and value of a work of art, the nature of critical evaluation, aesthetic experience, representation, expression and imagination.

Reading lists will be available from the philosophy department late in 1976.

Philosophy IIAR/IIAR:

Aristotle (half unit, first half year, new course)

Mrs D. Mitchell

A study of some of the major topics in Aristotle's work: the nature of voluntary action, practical reasoning, substance, cause, and purposive explanations in science.

Prescribed Reading

Ross, W. (ed.) *Aristotle – Selections*, Scribner.

Philosophy IIEA/IIIEA:

Ethics (half unit, first half year)

Robert Young

This course is designed to provide a theoretical basis for the discussion of contemporary ethical and social controversies. Although it may be taken on its own, it is primarily intended as the first half of a full unit in ethics and social philosophy (i.e. IIEA/IIIEA and IISPB/IIISPB). These two half units may be taken together as a unit.

The course will consist of a discussion of the nature and status of ethical theories (so-called 'meta-ethics'), with particular attention to relativistic and subjectivistic theories and the alternatives to them, and a comparison of 'normative' ethical theories, including utilitarianism and a morality of rules or duties.

Assessment

The major part of the assessment will be by means of essays but there will be a smaller proportion based on an examination. In this examination the emphasis will be on answers of much less than essay length.

Preliminary Reading

Frankena, W. *Ethics*, 2nd edn, Prentice-Hall 1974.

OR

Williams, B. *Morality*, Pelican 1973.

Prescribed Reading

Brandt, R. *Ethical Theory*, Prentice-Hall 1959.

Recommended Reading

Hancock, R. *Twentieth Century Ethics*, Columbia Univ. Pr. 1974.

Warnock, G.J. *Contemporary Moral Philosophy*, Macmillan 1967.

Philosophy IIEP/IIIEP:

Empiricism (half unit, first half year)

Mr Tim Oakley

Note

This course was called 'Philosophy of Perception' in 1975.

The course will be based on a study of the work in metaphysics and the theory of knowledge of the British empiricists, Locke, Berkeley and Hume. The empiricist movement will be contrasted with the competing stream of thought represented by rationalism, and to a lesser extent, pragmatism. Modern treatments of the problems dealt with by Locke, Berkeley and Hume, will also be discussed.

Preliminary Reading

Any of the prescribed texts.

Note

It is strongly advised that students read as much as possible of the texts, even if only quickly, before the course begins.

Prescribed Reading

Locke, J. *Essay Concerning Human Understanding*, Fontana 1964.

Berkeley, G. *Berkeley's Philosophical Writings*, ed. D. Armstrong, Collier 1965.

Hume, D. *Treatise of Human Nature*, Book 1, Fontana 1962.

Recommended Reading

Aune, B. *Rationalism, Empiricism and Pragmatism*, Random House 1972.

Ayer, A.J. *The Problem of Knowledge*, Pelican.

Bennett, J. *Locke, Berkeley, Hume: Central Themes*, Oxford 1972.

Campbell, K. *Body and Mind*, Macmillan 1970.

Hume, D. *An Enquiry Concerning Human Understanding*, Bobbs Merrill 1965.

Philosophy IIER/IIER – IDS IIER/IIER:

Eastern Religion and Philosophy (half unit, first half year)

Mr I. Kesarcodi-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 if taken as a philosophy subject, and any first-year subject if taken as an IDS subject.

Preliminary Reading

Sarma, D.S. *Essence of Hinduism*, International Publication Services 1971.

Guenon, R. *Introduction to Hindu Doctrines*, Luzac and Co. 1945 (or any other edn).

Katha Upanisad

Kesarcodi-Watson, I. *Eastern Spirituality*, Agam Prasad; New Delhi 1976.

Swami, Chinmayananda, (1) *Kindle Life*; (2) *Meditation and Life*, (Chinmaya Mission Publications.)

Younger, P. *Introduction to Indian Religious Thought* (any edn. Useful as introduction, though sometimes unreliable.)

Prescribed Reading

Bhagavad Gita, trans. Zaehner or Radhakrishnan.

Isherwood, C. (ed.) *Vedanta For the Western World*, (any edn).

Upanisads, (any edn).

Sanskrit

Students taking courses in the general area of Indian Studies, and especially in Indian Philosophy and Religion, should bear in mind that the University of Melbourne is offering an elementary course in Sanskrit which, should they be interested, they are encouraged to take. For further information, see Ian Kesarcodi-Watson, department of philosophy.

Philosophy IIFA/IIIFA:

Formal Logic A (half unit, first half year)

Ross Phillips

The course consists of an introduction to truth-functional and quantificational logic, and an examination of some fundamental concepts of logic. Emphasis is placed on the use of formal techniques in the elucidation and evaluation of ordinary reasoning and argument.

Note

This course may not be taken by a student who is taking or who has passed Philosophy IL, (Logic I).

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, or Linguistics I.

Class Requirements

Students will be required to attend *either* three lectures a week, *or* one 2-hour practice class a week. Part-time students should note that at least one practice class will be available in the evening. All students are urged to attend as many lectures as possible.

Assessment

Examination (approximately 50 per cent) plus work submitted during the course.

Preliminary Reading

Gorovitz, 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.

Philosophy IIFB/IIIFB:

Formal Logic B (half unit, second half year)

Dr R.T. Brady

This course will consist of a study of some formal systems of sentential and predicate logic, a study of the metatheory of sentential and predicate calculus up to the Completeness Theorem, and an introduction to entailment.

Note

- (a) This course is incompatible with Mathematics PM211.
- (b) This course is unlikely to be offered in 1978.

Prerequisite

Philosophy IIFA/IIIFA.

Assessment

Examination plus assignments submitted during the course.

Recommended Reading

Hunter, G. *Metalogic*, Macmillan 1971.

Mendelson, E. *Introduction to Mathematical Logic*, Van Nostrand 1964.

Philosophy II IP/III IP:

Indian Philosophy (half unit, second half year)

Mr I. Kesarcodi-Watson

This course will deal with certain issues drawn from the *sad-darsanas*, or six major traditions in Indian philosophy. The issues will, in the main, be either epistemological, or ones relating to the nature of persons. Though mostly Hindu, issues may from time to time be drawn from Buddhism, and other related systems.

Prerequisites

Normally Eastern Religion and Philosophy. Anyone wishing to do Indian Philosophy without this prerequisite should see the lecturer.

Preliminary Reading

Guenon, R. *Introduction to the Study of Hindu Doctrines*, Luzac and Co. 1945. (or any other edition).

Radhakrishnan, S. *Indian Philosophy*, 2nd edn, 2 vols, Allen and Unwin 1929-31.

Reyna, R. *Introduction to Indian Philosophy*, McGraw-Hill.

Catterjee, S. and Datta, D. *Introduction to Indian Philosophy*, Univ. of Calcutta Pr. 1968.

Hiriyanna, M. *Outlines of Indian Philosophy*, Allen and Unwin 1932.

Hiriyanna, M. *Essentials of Indian Philosophy*, Allen and Unwin 1949.

Sharma, C. *A Critical Survey of Indian Philosophy*, Rider.

Prescribed Reading

Patanjali, *Yoga Sutras*, Woods, Misra, or Taimni edns (preferably).

Gandapada, *Karika on Mandukya Upanisad*, any edn.

Sadananda, *Vedantasara*, Advaita Ashrama 1959 (or any other edn).

Dharmaraja, *Vedanta paribhasa*, Ramakrishna Mission 1963, or any other.

Sanskrit

Students taking courses in the general area of Indian Studies, and especially in Indian Philosophy and Religion, should bear in mind that the University of Melbourne is offering an elementary course in Sanskrit which, should they be interested, they are encouraged to take. For further information, see Ian Kesarcodi-Watson, department of philosophy.

Philosophy IIKH/IIKH:

Knowledge of Human Interest (half unit, second half year, new course)

Ms Janna Thompson

In this course we will try to understand and assess the 'dialectical' approach to the theory of knowledge advanced by a group of philosophers called the Frankfurt School, who belong to the tradition of Hegel and Marx. We will concentrate on the writings of two members of this school, Jurgen Habermas and Herbert Marcuse.

The dialectical approach attempts to show how our basic concepts and beliefs are conditioned by historical development and grounded ultimately in human interests and activities.

We will be mainly concerned with a) dialectical criticisms of empiricism; b) the dialectical approach to the philosophical problems of knowledge: the mind-body problem, solipsism, materialism versus idealism, the self, etc.

Reading lists will be available from the department early in 1977.

Warning: some of the reading for this course is difficult, but it will be supplemented by easier material.

**Philosophy IILL/IIILL: Logic, Linguistics and Thought-Processes
(half unit, first half year, new course)**

Dr M. Kroy

The course is intended to discuss the relation between cognitive processes, cognitive representations, semantic representations and linguistic formulations. Its context will be post-Chomskyan research in theoretical linguistics and post-Hintikkian modal logic.

The course will include its own portion of modal logic, so as to free it from any formal prerequisites, and a brief (non-technical) review of transformationalism in linguistics. It will discuss the issues of the relation between thought, context of utterance, utterance and sentence, and explore the possibilities of formalizing these relations in terms of linguistic theory. The wider issues of the use of faculty psychology as a background-philosophy for linguistic research will be touched upon.

Prerequisite

A first year unit in philosophy, psychology or linguistics.

Preliminary Reading

Hintikka, J. *Knowledge and Belief*, Cornell Univ. Pr. 1962.

Recommended Reading

Bar-Hillel, Y. *Aspects of Language*, Magness Pr. 1970.

**Philosophy IILP/IIILP:
Logic and Psychology (half unit, second half year)**

Dr M. Kroy

The course provides a presentation of a specific logico-cybernetical theory of mental functions. Specifically, precise logico-cybernetic simulation models of processes of deliberation, planning, phantasy and imagination, evaluation of alternatives and decision making, will be presented. The course will include a brief exposition of modal logic, using the tree method, and of other logical formalisms required for presentation, thus making it independent of any preceding courses in logic. Also, the wider philosophical framework, pertaining to the issue of the nature of man, his fundamental rationality or irrationality, the mind-body relation, the issue of the freedom of the will, will be touched upon. The course will terminate with a detailed critical evaluation of the theory presented.

Prerequisites

Any first-year philosophy or psychology or linguistics course.

Preliminary Reading

Branden, N. *The Psychology of Self Esteem*, Bantam 1972.

Kroy, M. *Moral Competence*, Mouton 1975.

Prescribed Reading

Kroy, M. *The Conscience*, Wiley and Israeli Univ. Pr. 1974.

Kroy, M. *Modal Logic and Mentalism*, Athenaum 1976.

Recommended Reading

Rand, A. *An Introduction to Objectivist Epistemology*, The Objectivist Pr. 1973.

Philosophy IIMU/IIIMU:

Philosophy of Music (half unit, second half year, new course)

Mr M. Cann

The course is concerned with various philosophical questions: music as a language, the use of mathematical and chance techniques and their connection with expression, the connection between structure and function, the subjectivity of response, the language of musical criticism, the concept of interdisciplinary connections with music.

Prerequisite

Any first year philosophy or music course.

Class Requirements

Two lectures and one tutorial per week, with such other group work as the class thinks desirable.

Assessment

By essays.

Prescribed Reading

Cooke, Deryck *The Language of Music*, Oxford Univ. Pr.

Stravinsky, Igor and Craft, Robert *Conversations with Igor Stravinsky*, Faber.

Hindemith, P. *A Composer's World; Horizons and Limitations*, New York 1945.

Recommended Reading

Stravinsky, Igor and Craft, Robert *Dialogues and a Diary*, Faber.

Copland, Aaron *Music and Imagination*, The New American Library, NY and Toronto.

Copland, Aaron *The New Music*, NY 1968.

Bradshaw, S. and Bennett, R.R. trs.: *Boulez on Music Today*, Cambridge 1971.

Cage, John *Silence*, London 1968.

Sessions, Roger *Questions about Music*, NY 1965.

Philosophy IIMX/IIIMX:

Marxism (half unit, first half year)

John Fox

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, for 1977, identical with the core course of the interdisciplinary studies course IDS IIMX/IIIMX. For full details of the course and reading, see the entry for the subject under revolutionary studies in this handbook.

Philosophy IIPA/IIIPA:

Contemporary Political Philosophy (half unit, second half year)

Professor H.J. McCloskey

Topics in this course will be selected from: The State, Force, Power, Authority; Anarchism and the cases for and against the State; the concept of a Right; Liberty and the right to liberty, its limits; Political authority and political obligation – civil disobedience, revolutionary disobedience and conscientious objection; the right to life and the right to kill – war and its ethical justification, pacifism; the right to

education; equality, justice, and the right to justice; economic equality and the right to private property; privacy and the right to privacy; justice, punishment and the state — the concept of punishment and the justification of punishment by the state; the state and morality; the liberal view of the state.

Assessment

60 per cent final examination, 20 per cent essay, 20 per cent tutorial work which may include a tutorial paper.

Recommended Reading

Lists of relevant reading will be available from the philosophy department before the course commences, and additional lists will be circulated during the course.

The following are of general relevance.

- ✕ Benn, S.I. and Peters, R.S. *Social Principles and the Democratic State*, Allen and Unwin, London 1959.
- ✕ de Crespigny, A. and Wertheimer, A. *Contemporary Political Theory*, Atherton, New York 1970.
- ✓ Feinberg, J. *Social Philosophy*, Prentice-Hall, Englewood Cliffs 1973.
- Laslett, P. and Runciman, W.G. (eds) *Philosophy, Politics and Society*, Vol. 1-4 1956 and 1972.
- ✕ Mabbott, J.D. *The State and The Citizen*, 2nd edn, Hutchinson, London 1967.
- Nozick, R. *Anarchy, State and Utopia*, Blackwell, Oxford 1974.
- ✕ Quinton, A. (ed.) *Political Philosophy*, Oxford Univ. Pr., London 1967.
- ✕ Raphael, D.D. *Problems of Political Philosophy*, Macmillan, London 1970.
- ✕ Russell, B. *Human Society in Ethics and Politics*, Allen and Unwin, London 1954.
- ✕ Summers, R.S. (ed.) *Essays in Legal Philosophy*, Vols. 1 and 2, Blackwell, Oxford 1968.

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.

Recommended Reading

Rich, J.M. *Innovations in Education: Reformers and their critics*, Allyn and Bacon 1975.

Further reading lists will be available from the lecturer early in 1977.

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 probably 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 credited towards a major in linguistics.
- (b) Knowledge of a foreign language is *not* required.

Prerequisite

Any first year philosophy or linguistics course.

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.

Further reading lists will be available from the philosophy department early in 1977.

Philosophy IIPM/IIIPM:

Philosophy of Mathematics (half unit, second half year)

Dr R.T. Brady

Note

This course will commence in the sixth week of second term.

The following topics will be studied: foundations of mathematics, including a study of the logicist, formalist and intuitionist views; ontology, in relation to mathematics; Goodman's nominalism; abstractions and idealizations; the relation between mathematics and the world; analyticity; the semantics of set theory and arithmetic.

Prerequisites

Either (a) Mathematics PM211

or (b) Mathematics IA and Philosophy IIFA/IIIFA

or (c) Philosophy IIFB/IIIFB.

Assessment

Essays submitted during the course.

Prescribed Reading

Korner, S. *The Philosophy of Mathematics*, Hutchinson 1968.

Note

- (a) This course can be taken as a six credit point component of Pure Mathematics III, i.e. as PM316.
- (b) This course is unlikely to be offered in 1978.

Philosophy IIPR/IIIPR:

Philosophy of Religion (half unit, second half year)

Robert Young

This course concentrates on certain claims made in the alleged revelation known as 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.

It is proposed to offer the course in alternate years, so it is unlikely that this course will be offered in 1978.

Prescribed Reading

Penelhum, T. *Religion and Rationality*, Random House 1971.

Recommended Reading

Brody, B. (ed.) *Essays in the Philosophy of Religion*, Prentice-Hall 1974.

Philosophy IIRR/IIIRR:

Rationalism and Rationality (half unit, first half year)

Ms Janna 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?

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.

Preliminary Reading

Bennett, J. *Rationality*, Routledge 1964.

Further reading lists will be available early in 1977.

Philosophy IISPB/IIISPB:

Social Philosophy (half unit, second half year)

Robert Young

This course will consist of a discussion of issues such as: terrorism; racism; health care; distribution of scarce medical resources; famine, affluence and morality; animal liberation; biological engineering; punishment and 'behaviour modification' programs.

Note

This course may be combined with Philosophy IIEA/IIIEA to form a full unit.

Prerequisites

Philosophy IIEA/IIIEA: Ethics A, or Philosophy IIEB/IIIEB: History of Ethics.

Assessment

The major part of the assessment will be by means of essays, but there will be a smaller proportion based on an examination. In this the emphasis will be on answers of much less than essay length.

Prescribed Reading

Rachels, J. (ed.) *Moral Problems*, 2nd edn, Harper and Row 1975.

Third Year Courses

Philosophy IIIEM:

Epistemology and Metaphysics (full unit)

Professor D.A.T. Gasking, Dr Frank Jackson and Mr Tim Oakley

This course will be approximately equally divided between Metaphysics and Epistemology. The metaphysics part of the course will be concerned with contemporary controversies as to which overall view of reality is correct. Issues to be taken up will include: particulars and universals, mind and its place in nature,

and, more generally, what there is. The issues in the epistemology part of the course will include: foundations of knowledge, non-foundationalist accounts of knowledge, incorrigibility, the justification of our beliefs about the external world and other minds, and the nature of explanation in the behavioural or social sciences.

Prerequisite

A second-year philosophy unit, preferably one with an orientation towards epistemology or metaphysics.

Class Requirements

Two 1½ hour seminars per week.

Preliminary Reading

Any of the prescribed or recommended books.

Prescribed Reading

Campbell, Keith *Metaphysics*, Dickenson 1976.

Borger, R. and Cioffi, F. (eds) *Explanation in the Behavioural Sciences*, Cambridge Univ. Pr. 1970.

Recommended Reading

Quine, W.V. *Word and Object*, Wiley.

Quinton, A. *The Nature of Things*, Routledge and Kegan Paul.

Philosophy IIIET:

Advanced Ethics (half unit, throughout the year)

Professor D.H. Monro

An advanced course in ethical theory. The course will consist of a study of Kant's *Groundwork of Ethics*, followed by a discussion of ethical naturalism.

Prerequisite

Philosophy IIEA or IIIEA, or Philosophy IIEB or IIIEB.

Class Requirements

One 1½-hour lecture/seminar per week throughout the year.

Prescribed Reading

Paton, H.J. *The Moral Law*, Hutchinsons University Library or Open University edn.

Note: This work contains Kant's *Groundwork of Ethics*.

Munro, D.H. *Empiricism and Ethics*, Cambridge Univ. Pr.

Recommended Reading

Hare, R.M. *The Language of Morals*, Oxford Univ. Pr.

Hare, R.M. *Freedom and Reason*, Oxford Univ. Pr.

Paton, H.J. *The Categorical Imperative*, 5th edn, Hutchinson 1965.

Philosophy IIIFC:

Metalogic — Formal Logic C (half unit, first half year)

Dr Tom Richards

This course is an informal survey of the basic concepts of syntax, semantics and arithmetic, and 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. From 1978, IIIFC will not be available as a component of Honours Mathematical Logic, but will be a prerequisite for it. Students who wish to do Honours Mathematical Logic in 1978 or later, but who have not done IIIFC will be required to pass the first half of IIIFC in their honours year, but it will not be credited towards their honours work.

Prerequisite

Philosophy IIFA/IIIFA or (after 1977) Logic I.

Assessment

Exercises plus examination.

Prescribed Reading

Rogers, R. *Mathematical Logic and Formalised Theories*, North Holland 1971.

Crossley, J.N. *et al. What is Mathematical Logic?* Oxford Univ. Pr. 1972.

Recommended Reading

Hunter, G. *Metalogic*, Macmillan 1971.

Philosophy IIIFD:

Mathematical Logic – Formal Logic D (half unit, second half year)

Dr M. von Thun

Not available in 1977.

This course will be a technical introduction to some of the more advanced topics in mathematical logic. It will be available from 1978 onwards, and will then be 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.

Prerequisite

Philosophy IIIFC.

Philosophy IIIFE:

Set Theory – Formal Logic E (half unit)

Not available in 1977.

An introduction to Zermelo-Fraenkel set theory covering the following topics, once the axioms have been introduced: ordered pairs, relations, orderings, functions, ordinal numbers and their arithmetic, the axiom of choice and some of its equivalents, cardinal numbers and their arithmetic.

Prerequisite

Philosophy IIFA/IIIFA, or Logic I.

Philosophy IIIFF:

Lesniewskian Logic – Formal Logic F (half unit, second half year)

John Fox

Not available in 1977.

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 to an examination of their technicalities.

Prerequisite

Philosophy IIFA/IIIFA, or Logic I.

Philosophy IIIFG:

Modal Logic – Formal Logic G (half unit, second half year)

Robert Pargetter

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.

Note

This course is incompatible with Philosophy III LS.

Prerequisite

Philosophy IIFA/IIIFA, or Logic I.

Class Requirements

A two-hour seminar and a one-hour tutorial a week for the second half of the year. These classes are identical to the classes for the second half of Philosophy III LS.

Prescribed Reading

Hughes, G.E. and Cresswell, M.J. *An Introduction to Modal Logic*, Methuen 1968.

Recommended Reading

Linsky, J. (ed.) *Reference and Modality*, Oxford 1971.

Plantinga, A. *The Nature of Necessity*, 1974.

Pap, A. *Semantics and Necessary Truth*, Yale 1966.

Lewis, David *Counterfactuals*, Blackwell 1973.

Sosa, E. (ed.) *Causation and Conditionals*, Oxford 1975.

Quine, W.V. *Ways of Paradox*, Random House 1966.

A further reading list will be distributed prior to the commencement of the course.

Philosophy IIIHA:

Philosophy of History (half unit, first half year)

Dr C. Behan McCullagh

The course will study fact and interpretation in history, the nature of historical inferences, narratives, causes and explanations, and the role of empathy in historical knowledge.

Note

This course may be taken as a half unit in philosophy or as a half unit in history (for the purposes of construction of a major).

Prerequisite

One history and one philosophy unit, at least one of which is at second-year level.

Preliminary Reading

Carr, E.H. *What is History?* Penguin 1964.

Prescribed Reading

Dray, W.H. *Philosophy of History*, Prentice-Hall 1964.

Dray, W.H. *Philosophical Analysis and History*, Harper and Row 1966.

Gardiner, P. (ed.) *The Philosophy of History*, Oxford Univ. Pr. 1974.

Recommended Reading

Meyerhoff, H. (ed.) *The Philosophy of History in Our Time*, Doubleday 1959.

White, M. *Foundations of Historical Knowledge*, Harper and Row 1965.

Danto, A.C. *Analytical Philosophy of History*, Cambridge Univ. Pr. 1965.

Walsh, W.H. *An Introduction to Philosophy of History*, Hutchinson 1967.

Murphey, M.G. *Our Knowledge of the Historical Past*, Bobbs-Merrill 1973.

Philosophy IIIHPM:

History and Philosophy of Mathematics (half unit, second term and first three weeks of third term)

Professor C.J. Eliezer, Dr R.T. Brady

This course consists of the History of Mathematics course (identical with Mathematics PM319), given in second term in the Mathematics department, and the first eight weeks of the Philosophy of Mathematics course (covering topics up to ontology). [c.f. the History of Mathematics entry under Mathematics, and the Philosophy of Mathematics entry.]

Notes

- (a) This course is incompatible with Philosophy IIPM/IIIPM
- (b) History of Mathematics and Philosophy of Mathematics can be taken as mathematics components, i.e. as PM319 (or AM319 or ST319) and as PM316, respectively.
- (c) The Philosophy of Mathematics part of this course is unlikely to be offered in 1978.

Prerequisites

A second year mathematics subject, and either Mathematics PM211 or Philosophy IIFA/IIIFA.

Assessment

Essays submitted during the course.

Prescribed and Recommended Reading

See the separate entries for History of Mathematics (in the mathematics section of this handbook) and Philosophy of Mathematics (above, in this section of the handbook).

Philosophy IIIKA:

Kant (half unit)

Ray Pinkerton

Not available in 1977.

This course will consist of an introduction to Kant's philosophy and textual study of his major work, the *Critique of Pure Reason*, concentrating mainly on the 'Transcendental Analytic'.

Prerequisite

A second-year philosophy unit (preferably one with an orientation towards epistemology or metaphysics).

Philosophy IIIKD:

Kant's Dialectic (half unit, first half year, new course)

Not available in 1977.

A study of the set of philosophical problems discussed by Kant in the 'Transcendental Dialectic' of his *Critique of Pure Reason*. These problems concern the concepts of mind, personal identity, substance, simplicity, infinity, God, freedom and determinism.

Prerequisite

A second year philosophy unit (preferably one with an orientation towards epistemology or metaphysics).

Class Requirements

One 1½-hour lecture and one 1½-hour seminar per week.

Assessment

75 per cent essays, 25 per cent seminar participation, or 100 per cent final examination.

Preliminary Reading

Descartes, R. *Meditations*, any edn.

Kant, I. *Prolegomena to any Future Metaphysics that will be able to present itself as a Science*, trans. P.G. Lucas, Manchester University Pr. 1953.

Leibniz, G.W. *Philosophical Writings*, trans. Mary Morris, Dent, Everyman's Library 1934.

Prescribed Reading

Kant, I. *Critique of Pure Reason*, trans. N. Kemp Smith, Macmillan 1963.

Bennett, J. *Kant's Dialectic*, Cambridge Univ. Pr. 1974.

Note

Students should ensure that they obtain the Kemp Smith translation of the *Critique of Pure Reason*.

Philosophy III LS:

Philosophy of Logic and Science (full unit)

Frank Jackson and Robert Pargetter

In this course some of the central questions in philosophical logic and philosophy of science will be discussed. Topics to be discussed will include:

- (1) probability, confirmation and inductive logic
- (2) truth
- (3) possibility, necessity and modal logic
- (4) causation and counterfactuals.

Note

This course is incompatible with Philosophy III FG, Modal Logic.

Prerequisites

Philosophy IIFA/IIIFA or Philosophy IISA, or Logic I.

Class Requirements

A two-hour seminar plus a one-hour tutorial a week.

Prescribed Reading

Topic 1: Salmon, W.C. *The Foundations of Scientific Inference*, Univ. of Pittsburgh Pr. 1966.

Topic 2: Pitcher, G. (ed.) *Truth*, Prentice-Hall 1964.

Topic 3: Hughes, G.E. and Cresswell, M. *Introduction to Modal Logic*, Methuen 1968.

Lingsky, L. *Reference and Modality*, Oxford 1971.

Topic 4: Sosa, E. (ed.) *Causation and conditionals*, Oxford 1975.

Recommended Reading

Goodman, N. *Fact, Fiction and Forecast*, Bobbs-Merrill 1965.

Plantinga, A. *The Nature of Necessity*, Oxford 1974.

Lewis, D. *Counterfactuals*, Blackwell 1973.

Madden, E. (ed.) *Structure of Scientific Thought*, Routledge 1968.

Quine, W.V. *Ways of Paradox*, Random House 1966.

Pap, A. *Semantics and Necessary Truth*, Yale 1966.

Skyrms, B. *Choice and Chance*, Dickenson 1966.

Philosophy III PSS:

Philosophy of Social Science (half unit, second half year)

John Fox

The first part of this course will be a study of the rise and fall of logical empiricism, and will provide a general introduction to twentieth century philosophy of science. In the second and larger part, various modes of explanation or theories about explanation in the social sciences will be considered — those of classical political economy, Marx, Freud, behaviourism, functionalism, antipsychiatry in particular. The general question uniting the two parts is: how can one go rationally about the task of getting a good scientific understanding of people in society?

Prerequisite

Any first year philosophy unit, plus a second year philosophy, psychology or sociology unit.

Preliminary Reading

Laing, R. and Esterson, A. *Sanity, Madness and the Family*, Pelican.

Ryan, A. *Philosophy of the Social Sciences*, Macmillan

Prescribed Reading

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

Freud, S. *Introductory Lectures on Psychoanalysis*, Pelican.

Lakatos, I. and Musgrave, A. (eds) *Criticism and the Growth of Knowledge*, Cambridge.

Recommended Reading

Feyerabend, P.K. *Against Method*, New Left Books.

Hempel, C.G. *Aspects of Scientific Explanation*, Free Pr.

Popper, K.R. *Objective Knowledge*, Oxford.

Wollheim, R. *Freud*, Fontana.

Wollheim, R. (ed.) *Freud: A Collection of Critical Essays*, Anchor.

Heilbroner, R. *The Worldly Philosophers*, Simon and Schuster.
 Goffman, E. *Asylums*, Pelican.
 Tucker, R. (ed.) *The Marx-Engels Reader*, Norton.
 Kesey, K. *One Flew Over The Cuckoo's Nest*, Paladin
 Wilson, B. (ed.) *Rationality*, Blackwell.

Philosophy III ZZ:

Free Philosophical Studies (half unit, all year)

Co-ordinator: Robert Pargetter.

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.

Notes

- (1) Students may not enrol in this course without the permission of the course co-ordinator.
- (2) Under very special circumstances, prospective honours students may be permitted to enrol in a full unit version of Free Philosophical Studies, called Philosophy III ZZH.

Prerequisite

Students will need to make application through the course co-ordinator 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.

Assessment

Essay(s) or a research report, as arranged for each individual student.

Philosophy IV

Year co-ordinator Mr Alec Hyslop

This subject is the final year of the honours course in philosophy. The subject consists of a study in four of the areas listed below, plus a research essay on an approved topic.

The courses

- (a) Classes in each course are in general lecture seminars, held throughout the year, usually but not always for 1½-hours per week.
- (b) Students in most cases have a choice of method of assessment. In Philosophy IVb and IVg there are compulsory examinations, and it is *possible* that compulsory examinations will be introduced in other courses as well.

- (c) Prerequisites obtain in Philosophy IV(b) and IV(i) currently, and are being introduced in most other courses to apply in future years. They are listed below with the course descriptions, to assist students currently planning their second and third year courses. Students taking fourth year in 1977 are not formally required to fulfil the listed prerequisites (other than for IVb and IVi) but are strongly advised to be guided by them in their selection of fourth-year components.

Research essay

An honours student is required to write a research essay on an approved topic. Students are expected to commence work on this during the long vacation. The research essay (or 'thesis') will be of approximately 10,000 words. Full details regarding final deadlines for submission, the weighting of the thesis in the final assessment, presentation requirements etc., will be available from the year co-ordinator.

Selection of courses, and approval of thesis topic

Students enrolling for fourth year must see Alec Hyslop as early as possible in the year to arrange the selection of their course components, and to have their thesis topic approved, and to be assigned to a supervisor. Alec Hyslop is available in general as adviser of studies to honours (and potential honours) students. You should consult him concerning any matters to do with your honours course. If you are at, say, second-year level, and are even considering an honours course, it would be useful to consult him now.

Availability of the courses in future years.

The philosophy department can give an assurance that the following courses will be regularly available for the foreseeable future: Epistemology and Metaphysics; Mathematical Logic; Philosophical Logic; Philosophy of Science; Ethics; Political Philosophy. There can be no similar firm assurance that other courses offered in 1977 will be available subsequently. Further information on these other courses will be available from the year co-ordinator.

IV(a) Epistemology and Metaphysics

Professor D. Gasking, Dr F. Jackson and Mr T. Oakley

For 1977 only, this course will be identical with Philosophy III EM. See entry for this course above.

Note

Students who have previously completed Philosophy III EM are permitted to enrol in Philosophy IV(a), since there is no substantial overlap in content.

Prerequisite (from 1979 onward)

Courses totalling at least one unit from amongst the following: II SA, II AR/III AR, II EP/III EP, II KH/III KH, II LP/III LP, II PM/III PM, II PSS/III PSS, II RR/III RR, III EM, III KA, III KD, III LS. The courses totalling one unit must include (a) one of II SA, II EP/III EP, III EM, III KA, or III KD, and (b) at least half a unit studied at third year level.

IV(b) Mathematical Logic

Dr Tom Richards, Mr Robert Pargetter

For 1977 this course comprises III FC or, if III FC has already been passed III FG.

From 1978 this course comprises one half-unit selected from third-year formal logic courses as follows: A student who has passed neither III FC nor III FD must take the first half of III FC as a preliminary course, and III FD.

A student who has passed III FC but not III FD must take III FD. A student who has passed III FC and III FD must take one of III FE or III FF or III FG which he has not already passed.

Not all of these last three half-units will be available each year, but at least one will, and two will be available in any two-year period.

Note

From 1978 a second Honours course in mathematical logic will be available. A student wishing to take this course will concurrently be enrolled in IV(b), and will select for the course any one of III FE, III FF or III FG which he or she has not already passed or is enrolled in for IV(b).

Prerequisite

See the prerequisites listed separately for the component subjects in this handbook.

IV(c) Philosophical Logic

Professor B. Ellis, Professor D. Gasking and Mr C. Murphy

The first term of this course will consist of a study of some contemporary theories of meaning and truth. The rest of the course will deal with a number of issues, including the foundations of logic, and the problem of counterfactuals.

IV(d) Philosophy of Logic and Science

Frank Jackson, Robert Pargetter

This course is identical with Philosophy III LS. See the handbook entry for this course above. Students who have previously completed III LS may *not* enrol in IV(d).

Prerequisite (from 1979 onwards)

Philosophy II SA, or III LS, or II FA/III FA together with other approved subjects.

IV(e) Ethics

Professor D.H. Munro

For 1977 only, this course will be identical with Philosophy III ET. See the handbook entry for this course above.

Note

Students who have previously completed Philosophy III ET in 1976 are permitted to enrol in IV(e) in 1977, as there will be no substantial overlap in content.

Prerequisite (from 1979 onward)

A second or third year half-unit in ethics. (This prerequisite may be waived in some years at the discretion of the lecturer taking the course in that year.)

IV(f) Aesthetics (Not available in 1977)

Dr A. Mackie

An advanced study of some problems in the area.

Prerequisites

None. The prior study of Philosophy II AE/III AE is desirable but not required.

IV(g) Political Philosophy

Professor H.J. McCloskey

An advanced study of some central topics in political philosophy, to be selected from: The nature of political philosophy; the state and the concept of a legal system; the justification of the state; the state and rights; the nature of the rights of persons; the moral and political basis of punishment by the state; morality and the state.

Prerequisite (from 1979 onward)

Half a unit of ethics at second or third year level, plus one of Philosophy IIPA/III PA, II PB/III PB, or II SPB/III SPB.

Assessment

The assessment in this course will involve a compulsory examination.

IV(i) Indian Philosophy

Mr I. Kesarcodi-Watson

An advanced study of one or more texts central to some aspects of the Indian tradition in philosophy.

Prerequisite

Normally Philosophy II IP/ III IP will be required, but students who have only done II ER/III ER will be considered. Any one wishing to take this course who has done neither should see the lecturer.

IV(j) Philosophy of Science

Professor B.D. Ellis and others

An advanced study of some problems in the area.

Prerequisite

As for Philosophy IV(d) above.

Note regarding prerequisites for all courses.

Students who are especially keen to take a given course, and who have not fulfilled the prerequisites, should consult the lecturer, who may in certain circumstances waive the prerequisite, possibly setting additional vacation work in its place.

Postgraduate Studies

Co-ordinator: Frank Jackson

The department welcomes applications from suitably qualified students 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.

A candidate for the degree is required 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 the date of enrolment. (For available fields of study see Ph D entry below).

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 for admission to the department's MA course.

A student may apply to enrol in the MA (preliminary) course if he or she 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 or her 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.

Doctor of Philosophy

Suitably qualified students will be accepted for postgraduate study in philosophy for the Ph D degree.

Fields of study available cover a wide range. Together with a variety of interests in the major broad areas — formal logic, metaphysics and epistemology, ethics and political philosophy — fields of interest in the department include: aesthetics; eastern (especially Indian) philosophies and religions; Marxism and anarchism; social philosophy; philosophy of science; philosophy of history. Prospective postgraduate students are invited to write to the chairman of the department, giving full details of their own particular research interests.

PHILOSOPHY OF SCIENCE

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: any first-year philosophy subject, 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 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 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 department of philosophy.

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 are available to students enrolled in the Schools of Social Sciences, Humanities, Economics and Behavioural Sciences. The number of units that may be taken depends on the rules for the degree for which a student is enrolled. Students taking two full units (or their equivalent) in second-year must include Politics II A and/or Politics II B.

Honours students are required to take the equivalent of two full second-year units, including Politics II A and/or Politics II B and the equivalent of two full third-year units. They must also take two special seminar courses (Politics II H and III H) in addition to their pass courses.

In an appropriate case, a student other than an honours student 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.

Advisers of Studies

Mr J. Chiddick, Mr J. Miller, Mr T. Polis, Mr L. Glezer

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 herself or himself 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 in either the third or the final year of their studies.

Politics Courses

First Year

Politics I (full unit)

Second Year

Any student taking two full units (or the equivalent thereof) must include Politics II A and/or Politics II B.

Full Units

Politics II A Comparative Democratic Politics

Politics II B Politics of Communist States¹

Politics II F International Relations^{1, 2}

Half Units (three terms)

Politics II C/III C Nazism in Theory and Practice

Politics II E/III E Social and Political Theory²

Honours students must choose from the above the equivalent of two full units including Politics II A and/or Politics II B. They must also take Politics II H Political Theory.

1. The prerequisite for III IC is II B or II F.
2. The prerequisite for III IR is II E or II F or II G (taught in 1975, 1976).

Third Year

Full Units

Politics III AG Asian Government

Politics III IC International Communism¹

Politics III PB Political Behaviour

Politics III PM Policy-making and Bureaucracy

Politics III PS Political Sociology

Politics III UD Politics of Underdeveloped Countries: Middle East/Indonesia

Half Units (three terms)

Politics III C/II C Nazism in Theory and Practice

Politics III E/II E Social and Political Theory

Politics III IR Theories of International Relations²

Honours students must choose the equivalent of two full units from the above. They must also take Politics III H Political Theory.

1. The prerequisite for III IC is II B or II F. III IC is not available to students who have completed II G/III G in 1975 or 1976.
2. III IR will not be taught in 1977. The prerequisites for III IR is II E or II F or II G.

Politics I (full unit)

Professor H.A. Wolfsohn, Dr M. James

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.

There is no prerequisite.

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.

Prescribed Reading

- †*Partridge, P.H. *Consent and Consensus*, Macmillan, London 1971.
- †*Butler, D. *The Study of Political Behaviour*, Hutchinson UL, London 1958.
- †*Thomson, David (ed.) *Political Ideas*, Penguin, London 1966.

Detailed reading lists will be issued in class.

Politics IIA:

Comparative Democratic Politics (full unit)

Professor Joan Rydon, Dr R. Plehwe

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.

Prescribed 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 *Australia Government and Politics*, Duckworth, London 1971.
- Lees, John D. *The Political System of the United States*, 2nd edn, Faber and Faber, London 1975.

Detailed reading lists will be issued in class.

Politics IIB:

Politics of Communist States (full unit)

Mr J. Miller, Mr L. Glezer, Dr J.B. Jacobs

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.

Preliminary Reading

*Deutscher, Isaac *Stalin, A Political Biography*, Penguin 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 1967.

Detailed reading lists will be issued in class.

Politics IIC/IIIC:

Nazism in Theory and Practice (half unit)

Mr R. Manne, Professor H.A. Wolfsohn

An investigation of the rise of nazism in Germany in 1933. The course will look at the functions of leadership, ideology, the role of propaganda and terror in Nazi Germany as an example of totalitarian politics. The course will also try to assess the relation of the period of Nazi rule to the development of Germany prior to 1933 and to explore the impact of Nazism on the social and political development of Germany after 1945.

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.

Prescribed Reading

Bracher, K.D. *The German Dictatorship*, Penguin 1973.

Bullock, A. *Hitler: A Study in Tyranny*, Penguin 1966.

Nicholls, A.J. *Weimar and the Rise of Hitler*, Macmillan 1971.

Recommended Reading

Dahrendorf, R. *Society and Democracy in Germany*, Doubleday Anchor 1969.

Schoenbaum, D. *Hitler's Social Revolution*, Doubleday Anchor 1967.

Detailed reading lists will be issued in class.

Politics IIE/IIIE:

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 19th and 20th centuries.

Politics

Note

II E or II F or II G 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.

Preliminary Reading

*Mill, J.S. *Utilitarianism*, Collins/Fontana, London 1962.

*Feuer, Lewis S. (ed.) *Marx and Engels: Basic Writings on Politics and Philosophy*, Collins/Fontana, London 1969.

Duncan, G. *Marx and Mill*, Cambridge Univ. Pr. 1973.

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) 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, South-east Asia and Australia; section (c) will examine some of the major crises confronting contemporary international relations.

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.

Preliminary Reading

*Ulam, Adam B. *The Rivals*, Allen Lane, London 1971.

*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.

*Falk, R. *This Endangered Planet*, Vintage Books, New York 1972.

Detailed reading lists will be issued in class.

Politics IIIAG:

Asian Government (full unit)

Dr J. Bruce Jacobs, Mr L. Glezer

This course examines and compares politics in three major Asian countries: China, India and Japan. The first half of the course will be devoted to the study of Chinese politics in the Imperial and Republican as well as Communist and Taiwan contexts, thereby enabling intra-cultural comparisons.

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.

Prescribed Reading

- *Fairbank, John King *The United States and China*, 3rd edn, Harvard Univ. Pr. 1971.
- *Starr, John Bryan *Ideology and Culture: An Introduction to the Dialectic of Contemporary Chinese Politics*, Harper and Row 1973.
- *Ike, Nobutaka *Japanese Politics: Patron-client Democracy*, 2nd edn, Alfred A. Knopf 1972.
- *Hardgrave, Robert *India: Government and Politics in a Developing Nation*, (Indian politics text), 2nd edn, Harcourt, Brace, Jovanovich 1975.

Detailed reading lists will be issued in class.

Politics III IC:

International Communism (full unit)

Mr R. Manne

The first and second terms will involve an analysis of the growth and development of the international Communist movement between the foundation of the Comintern and the present day. Key problems analysed are: (a) the theory and practice of the Comintern under Lenin and Stalin; (b) relations between the Communist states and parties of Eastern Europe since 1945; (c) the Sino-Soviet split and its impact on the international Communist movement; and (d) 'polycentrism' in the West European Communist parties since 1956.

Third term will be devoted to a number of special studies of one of the problems raised in the general analysis. Students will be asked to choose one of these special studies and meet weekly with others involved in the same study. Examples of possible special studies are: Soviet-Yugoslav relations since 1945 or Comintern theory and practice in relation to 'fascism'. Special studies will aim at acquainting students with some rudimentary research techniques.

Prerequisite

Politics II B or IIF (or, with the permission of the chairman of the department, appropriate units from other disciplines).

Examination

Assessment by one 3-hour written examination and written assignments.

Recommended Reading

- *Borkenau, F. *World Communism*, Ann Arbor 1962.
- *Claudin, F. *The Communist Movement*, Penguin 1975.
- *Brzezinski, Z. *The Soviet Bloc*, Harvard Univ. Pr. 1971.
- Gittings, J. *Survey of the Sino-Soviet Dispute*, Oxford Univ. Pr. 1968.
- *Lowenthal, R. *World Communism: the Disintegration of a Secular Faith*, Oxford Univ. Pr. 1966.

Detailed reading lists will be issued in class.

This unit is not available to students who have completed Politics II G/III G.

This unit will replace the existing half-unit Politics II G/III G.

Politics III PB:

Political Behaviour (full unit)

Mr J. Schehtman, Mr T. Polis

The first part of this course is concerned with political behaviour in social situations involving simultaneous divergence and harmony of interests. Attention is given to problems inherent in the process of reconciling conflict of interests into collectively enforceable sets of policies. Parties and voters' behaviour will be discussed, as well as the role of the State vis-a-vis the tensions between individual and collective rationality.

The second part of 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 involve an introduction to survey methods, a substantial part of which will cover elementary statistical techniques.

Prerequisite

Any second-year politics subject.

Class Requirement

At least one lecture and one tutorial a week throughout the year.

Examination

One 3-hour written examination and written assignments.

Prescribed Reading

- Lasswell, H.D. *Politics: Who Gets What, When and How*, P. Smith, New York 1950.
- *Barry, B.M. *Sociologists, Economists and Democracy*, Collier-Macmillan, London 1970.
- Rapoport, A. *Fights, Games and Debates*, Univ. of Michigan Pr., Ann Arbor 1960.
- *Downs, A. *Economic Theory of Democracy*, Harper and Row 1957.
- *Campbell, A. et al. *The American Voter*, Wiley, New York 1960.
- *Brown, Roger W. *Social Psychology*, Free Pr., New York 1967.
- *Floud, R. *An Introduction to Quantitative Methods for Historians*, Methuen, London 1973.

Detailed reading lists will be issued in class.

**Politics III PM:
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.

Assessment

Assessment by one 3-hour written examination and essays.

Prescribed 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 III PS:
Political Sociology (full unit)
Mr L. Glezer, Dr J.B. Jacobs**

An examination of some central theories and concepts in the sociological analysis of politics. The course will concentrate on the study of the distribution and exercise of power in contemporary society and the sources of conflict and cohesion in the political arena. Topics to be considered include class formations and relations, elites and leadership, values and ideologies, political parties, bureaucracies businessmen, workers and trade unions, ethnic groups and the professions.

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.

Preliminary Reading

- *Runciman, W.G. *Social Science and Political Theory*, 2nd edn, Cambridge Univ. Pr., Cambridge 1969.
- *Dowse, R.E. and Hugues, J.A. *Political Sociology*, J. Wiley and Sons, London 1972.
- *Olsen, M.E. (ed.) *Power in Societies*, Macmillan, London 1970.

Detailed reading lists will be issued in class.

Politics III UD:

Politics of Underdeveloped Countries – Middle East/Indonesia (full unit)

Mr J. Schehtman, Mr A. McIntyre

This course consists of two parts. The first half is concerned with aspects of development in the Middle East. It broadly examines the Ottoman reaction to the challenges of Westernization, the emergence of Nationalism in the Arab provinces of the Ottoman Empire and aspects of modernization, with particular reference to socioeconomic reforms.

The second half of the course examines the social, political and economic basis of underdevelopment in Indonesia. Particular topics include: the neo-traditional style of the Suharto Government; the 'dualistic' features of the Indonesian economy; the failure of an Indonesian business class; and land use and the peasantry.

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.

Prescribed Reading

Kirk, G.E. *A Short History of the Middle East*.

Hitti, P.K. *History of the Arabs*.

*Gibbs, H.A.R. *Mohammedanism: An Historical Survey*, Oxford Univ. Pr. 1969.

Baer, G. *Studies in the Social History of Modern Egypt*, Oxford Univ. Pr.

*Geertz, C. *Agricultural Involvement, the Process of Ecological Change in Indonesia* 1970.

*Mortimer, Rex (ed.) *Showcase State, the Illusion of Indonesia 'Accelerated Modernization'*.

*Barrington Moore, Jr *The Social Origins of Dictatorship and Democracy* 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 must normally take the equivalent of two second-year politics full units, including Politics II A and/or Politics II B and the equivalent of two third-year units. They will normally also 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, qualitative methodology, aspects of Australian politics, international relations, aspects of public policy, ethnic politics and approaches to political biography. Students must take three of these courses. Details will be available before the beginning 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; China, including Taiwan; Papua New Guinea; certain areas of comparative politics; political sociology; psychology of politics; public administration; electoral studies; labour movements; political methodology; certain areas of social and political theory; international relations.

Students may proceed to the MA degree by either thesis or course work. Details of the course work program may be obtained from the department.

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 classwork and essay.

Prescribed Reading

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.

PREHISTORY

The Division of Prehistory was established within the Department of History at the beginning of 1976. The University intends that the Division will be gradually expanded until it becomes a separate department.

Prehistory

Besides the two courses offered in this handbook, a third course, provisionally entitled 'Prehistory: Theory and Problems', will be offered in 1978. Depending on the availability of staff, this course may be offered at both second and third year levels.

A major in prehistory for the pass degree must include at least four units, of which normally one will be at first-year level, one at second-year level, and two at third-year level. As not enough prehistory courses to meet the requirements of a four-unit major will be offered in the next three years, students may include certain other courses.

In the first year, those wishing to major in prehistory should enrol in Prehistory I, but those who have completed a first year history subject or Man and Environment I (formerly Biology I ME) may also be considered.

In the second year, they may enrol in Prehistory II, History II/III AF African History (full unit), History II CM Colonial Mexico, History II/III Early China (if offered), and two half units, Human Ecology (a half unit within Man and Environment II) and Sociobiology II/III, to be provided by the departments of Genetics and Zoology.

In the third year they should enrol in Prehistory III and at least one of the following courses: History II/III AH African History (full unit), History II/III PH Pacific History (full unit), Social Sciences IIIA Papua New Guinea (full unit), and (if offered) History II/III Early China (full unit).

The same course may not be taken both at second-year and third-year levels. This program may be varied in light of alterations in the courses offered.

Honours Courses

The BA Honours in prehistory will be a four year course requiring intensive study of the discipline during both third and fourth years. A separate honours course will begin in the third year. To enter the fourth year a student will normally be expected to have completed five of the units listed above, including the special Prehistory honours course in the third year. Conditions for entry to honours courses will be published later.

Postgraduate Studies

The division will accept qualified students for postgraduate studies in prehistory for which it can provide adequate supervision.

Prehistory I:

Introduction to Prehistory (full unit)

Mr N.D. Oram

This course introduces the objectives, concepts and methods used by prehistorians in their study of past men and cultures. It surveys man's evolution, his adaptations to changing environments through the several million years of his development, the advent of modern man and the subsequent increasing complexity of his cultures from Upper Paleolithic times to the origins of the state.

Prerequisite

None.

Class Requirements

Normally one lecture and one tutorial a week.

Assessment

By means of exercises and essays throughout the year and an end of year examination.

Prescribed Reading

- *Fagan, Brian M. *Men of the Earth*, Little, Brown, Boston 1974.
- *Mellaart, James *The Neolithic of the Near East*, London 1975.
- *Tringham, Ruth (ed.) *Urban Settlements. The Process of Urbanization in Archaeological Settlements*, Andover 1973.
- *Young, J.Z. *An Introduction to the Study of Man*, London 1974.

Recommended Reading

- *Mulvaney, D.J. *The Prehistory of Australia*, Penguin 1975.
- **Old World Archaeology*, readings from *Scientific American*, San Francisco 1972.
- **New World Archaeology*, reading from *Scientific American*, San Francisco 1974.

Prehistory II:

Peopling of the Pacific (full unit, new course)

Mr N.D. Oram

This course is concerned with the settlement of the Pacific area. Archaeological and linguistic evidence and evidence based on oral tradition relating to human migrations into the area and development of populations within it, will first be considered. Hunter-gatherer economies in Australia and elsewhere, the development of agriculture, pottery-using cultures and trading networks will be studied. Recent prehistory as it leads into the situation observed at the time of European contact will then be discussed.

Prerequisite

Preference will be given to those who have satisfactorily completed Prehistory I, but those who have completed a first year history subject or Biology I ME may also be considered.

Course Requirements

One-3hour seminar weekly and lectures as required.

Assessment

Based on regular submissions of journals, completion of one essay each term.

Preliminary Reading

- *Yawata, I. and Sinoto, Y.H. (eds) *Prehistoric Culture in Oceania*, Bishop Museum Pr. 1968.
- Howells, W. *Pacific Islanders*, London 1974.
- *Blainey, G. *Triumph of the Nomads*, Macmillan, Melbourne 1975.
- *Service, E.R. *The Hunters*, Foundations of Modern Anthropology Series, Prentice-Hall 1966.
- Mulvaney, J. and Golson, J. (eds) *Aboriginal Man and Environment in Australia*, Australian National University Pr. 1971.

Prescribed Reading

- *Vadya, A.P. (ed.) *People and cultures of the Pacific*, New York 1975.
- *Shutler, R. Jr and Shutler, M.E. *Oceanic Prehistory*, Menlo Park 1975.
- *Mulvaney, D.J. *The Prehistory of Australia*, Penguin 1975.
- Green, R.C. and Kelly, M. (eds) *Studies in Oceanic Culture History*, V. 1 (1970); v. 2 (1971), Honolulu.

PSYCHOLOGY

Availability of Psychology I

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 B. McKenzie and Professor R. Over

The topics covered in Psychology I include: introduction to psychology; development; love; fear and anger; perception; learning and memory; intelligence; thought and language; social behaviour; personality and abnormal behaviour; biochemistry of 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 out 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

The course manual for Psychology I (providing a detailed reference list together with information on preliminary reading) will be available within the department of psychology after 24 January 1977.

†Mendenhall, W. and Ramey, M. *Statistics for Psychology*, Duxbury 1973.

†Beaver, R. and Mendenhall, W. *Study Guide: Statistics for Psychology*, Duxbury 1973.

Psychology II (one unit)

Dr Geoff 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 more detail 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 in psychology.

Psychology II consists of four hours of lectures a week, three hours of laboratory work and one hour of tutorials. Students will receive the equivalent of 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, T.G.R. *Development in Infancy*, Freeman 1974.
- *Hulse, S.H., Deese, J. and Egeth, H. *The Psychology of Learning*, 4th edn, McGraw-Hill 1975.
- *Keele, S.W. *Attention and Human Performance*, Goodyear 1973.
- Korman, A.K. *The Psychology of Motivation*, Prentice-Hall 1974. (Korman and Valle are alternative texts).
- Mendenhall, W. and Ramey, M. *Statistics for Psychology*, Duxbury 1973.
- Valle, F.P. *Motivation: Theories and Issues*, Brooks Cole 1975. (Korman and Valle are alternative texts).

Recommended Reading

- *Beaver, R. and Mendenhall, W. *Study Guide for Statistics for Psychology*, Duxbury 1973.
- *Champion, R.A. *Learning and Activation*, Wiley 1969.
- Cofer, G. and Appley, M. *Motivation: Theory and Research*, Wiley 1964.
- *Hays, W. *Statistics for Social Science*, 2nd edn, Holt, Rinehart, and Winston 1973.
- Horton, D.L. and Turnage, T.W. *Human Learning*, Prentice-Hall 1976.
- *Murch, G.M. *Visual and Auditory Perception*, Bobbs-Merrill 1973.
- Rock, I. *Introduction to Perception*, Macmillan 1973.
- *Siegel, S. *Nonparametric Statistics*, McGraw-Hill 1956.

Psychology III

Mr R.D. Francis

Psychology III consists of five lectures each week, one on each of the following areas:

- (1) design and analysis of experiments/history and philosophy of psychology;
- (2) social behaviour;
- (3) abnormal behaviour;
- (4) individual differences in personality and intelligence;
- (5) cognitive processes.

These lectures will be complemented by three hours a week of laboratory work and one hour a week of tutorial work.

Students will also 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 that person. The nature of this project would be open to choice by the student within the range of research options currently available. Time involvement should average about three hours per week.

In order to give students a good basic grounding the course is run as a whole, without options for any part of the course.

Assessment is by way of laboratory reports, an essay, term tests and a report on the project.

Prerequisite

Psychology II.

Prescribed Reading

Baron, R., Byrne, D. and Griffitt, W. *Social Psychology: Understanding Human Interaction*, Allyn and Bacon, Boston 1974.

†*Maher, B. *Principles of Psychopathology*, McGraw-Hill, NY 1966.

Marx, M. and Goodfun, F.E. *Theories in Contemporary Psychology*, 2nd edn, Macmillan, NY 1976.

†*Posner, M.I. *Cognition: An Introduction*, Scott, Foresman, Glenview 1974.

†*Secord, P.F. and Backman, C.W. *Social Psychology*, McGraw-Hill, NY 1974.

Tyler, L.E. *The Psychology of Human Differences*, latest edn, Appleton-Century-Croft, NY.

Recommended Reading

Anderson, J., Durston, S.L. and Poole, M. *Thesis and Assignment Writing*, Wiley, Sydney 1970.

Brown, R. *Social Psychology*, Collier-Macmillan, NY 1965.

Bryant, P. *Perception and understanding in young children*, Basic Books, NY 1974.

Butcher, H.J. *Human Intelligence*, Methuen, London 1972.

Chomsky, N. *Language and Mind*, Harcourt Brace, NY 1972.

Coltheart, M. (ed.) *Readings in Cognitive Psychology*, Holt Saunders, NY 1972.

Crano, W. and Brewer, M. *Principles of Research in Social Psychology*, McGraw-Hill, NY 1973.

Danziger, K. *Socialisation*, Penguin, NY 1970.

Guilford, J.P. *The Nature of Human Intelligence*, McGraw-Hill, NY 1967.

Keele, S.W. *Attention and Human Performance*, Goodyear, Pacif. Palisades, Calif. 1973.

Kintsch, W. *Learning, Memory and Conceptual Processes*, Wiley, NY 1970.

Norman, D.A. *Memory and Attention*, Wiley, NY 1976.

Ross, A. *Psychological Disorders of Young Children*, McGraw-Hill, NY 1973.

Psychology IV Honours

Professor Ray Over

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 a B average in undergraduate psychology courses. Students will also be expected to have performed satisfactorily in all other subjects.

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 one 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. These essays constitute the second major requirement.
- (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.

RELIGIOUS STUDIES

The Religious Studies area of studies enables students to major in a combination of courses from various disciplines, as well as interdisciplinary courses, concentrating on the theme of religion. The courses currently available and the order in which they should be taken, are as follows:

First Year

Students should normally do History I HR (History of Religions), though in exceptional circumstances the chairman of the area may approve any first-year course related to the study of religion e.g. in history, philosophy or sociology.

Second Year

Students must take the interdisciplinary studies course, IDS IIRS: Religious Studies,

Third Year

Students must take the interdisciplinary studies course, IDS IIRA: Religion in Australia.

The remaining units of the major are to be made up of the following second and third-year units and half-units:

History IIRB/IDS IIRB	: History of Buddhism
History II IS/III IS	: European Ideas and Society from the Renaissance to the Enlightenment
History III RP	: Popular Political and Religious Ideologies of the English Revolution and After
Philosophy IIER/IIIER/IDS IIER/IIIER	: Eastern Religion and Philosophy
Philosophy II IP/III IP	: Indian Philosophy
Philosophy IIPR/IIIPR	: Philosophy of Religion
Sociology IIICL/IIICL	: Religion and Social Change – Latin American Cases
English IIIB and IIID	: (these may be credited as half-units only in Religious Studies, the remaining half-units being unspecified).

Any inquiries relating to this area of studies should be directed, in the first instance, to the chairman of the area, Dr J.W. Painter (history department). Fourth year honours and postgraduate studies may be available for qualified candidates.

IDS IIRS:

Religious Studies (full unit at second-year level)

Dr J.W. Painter

This unit may be credited as a full interdisciplinary unit; as a full unit in a religious studies area major; or, with the permission of the chairman of the department concerned, as units in history in philosophy majors.

The course in 1977 will consist of an introductory section on problems and methodologies in understanding religion; an historical and philosophical comparative examination of the foundations of two religious traditions, early Christianity in its Jewish setting, and early Indian Religion; and an examination of the role of religion in modern society. 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

One lecture and one 2-hour seminar/discussion session 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 an examination.

Prescribed Reading

- *The New Testament (The Common Bible or any good modern version).
- *The Open University, *Beliefs and Religion*, The Sociological Perspective, Units 12-14.
- *Berger, P. *The Social Reality of Religion*, Penguin.
- *Perrin, Norman *The New Testament: An Introduction*, Harcourt Brace 1974.
- *Zaehner, R.C. (trans.) *The Bhagavad-Gita*, Oxford 1973.

Recommended Reading

- *Smart, N. *The Religious Experience of Mankind*, Fontana.
- *Bornkamm, G. *Jesus of Nazareth*, Hodder and Stoughton.

IDS IIIRA:

Religion in Australia (full unit, new course)

Professor J.S. Gregory, Dr Paul Rule

A thematic and inter-disciplinary study of the development and current state of religion in Australia. Among the topics to be treated will be Australian aboriginal religion; the introduction and indigenisation of the churches in Australia; church and state in Australia; secularism and secularisation.

Prerequisites

A pass in IDS IIRS or any second year history, sociology, or politics subject. Crediting towards majors other than Religious Studies is subject to the approval of the chairman of the department concerned.

Class Requirements

One 1-hour lecture, and one 2-hour seminar each week.

Assessment

The details will be determined in consultation with the students but will consist of a combination of written work during the year and an examination.

Preliminary Reading

*Maddock, K. *The Australian Aborigines*, Penguin 1974.

Recommended Reading

Barrett, J. *That Better Country*, Melbourne Univ. Pr. 1966.

*Gregory, J.S. *Church and State*, Cassell Australia 1973.

Mol, H. *Religion in Australia*, Nelson 1971.

*Mulvaney, D.J. *The Prehistory of Australia*, Penguin 1975.

*O'Farrell, P. *The Catholic Church in Australia*, Nelson 1972.

REVOLUTIONARY STUDIES

A major in this area of studies consists of a number of subjects taken from the disciplines of history and politics together with units taken in the Interdisciplinary Studies subjects, Marxism, Anarchism and Syndicalism.

Students wishing to major in the area should normally take either History I FR (The French Revolution) or History I MC (Revolution in Mexico and Cuba) in their first year. In second and third years they will be required to take at least one unit from the following subjects:

- | | |
|--------------------------|--|
| (a) Politics II B | : Politics of Communist States (full unit) |
| (b) Politics IIC/IIIC | : Nazism in Theory and Practice (half unit) |
| (c) Politics III AG | : Asian Government (full unit) |
| (d) History II CE/III CE | : Continental Europe 1840-1940 (full unit) |
| (e) History III CH | : Chinese History — Modern (half unit) |
| (f) History III RP | : Popular Political and Religious Ideologies of the English Revolution (half unit) |
| (g) History III RS | : Russian History (full unit) |

Students will also be required in their second and third years to take two units from amongst the following Interdisciplinary Studies subjects;

- | | |
|----------------------|-------------------------------|
| (a) IDS II AN/III AN | : Anarchism (half unit) |
| (b) IDS II MX/III MX | : Marxism (full unit) |
| (c) IDS II FM/III FM | : Further Marxism (half unit) |
| (d) IDS IIISY | : Syndicalism (half unit) |

Note

course (d) is a third-year readings course with restricted entry.

All students intending to major in the area should ask the interdisciplinary studies adviser of studies for information on approved subject combinations. Later year students intending to major in the area should see the area chairman, Mr A.R. Giles-Peters, in the philosophy department for information as to which subjects offered in previous years and not mentioned in the above list would be credited towards the major.

IDS II AN/III AN:

Anarchism (half unit, second half of the year)

A study of revolutionary anarchism: its origins in the early 19th century; its classical statement by Bakunin in the 1860s and 70s; its development by the anarchist communists Kropotkin, Malatesta and Berkman; the transformation of anarchism and the rise of syndicalism in Italy, France and Spain; the Haymarket tragedy and the 'nativisation' of American anarchist communism; the Russian anarchists, the revolution and bolshevism; Spanish anarchism and the 1936 revolution in Catalonia.

After this historical and textual study of classical revolutionary anarchism, a number of theoretical questions raised by anarchism will be studied. These will include anarchist concepts of the individual, society, law, authority, freedom, and the state; anarchist forms of social, economic and political organisation; anarchist theories of crime and morality; anarchist views on education, the family, love and women's liberation.

The subject may be credited as a half-unit towards a history major subject to the restriction that a student may not without permission of the chairman of the department claim the equivalent of more than one full-unit in history from interdisciplinary subject courses. It may also be credited as a half unit towards a major in politics provided that the major also includes a minimum of three full units taught in the department of politics, and provided that no other IDS subject has been previously credited.

There is no prerequisite.

Course Requirements

Two lectures and one tutorial a week (In some weeks an extra lecture will be substituted for the tutorial).

Assessment

By written work throughout the year.

Prescribed Reading

Available from the area chairman.

IDS II MX/III MX:

Marxism (full unit)

John Fox and Andrew Giles-Peters

A study of Marxist thought with emphasis both on 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 three more specialized streams developing aspects of post-Marx Marxism. All courses can be credited simply as a full interdisciplinary unit. Alternatively the Marxism/economics stream can be credited as a half unit in economics and a half unit unspecified; the Marxism/Leninism, social democracy and council communism stream can with the permission of the history department be credited as a half-unit in history and a half-unit unspecified, and the Marxism/sociology stream can be credited as a full unit in sociology. In 1977 all courses can be credited as a half-unit in philosophy and a half-unit unspecified. The courses can also be credited as a half-unit towards a major in politics provided that the major also includes a minimum of three full units taught by the department of politics, and provided that no other IDS subject has been previously credited.

Core Course (first half year)

John Fox

The larger part of the core course will be devoted to clarifying, and to tracing the development of, Marx's idea of alienation and his doctrine of historical materialism (which latter will include the notions of the role of modes of production, of classes and class struggle, of ideology and the 'production of consciousness'); there will also be a study of the idea of dialectics and a brief introduction to the ideas of classical and of Marxist economics.

Assessment

By written work through the year.

Prescribed Reading

†Easton, L.D. and Giddat, K. (eds) *Writings of the Young Marx on Philosophy and Society*, Anchor.

Preliminary Reading

†Avineri, S. *The Social and Political Thought of Karl Marx*, Cambridge Univ. Pr.

†Lichtheim, G. *Marxism, an Historical and Critical Study*, Routledge.

Recommended Reading

†Ollmann, B. *Alienation*, Cambridge Univ. Pr.

Korsch, K. *Karl Marx*, Russell and Russell.

Lukacs, G. *History and Class Consciousness*, Merlin.

Electives (second half year)

Economics

A discussion of Marx's economic theories, neo-Marxist 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.

Leninism, Social Democracy, Council Communism

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 workers' 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-sindicalism. 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 1930s, Eastern Europe in the 1950s and contemporary western societies.

Marxism and Education

Mr D.C. White

The course will be conducted in a manner that assumes students have taken the core course in Marxism or have read widely enough to be familiar with the notions generally assumed to be central to Marxism.

The course will consider the following topics:

- (a) The possible relationships between education and society as seen from a Marxist position compared with those taken by such theorists as Mathew Arnold and John Dewey; and whether Marxism would suggest a content to curriculum as well as a critique of the uses of schooling.
- (b) A possible Marxist critique of education derived from the directly ideological writings of Marx, including the early writings; the similarity and differences of these critiques with those of recent radical writings on education (Goodman, Holt, Herndon *et al.*).
- (c) Marxist views on the relationship between theory and experience, and the view on schooling which follows; the writings of Krupskaya on this issue; work experience and schooling in the USSR and China.
- (d) Education as an agency for the recreation of bourgeois cultural hegemony; an analysis of Gramsci's views on education, related to the functions of culture and ideology in society.
- (e) Education and the reproduction of the property relations of production; Althusser's work on schools as an ideological state apparatus.
- (f) Education as a source of social criticism; cosmopolitanism and university in Marx.
- (g) Education as a means of reproducing the mode of production; the 'human capital' notion; what this does to a base/superstructure model of society, and to the culture/structure separation in general.

Prescribed Reading

Marx, K. and Engels, F. *Early Writings* or *The Economic and Philosophical Manuscripts*

Marx, K. : *Capital*

Gramsci, A. : *Prison Notebooks* (section on education)

Althusser, L. : 'Ideology and the Ideological State Apparatuses' in *Lenin and Philosophy*, NLB, London 1971 or in

Cosin, B. (ed.) *Education, Structure and Society*, Penguin 1973.

A bibliography of Marxist writing on education is now under preparation and will be available to members of the course.

Sociology

A number of alternatives may be available under this heading. These include an examination of the class concept in Marx, his predecessors and successors, and its application to 19th century reality; a course on peasant movements in the third world, their relation to revolution against neo-colonialism, and to post-revolutionary society; a course on 'modernization' in the light of critical Marxist theories of development. The alternatives available and a more detailed statement of their content will be available from the IDS student adviser at the beginning of the year.

Class Requirements

In the first half-year students will attend two 1-hour lectures and one tutorial a week. In the second half year they will attend either two lectures or a two-hour seminar each week depending on the elective.

Students are advised that although this course is available to both second and third-year students it is assessed according to a single standard and second year students are not marked more lightly than third year students.

IDS II FM/III FM:

Further Marxism (half unit, second half of year)

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 II MX/III MX or in a succeeding year. Students wishing to enrol in IDS II FM/III FM 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 II FM/III FM 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.

Prerequisite

IDS II MX/III MX or its core course plus concurrent enrolment in another elective, or Sociology II TNB I.

Class Requirements

Either two lectures or two seminars a week, depending on the elective, in the second half of the year.

Assessment

By written work throughout the year.

Prescribed Reading

Available from the area chairman.

IDS III SY:

Readings Course on Syndicalism (half unit, second half of the year)

A study of three major syndicalist organizations – the French CGT, the American IWW, the Spanish CNT – together with a briefer treatment of syndicalism in Italy, Germany, the Russian revolution and Latin America. The course will also cover the debates between anarchism, syndicalism and socialism and the debate on the status of the general strike – tactic or social myth.

This subject may be credited as a half unit towards a history major subject with the restriction that a student may not without permission of the chairman of the department claim the equivalent of one full unit in history from IDS courses. It can also be credited as a half unit towards a major in politics provided that the major also includes a minimum of three full units taught in the department of politics, and provided that no other IDS subject has been previously credited.

Prerequisite

IDS II MX/III MX Marxism with an approved elective.

Course Requirements

All students will be required to choose a course of study on specialized aspects on the above topics and to report on them at a weekly meeting.

Assessment

By written work throughout the year.

Prescribed Reading

Available from the area chairman.

ROMANCE LANGUAGES

An area of studies course in Romance languages will be available for students wishing to combine studies in French and Spanish, French and Italian or Spanish and Italian. 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.

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.

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, the relationship between economic and social change, and the historical experience of economic growth. In the course emphasis will be placed on a study of the economy of Western Europe from the ninth century to the Industrial Revolution of the eighteenth and nineteenth centuries. Changes in population, agriculture, trade, finance, industry, and the role of the state will be considered. Elements of economic theory will be introduced as necessary in the analysis.

Prerequisite

There is no prerequisite.

Class Requirements

One lecture a week and one tutorial a fortnight for three terms.

Assessment

Essay, test, and end of year examination. Tutorial contribution will also be considered in the assessment.

Prescribed Reading

*Cipolla, C.M. *Before the Industrial Revolution: European Society and Economy, 1000-1700*, Methuen 1976.

Preliminary Reading

*Cipolla, C.M. *The Economic History of World Population*, Penguin 1962.

*McNeill, W.H. *The Shape of European History*, Oxford Univ. Pr. 1974.

Recommended Reading

Tuma, E. *European Economic History, Tenth Century to the Present: Theory and History of Economic Change*, Harper and Row 1971.

or

Clough, S.B. and Rapp, R.T. *European Economic History: The Economic Development of Western Civilization*, McGraw-Hill 1975.

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.

There is no prerequisite.

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

Karmel and Polazek, *Applied Statistics for Economists*, Pitman.

Recommended Reading

Speigel, M. *Theory and Problems of Statistics*, Schramm Outline Series.

OR

Yeomans, K.A. *Statistics for the Social Sciences*, vols 1 and 2.

Australian Year Book 1973 or 1974.

Kay and Laby – *Four Figure Logarithm Tables*. These will be essential and a small pocket electronic calculator, if desired, may be used in the course.

Social Sciences IC:

Introduction to Econometrics (half unit, throughout the year)

Dr H.T. Burley, Professor S.P. Burley, Dr G.C. O'Brien, Mrs Zaiga Wiltshire

Description of course

This half unit is intended to give an elementary introduction to the use of statistical models in econometrics. Students are advised to take this option if they wish to go on to Econometrics II ES (Economic Statistics) or Econometrics II ME (Mathematical Economics).

Social Sciences

The course presumes an ability to attempt Leaving standard mathematics. Students who feel unable to manage this are advised to enrol in Social Sciences IB, and students who have passed higher school certificate mathematics are advised to consider also the first-year subjects available in the Department of Mathematics. The mathematical section of Social Sciences IC will be taught at two different levels (with separate lectures and tutorials) to cope with different student backgrounds.

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 economics.

Prerequisites

None.

Class Requirements

One lecture a week and one practice class a week for three terms. Exercises as set.

Assessment

One 3-hour paper, plus exercise results which will count for 20 per cent of the final grade.

Prescribed Reading

Hoel, P.C. *Finite Mathematics and Calculus with Applications to Business*, Wiley 1974.

Department of Economics, SS IC Lecture Notes mimeo.

Social Sciences IIIA:

Papua New Guinea (full unit)

Mr P. Bayne, Mr R. Bowden, Dr A. Ward

This subject will be taught by members of the departments of Economics, History, Politics, Sociology and Legal Studies, 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

At least one full second-year unit.

Class Requirements

One lecture (sometimes two) and one tutorial per week for three terms.

Assessment

By essays and class assignments.

Prescribed Reading

Chowning, Ann *An Introduction to the Peoples and Cultures of Melanesia*, Addison-Wesley Module in Anthropology.

Hogbin, I. *Anthropology in Papua New Guinea*, Melbourne Univ. Pr.

Nelson, Hank *Papua New Guinea: Black Unity or Black Chaos*, Pelican.

Rowley, Charles D. *The New Guinea Villager*, Cheshire 1965.

Preliminary Reading

Eri, Vincent *The Crocodile*, Jacaranda.

Gardner, Robert and Hider, Karl G. *Gardens of War*, Penguin 1974.

Kiki, Albert Maori *Kiki: Ten Thousand Years in a Lifetime*, Cheshire 1968.

Mead, Margaret *Growing Up in New Guinea*, Pelican.

Social Sciences III C:

Sociological and Economic Theories of the Firm (full unit)

Professor F.G. Davidson, Dr R.C.S. Trahair

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.

Note

This subject is incompatible with Sociology II/III TF.

Prerequisite

Economics II MI and II MA, 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.

Assessment and prescribed reading will be announced.

Social Sciences III L:

Formation of Latin American Society (full unit, whole year, new course)

Professor C. Veliz

A critical examination of current views on the historical development of Latin American society. This course is identical with Sociology II FLA/III FLA, and full details of the course content and reading can be found in the subject entry under Sociology.

Prerequisites

This course forms part of a sequence of Latin-American Studies. The prerequisite is at least one full unit of Latin-American Studies, at first or second-year level.

Interested students are advised to consult the Handbook entry on Latin-American Studies.

Class Requirements

Three hours a week, including one lecture.

Assessment

By essays and examination.

Note

It may be necessary to impose a quota on enrolments in this course.

Social Sciences III E:

Marxism (full unit)

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 Humanities School course Interdisciplinary Studies II MX/III MX (Marxism) and full details of the course and reading can be found in the subject entry under the Revolution Area of Studies in this handbook.

SOCIAL WORK

Outline of Course Structure

The formal course-work will be given within the department of social work. Academic staff from other departments may provide some lectures within the prescribed course. The following subjects are available:

First Year

Social-Personal Systems and
Human Problems
Development of Social Welfare
Contexts of Helping
Social Work Practice
Field and Laboratory Learning
Elective Seminars

Second Year

The Family and Social Work
Law in Social Work Practice
Ethnic Background Class and sex in
Social Work Practice
Field and Laboratory Learning
Research Project
Elective Seminars

Class Requirements

The course-work load will be a minimum of nine to twelve hours per week. In addition students will participate in practical work which includes the development of social work practice skills, the supervised application of practice and methodology in the community, and seminars in which the students will integrate theory and practice.

In second year, an additional minimum of two hours per week will be devoted to a research project on social work or social welfare.

Field Placements

Field instruction is a vital part of the degree program. Field placements will be made throughout the academic year and during a special period of eight weeks at the end of the third term of each year of the course.

Prerequisites

At present it is necessary for entrants to possess a degree requiring at least three years of full time study at a university, or other tertiary qualifications deemed to be the equivalent, and which desirably contains, as a minimum, four units of psychology and sociology; at least two of which should be in psychology. It is important that the study in psychology should include segments in developmental, abnormal, social psychology and research methodology. Studies in economics, legal studies or politics are also very useful and will be recognised as an alternative to a second unit of sociology.

In view of the possibility of the introduction of certain changes in the social work program, consideration may be given to admitting applicants whose qualifications do not meet these prerequisites.

Enquiries relating to special admission should be referred to the chairman of the department of social work.

Social-Personal Systems and Human Problems

This course will be concerned with the integration of behavioural science, social science and social work theories. The interrelated impact of micro and macro systems on selected problems of individuals, groups, organisations and communities will be assessed. General principles will be identified and applied to problem definition, problem analysis and implications for effective social work intervention.

Development of Social Welfare

Social Welfare and social work have evolved as responses to changes in social structure brought about by industrialisation. This course will examine the relationship between social problems and social values: the history of Australia's response to certain social problems; and will compare social security systems in several industrialised nations. Attention will be given to the emergence of social work as a profession and the emergence of social security programs in Australia.

Contexts of Helping

This course will consider: (1) familiar everyday contexts of helping interactions; values and norms which influence the initiation and conduct of such interactions; and (2) specific lessons for social work practice; derivatives and modifications of the 'familiar' in skilled service provision. The course is closely linked with the participant observation component of Field and Laboratory Learning.

Components of Social Work Practice

This course introduces students to the various components which comprise social work practice: the community; the organisation of services; the profession; the social worker; the consumer of service; and the provision of service.

Social Work Practice:

Problems of Conflicts of Interest and Values

This course introduces students to the structure and techniques used by social workers in professional situations involving exchange relationships, conflicts of interests, and the use of various forms of influence and power. The theoretical content on social exchange, conflict and power provides a frame of reference for the discussion of practice principles and methodologies.

Social Work Practice:

Problems of Organisational Development, Management, and Resource Mobilisation

This course will be concerned with the structure and function of community analysis, organisational analysis, and the processes and techniques of organisational and resource development, management and resource mobilisation in social work practice. The concept of social indicators, and their uses and limitation in organisational and community planning in social work practice, will also be examined.

Social Work Practice:

Issues and Problems in Social Policy-Making and Planning

This course examines the context in which policy is formulated and applied in relation to specific policy issues in the area of social welfare, health, or legal control and judicial system, with an emphasis on Australian applications. It also examines the concept of social policy in general to develop frameworks by which social policy issues can be studied systematically. It will include an examination of the problems of planning and organising for social change.

Social Work Practice:

Problems of Stress

This course introduces students to the processes of social work intervention, its major tasks and underlying theory. Stress will be utilised as an underlying concept.

The Family and Social Work

The role of the social worker and methods of intervention in family problems will be examined and evaluated. The framework of the course will include personal, interpersonal and socio-cultural variables.

Administration of Social Work

This course will examine the nature of social welfare and social work administration including middle management, the management of interpersonal relationships and role of consultant and supervisor.

Law in Social Work Practice

This course will analyse the functions and principles of law which have particular significance for social work practice. There will be particular emphasis on the legal aspects of various forms of social interaction (e.g. family, consumer activities) and social services.

Ethnic Background, Class and Sex in Social Work Practice

This course will examine the significance of the variables of ethnic background, class and sex in social work practice, including analysis and specification of the various factors and practice skills which either promote or inhibit effective social work practice when such variables are involved. There will be an emphasis on the student's acquisition of sensitivity to these variables in social work practice.

Research Project

In second year, students will conduct a research project on social work, social welfare, or related phenomena from the formulation of a research problem to development of design, methodology, data collection, and analysis and evaluation. The relationship of theory to research and various alternative designs and different methods of data collection will be considered. The analysis of data will include a review of various statistical procedures used in social welfare research.

Field and Laboratory Learning

This course will provide practical training to enable students to acquire appropriate practice work skills through laboratory sessions and supervised application of these skills in the community. Seminars will be conducted in which students will integrate the theoretical knowledge base of practice and its application.

SOCIOBIOLOGY

Sociobiology II/III (half unit, new course)

Dr D.A. Hay, Dr R.A. Zann

A second or third-year half unit for students enrolled in the School of Behavioural Sciences or a second-year half unit for students completing a prehistory major in the School of Humanities.

This course examines the approach of zoologists and geneticists to behaviour in humans and other animals and especially to an understanding of the evolutionary influences on behaviour. The course centres on the current controversies over sociobiology and racial differences in intelligence, but with an adequate general introduction to the fields of ethology and behaviour genetics, so that the students can see these two issues in a realistic context.

Syllabus

Introduction to the two controversies; principles of ethology; social evolution; social mechanisms; some social species (especially insects and primates); human ethology. Introduction to behaviour genetics; invertebrate behaviour genetics and the evolution of behaviour patterns; behaviour genetics in animals other than man; population genetics and behaviour; genetic variation in human behaviour; race, socio-economic status and intelligence.

Prerequisite

Biology IA or IB or Man and Environment I (formerly Biology I ME) or Prehistory I.

Class Requirements

Three 1-hour lectures a week for the second half of the year, plus 1-2 hours a week for tutorials, demonstrations and films. Sociobiology III students will each be involved in the running of a seminar and some additional reading and written work.

Assessment

By written assignments and an examination.

Prescribed Reading

*Wilson, E.O. *Sociobiology: The New Synthesis*, Belknap/Harvard 1975.

Preliminary Reading

Tinbergen, N. *Social Behaviour in Animals*, Methuen 1966.

Recommended Reading

Ehrman, L. and Parsons, P.A. *The Genetics of Behaviour*, Sinauer 1976.

Loehlin, J.C., Lindzey, G. and Spuhler, J.N. *Race Differences in Intelligence*, Freeman 1975.

Additional Recommended Reading for Sociobiology III Students

Eibl-Eibesfeldt, I. *Ethology, the Biology of Behaviour*, Holt, Rinehart and Winston 1975.

Hinde, R.A. *Biological Basis of Human Social Behaviour*, McGraw-Hill 1974.

Hirsch, J. (ed.) *Behaviour-Genetic Analysis*, McGraw-Hill 1967.

Jensen, A.R. and others *Environment, Heredity and Intelligence*, Harvard Educ. Rev. 1969.

Kamin, L.J. *The Science and Politics of I.Q.*, Wiley 1975.

Richardson, K. and Spears, D. (eds) *Race, Culture and Intelligence*, Penguin 1972.

Note

The offering of this course in 1977 is dependent upon financial considerations.

SOCIOLOGY

The courses to be offered by the sociology department in 1977 are summarised below and are described in more detail in the subject entries. A full-unit introductory course, Sociology I, is given at first-year level. At second- and third-year level some full-unit courses are available, but most courses are half-units.

The second-year and third-year courses fall into three groups: (1) sociological theory, (2) sociological method, and (3) substantive areas. The sociology course structure aims to provide a balance between theory, method and substantive areas, whilst at the same time giving a choice of several alternative courses within each group.

Sociology

Within the pass degree students may take any number of sociology courses up to a maximum of five units. The combinations and sequences of sociology courses which are permissible depend mainly on the total number of units of sociology taken for the pass degree. This may be summarised as follows

Type of Course	Total Number of Sociology Units Taken									
	1	1½	2	2½	3	3½	4(a)	4(b)	4½	5
Introductory Sociology	1	1	1	1	1	1	1	1	1	1
1. Theory	—	—	—	—	—	1	1	1	1½	1½
2. Method	—	—	—	—	—	½	½	1	1	1
3. Substantive	—	—	—	—	—	½	½	1	1	1
Self-selected (from 1, 2 or 3)	—	—	—	½	1	½	1	—	—	½

* Either a unit of theory, or a half-unit of theory and a half-unit of method.

Notes (a), (b):

Students taking 4 units of Sociology can be considered for entry to honours only if they complete combination (b). Combination(a) is permissible for a pass degree only.

The first unit taken is always the introductory course. The second unit taken is normally a unit of second-year theory, but alternatively may be a half-unit of theory and a half-unit of method. Substantive courses can be taken only by students who have completed or are enrolled in a unit of theory or theory and method.

Students taking four or more units of Sociology may be eligible for entry to Sociology Honours (see the footnote to Table 1, and the entry on the Honours course, below). A student who includes five units of Sociology within the pass degree would normally take the following sequence of courses: Sociology 1; in second-year, a unit of theory, a half-unit of method and a half-unit of substantive sociology; and in third-year, a half-unit of theory, a half-unit of method and two half-units of substantive sociology.

The department places a limitation on enrolments in its courses. A student's initial enrolment in any course is provisional and acceptance will not finally be confirmed until the end of the enrolment period.

Selection for courses will be based on the following principles:

- (i) 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.
- (ii) Where a subject is offered at both second- and third-year levels, third-year students will normally be given preference.
- (iii) In selection among third-year students, the order of preference will be:
 - (a) students enrolled to complete their course and who are taking 4 or more units of Sociology.
 - (b) other students who are taking 4 or more units 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.

- (iv) Students who have not been allocated their first preference for one group of courses will, wherever possible, be given first preference for other groups of courses.
- (v) Students who have a special contribution to make to a course by virtue of previous academic or other experience may be given preference over other applicants.

First Half Year	Second Half Year
Introductory Course: First-Year Sociology I (full year)	
Theory Courses: Second- and Third-Year II TCB : Social Theory (full year) II TPB : History of Sociological Theory – Verstehen (full year)	
II TDB : Sociological Perspectives II TUB : Development of Social Thought II TOB : Origins of Sociological Thought III TMA : Explanation in Sociology III TPA : Sociology of Knowledge	II THB : The Class Concept II TBB : Social Issues – Social Theory II/III TYB : Theoretical Analysis II/III TAA : Structuralism III TCA : Freudian Social Theory
Methods Courses : Second and Third-Year	
II/III MGB-1 : Research Methods II/III MTB : Quantitative Methods II/III MXB : Field Research Methods II/III MYA : Social Change Methods	II/III MGB-2 : Research Methods II/III MUB : Basic Methodology III MQA : Qualitative Research II/III MRA : Multivariate Analysis
Substantive Courses: Second and Third-Year *	
IIDB : Deviant Behaviour II/III BP : Biology of Human Populations II/III PL : Political Sociology III AR : Sociology of Art II/III RS : Rural Sociology II/III TD : Theories of Development II/III TF : Theories of the Firm II/III US : Urban Sociology III AS : Australian Society III EN : Ethnic Groups and Policy III GB : Group Behaviour III FR : Free Reading	II/III CL : Religion and Social Change II/III CM : Community Studies II/III DS : Industrial Sociology II/III ES : Sport and Education II/III FA : Sociology of the Family II/III IM : Sociology of Migration II/III PSN : Peasant Movements II/III SA : Social Anthropology III DV : Deviance and Social Control III IND : Sociology of Organisations III MM : Mass Media III MS : Medical Sociology III PS : Personality and Society III FR : Free Reading
II/III FLA : Formation of Latin American Society	

*Sociology II/III DQ may be offered (see course entry).

Sociology I

Sociology I is a full-unit course for first-year students designed to introduce central questions asked by sociologists. Among such questions are: (1) the social nature of the individual: how do individuals become social beings? how do individuals relate to society and to groups within society? how do social processes affect individual

behaviour? (2) social structure and stability: what is social structure? how do social structures originate, and persist? (3) social change: what makes society change? how does social change affect individuals and groups? (4) analysing society: what are the tools of sociological analysis? how do theories about society arise?

Prerequisite

None.

Class Requirements

Three hours a week. The course will be offered in separate groups of approximately 100 students. One of these groups will be designed specifically to fit into the program of Latin-American studies.

Assessment

By written assignments and testing.

Preliminary Reading

Any of the following introductions would be suitable preliminary reading:

*Berger, P.L. *Invitation to Sociology*, Penguin 1966.

Chinoy, E. *The Sociological Perspective*, Random House 1968.

Coulson, M.G. and Riddell, C. *Approaching Sociology*, Routledge and Kegan Paul 1970.

*Worsley, P.M. *Introducing Sociology*, Penguin 1970.

SOCIOLOGICAL THEORY COURSES

Sociology II TAA/III TAA:

Structuralism and the Social Sciences (half unit, second half year)

Dr J.P. Arnason

A strong emphasis will be laid on the interdisciplinary aspects of structuralism. After a preliminary analysis of the conventional concept of structure — more particularly *social* structure — the main part of the course will be devoted to French Structuralism. The structural anthropology of Levi-Strauss, important in itself and as a background to later developments, will be discussed at some length. Finally, an evaluation will be made of the contributions of some later structuralists (mainly Foucault and Bourdieu).

Prerequisites

At least one unit of Sociology at second-year level, including a half-unit of theory. (Students who have satisfied these prerequisites during the first half year will be eligible.)

Class Requirements

Three hours a week.

Assessment

By essays (examination optional).

Prescribed Reading

*Levi-Strauss, C. *Structural Anthropology*, Penguin Univ. Books.

*Levi-Strauss, C. *The Scope of Anthropology*, London 1967.

*Park, G. *The Idea of Social Structure*, New York 1974.

Recommended Reading

Lane, M. (ed.) *Structuralism: A Reader*, London 1970.

Note

This course is incompatible with Sociology II TNB-2/III TNB-2, 1976.

Sociology II TBB:

Social Issues and Social Theory (half unit, second half year)

Dr C.J. Balmer

This course will concentrate upon the major theorists of the inter-war years in England: Ginsberg, Hobhouse and Mannheim. As well as discussing how these writers further developed such concepts as community and alienation, status and the secular, attention will be given to their own particular responses to the social issues of the times.

Prerequisites

Any first-year Sociology subject.

Class Requirements

A lecture and a workshop each week.

Assessment

By written assignments and examination.

Preliminary Reading

* Nisbet, R. *The Sociological Tradition*, Heinemann 1970.

Prescribed Reading

* Touraine, A. *The Post Industrial Society*, Wildwood House.

* Hobhouse, L.T. *Social Development*, Allen and Unwin.

* Mannheim, K. *Man and Society in an Age of Reconstruction*, Harcourt, Brace and Jovanovic.

Ginsberg, M. *On Justice in Society*, Heinemann.

Sociology III TCA:

Freudian Social Theory (half unit, second half year)

Dr J.B. Carroll

The course will concern itself with some developments in social theory since the classics: Durkheim, Weber and Freud. It will focus intensively on some of the writings of four 20th century theorists, three of whom (Bettelheim, Erikson and Rieff) approach social behaviour from a Freudian perspective, and the fourth of whom (Geertz) is more an anthropologist.

Prerequisites

Completion of a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method. This course is available only at third-year level. Students taking this subject must have a working knowledge of Freud.

Class Requirements

One two to three-hour seminar a week.

Assessment

To be decided.

Preliminary Reading

At the least the following should be read carefully:

- *Freud, S. *Introductory Lectures on Psycho-Analysis*, Pelican 1973.
- *Freud, S. *Civilization and its Discontents*, Norton 1959.
- *Hall, C.S. *A Primer of Freudian Psychology*, New American Library 1956.
- *Storr, A. *Integrity of the Personality*, Pelican 1963.

Sociology II TCB:

Social Theory (full unit, whole year)

Dr J.B. Carroll, Dr J. Arnason

The first half of this course will be a history of sociological thought up to the time of Durkheim, Weber and Freud, placing emphasis on some of the work of these three theorists. It will focus on such themes as Utopian versus realist social theory, examining conflicting images of man and different concepts of alienation, including Freud's 'repression'. It will look at the rise of capitalism in Britain, and how leading sociologists from Marx to Weber interpreted it.

The second half of the course will be devoted to various aspects of the sociology of Max Weber. After a short recapitulation of his intellectual and political biography, the main topics of discussion will be his sociology of religion, political sociology, and the methodology of the social sciences.

Prerequisites

Any first-year Sociology subject.

Class Requirements

One lecture and one 2-hour tutorial a week.

Assessment

By essays throughout the year.

Prescribed Reading

- *Bendix, R. *Max Weber*, Anchor, New York 1960.
- *Durkheim, E. *Suicide*, Routledge, London 1952.
- *Freud, S. *Civilization and its Discontents*, Norton, New York 1959.
- *Gerth and Mills *From Max Weber*, Routledge, London 1948.
- *Giddens, A. *Capitalism and Modern Social Theory*, Cambridge Univ. Pr. 1971.
- *Hobsbawm, E.J. *Industry and Empire*, Pelican 1969.
- *Marx, K. *1844 Manuscripts*, International, New York 1964.
- *Rousseau, J.J. *The Social Contract*, Penguin 1968.
- *Tocqueville, Alexis de *Democracy in America*, Vol. 2, Vintage, New York 1945.
- *Weber, M. *Protestant Ethic and the Spirit of Capitalism*, Unwin, London 1930.

Preliminary Reading

Any of the prescribed reading.

Sociology II TDB:

Sociological Perspectives: Durkheim and Mead (half unit, first half year)

Ms Beryl Donaldson

Structural and interpretive approaches in sociological theory will be considered through a study of Durkheim and Mead, particularly their views on socialization, social structure and social change. Utopian elements in the work of each theorist

will be considered in the context of general discussion on sociological theories as models for action. While major emphasis will be placed on analysis of primary texts, theoretical issues will be linked to substantive material, where possible using examples from Australian society.

Note

This course is incompatible with Sociology II TUB.

Prerequisites

Any first-year sociology subject.

Class Requirements

A lecture plus a two-hour workshop each week.

Assessment

Mainly by 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 complete all written assignments satisfactorily.

Prescribed Reading

- * Durkheim, E. *The Division of Labor in Society*, Free Pr. 1964.
- * Mead, G.H. *Mind, Self and Society*, Univ. of Chicago Pr. 1934.

Sociology II THB:

The Class Concept (half unit, second half year)

Dr H. Schutte

This course is to be seen as a reflection on capitalist-industrial society, as an approach to critical Marxist thought. It will focus on Karl Marx's class concept, tracing its origins, following its developments and modifications in the light of an ever-changing practice.

Prerequisites

Any first-year Sociology subject.

Class Requirements

One lecture and one tutorial a week.

Assessment

- (1) Two book reviews of at least 500 words each. A list of books for the purpose may be collected from the Sociology office from March 1977 onwards.
- (2) One essay of about 3,000 words. A series of essay topics will be suggested early in the course.

Prescribed Reading

- * Marx, Karl *The Eighteenth Brumaire of Louis Bonaparte*, Penguin.
- * Marx, Karl *The Communist Manifesto*, Penguin.

Recommended Reading

Poulantzas, Nicos *Classes in Contemporary Society*, London 1975.

Sociology III TMA:

Explanation in Sociology (half unit, first half year)

Dr D.G. Mulligan

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.

Note

This course is incompatible with Sociology III TMA-1 and Sociology III TMA-2, 1976.

Prerequisite

Completion of a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method. This course is available only at third-year level.

Class Requirements

Two hours a week.

Assessment

One 4,000 word essay.

Prescribed Reading

*Ryan, Alan *The Philosophy of the Social Sciences*, Macmillan 1970.

*Winch, P.G. *The Idea of a Social Science*, Routledge 1958.

Sociology II TNB-1/III TNB-1:

Historical Materialism (half unit)

This course will not be given in 1977, but it is intended that it be re-introduced in 1978.

Sociology II TOB:

Origins of Sociological Thought (half unit, first half year, new course)

Professor C. Veliz

Auguste Comte invented the word 'sociology' in 1839, and it has too often been assumed that this marked the birth of an entirely new discipline. In fact, what we now call sociology is one of the oldest intellectual disciplines known to man. Many of its ideas were synthesized by Comte, some were not. This course will examine the sociological ideas of Plato and Vico, their influence on Comte and on twentieth century sociological thought.

Prerequisites

Any first-year sociology subject.

Class Requirements

Three hours a week, including one lecture.

Assessment

By essays and examination.

Prescribed Reading

Berlin, Isaiah, *Vico and Herder*, London 1976.

*Plato, *The Republic* (Desmond Lee translation), Penguin Classics 1974.

*Thompson, Kenneth (ed.) *August Comte, the Foundation of Sociology*, Nelson, London 1976.

Recommended Reading

- **The Autobiography of Giambattista Vico*, Trans. Max H. Fisch and Thomas G. Bergin, Cornell Univ. Pr. 1975.
- **The New Science of Giambattista Vico*, Trans. Max H. Fisch and Thomas G. Bergin, Cornell Univ. Pr. 1968.
- Evans Pritchard, E.E. *The Sociology of Comte: An Appreciation*, Manchester Univ. Pr. 1970.
- Fletcher, Ronald *Auguste Comte and the Making of Sociology*, London 1966.
- Popper, Karl *The Open Society and its Enemies*, Vol. I, London 1945.
- Tagliacozzo, G. (ed.) *Giambattista Vico: An International Symposium*, Baltimore 1969.
- Tagliacozzo, G. and Verene, D.P. (eds) *Glambattista Vico's Science of Humanity*, Baltimore 1976.

Sociology III TPA:

Sociology of Knowledge and Literature (half unit, first half year)

Dr W. Pelz

A rather intensive exploration of the ways in which forms of knowing and understanding can be seen to be rooted in the given historical situation. We shall look at the dialectical approach and its commitment to dialogue; at phenomenology and its attempts to demonstrate the intentionality of all intellectual formulations; at Freud and post-Freudianism and their critique of rational presumptions. Special attention will be paid to the contributions literature has made to our understanding of society and to a critique of that understanding.

Note

This course is incompatible with Sociology III KN, 1976.

Prerequisites

Completion of a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method. This course is available only at third-year level.

Class Requirements

A lecture and a two-hour seminar a week.

Assessment

By essays, seminar attendance and seminar papers.

Prescribed Reading

Dilthey, W. *The Philosophy of Existence*, Vision, London 1960.

- *Freud, S. *Introductory Lectures to Psycho-Analysis*, Penguin.
- Hegel, G. *The Philosophy of Right*.

Preliminary Reading

Any of the following:

- *Cervantes, M. *Don Quixote*, Penguin.
- *Joyce, J. *Ulysses*, Penguin.
- Musil, R. *The Man without Qualities*, Secker and Warburg 1953.

Sociology II TPB:

**History of Sociological Theory – The Problem of Verstehen
(full unit, whole year, new course)**

Dr W. Pelz

The course will investigate the character, function and scope of Verstehen in sociology. It will look at the theories of a number of German, French and American social and socio-philosophical thinkers which have contributed not only to a better understanding of society – social structure, functions, interactions – but to a more searching self-understanding of sociologists. We shall be asking *what* we as human beings and sociologists wish to understand, and also whether we may hope ever to be sure that we *have* understood.

Prerequisites

Any first-year sociology subject.

Class Requirements

One lecture and one 2-hour seminar a week.

Assessment

By essays, seminar attendance and seminar papers.

Prescribed Reading

- *Mannheim, K. *Ideology and Utopia*, Routledge, London 1960.
 - *Mead, G.H. *On Social Psychology*, Chicago Univ. Pr., Chicago 1969.
 - *Simmel, G. *On Individuality and Social Forms*, Chicago Univ. Pr., Chicago 1971.
- Additional prescribed reading will be announced later.

Preliminary Reading

- Dilthey, W. *Pattern and Meaning in History*, Harper and Row, New York.
- *Outhwaite, W. *Understanding Social Life*, Allen and Unwin, London 1975.

Sociology II TUB:

Development of Social Thought (half unit, first half year)

Dr Naomi Rosh White

This course will provide an introduction to the writings of key sociological theorists. The course will have two objectives. The first is to familiarize students with the work of seminal social thinkers, such as Durkheim, Weber and Marx. The second is to introduce students to the various perspectives that are represented in sociological theory. Among the perspectives to be covered are: functionalism, conflict theory, and symbolic interactionism.

Note

This course is incompatible with Sociology IITDB.

Prerequisites

Any first-year Sociology subject.

Class Requirements

Three hours per week.

Assessment

By written assignments.

Preliminary Reading

Becker, Carl *The Heavenly City of the Eighteenth Century Philosophers*.

Prescribed Reading

* Aron, Raymond, *Main Currents in Sociological Theory*, Vols I and II.

* Giddens, Anthony *Capitalism and Modern Social Theory*, Cambridge 1971.

Sociology II TYB/III TYB:

Theoretical Analysis in Sociology (half unit, second half year, new course)

Dr Y. Sugimoto

The course explores a wide range of recent attempts to develop sociological theories on the basis of the closely allied fields of general systems research, cybernetics and communication theory. Within this framework, classical and contemporary theories ranging from Tocqueville, Marx, Weber and Durkheim to Parsons, Merton, Dahrendorf and Habermas will be examined, proposition by proposition, in a macrosociological perspective. A special emphasis will be placed on how their hypotheses may be testable in the light of empirical data. Toward the end of the course, the assumptions of these Western sociological thoughts are contrasted with those of Oriental ideas, especially of China and Japan.

Note

It may be necessary to impose a quota on enrolments in this course. Preference will be given to second-year students.

Prerequisites

Any first-year sociology subject.

Class Requirements

Three hours a week, including two lectures and one seminar.

Assessment

By written assignments and seminar papers.

Recommended Reading

* Appelbaum, Richard P. *Theories of Social Change*, Markham, Chicago 1970.

Buckley, Walter *Sociology and Modern Systems Theory*, Prentice-Hall, New Jersey 1967.

Collins, Radall *Conflict Sociology: Toward an Explanatory Science*, Academic Pr. New York 1975.

* Stinchcombe, Arthur L. *Constructing Social Theories*, Harcourt, Brace and World, New York 1968.

SOCIOLOGICAL METHOD COURSES

Sociology II MGB-1/III MGB-1:

Research Methods in Sociology (half unit, first half year)

Mr G. Rose

The course aims to give an overview of the research process in sociology. There will be a focus on selected empirical studies as illustrations of different approaches to research. The basic issues of research methods which will be covered include: the relationship of theory to research, the distinction between theory-testing and theory-building, methods of data collection, strategies of sampling, data analysis and interpretation, quantitative data and qualitative data, and the critical evaluation of research findings.

Sociology

Notes

- (1) This course is incompatible with Sociology II MUB/III MUB, and with Sociology II MGB-2/III MGB-2 (see below).
- (2) It may be necessary to impose a quota on enrolments in this course. Preference will be given to third-year students. The course will be repeated under the title Sociology II MGB-2/III MGB-2 in the second half year.

Prerequisites

Any first-year sociology subject.

Class Requirements

Three hours a week.

Assessment

By written assignments.

Preliminary Reading

- *Labovitz, S. and Hagedorn, R. *Introduction to Social Research*, McGraw-Hill 1971.
- *Worsley, P. *Introducing Sociology*, Penguin 1970; Chapter 2, The Logic and Method of Sociological Enquiry.

Sociology II MGB-2/III MGB-2:

Research Methods in Sociology (half unit, second half year)

Mr G. Rose

An overview of the research process in sociology. This course is identical to Sociology II MGB-1/III MGB-1 and details of content and reading will be found under that title.

Notes

- (1) This course is incompatible with Sociology II MUB/III MUB and with Sociology II MGB-1/III MGB-1.
- (2) It may be necessary to impose a quota on enrolments in this course. Preference will be given to second-year students.

Prerequisites

Any first-year Sociology subject.

Class Requirements

Three hours a week.

Assessment

By written assignments.

Sociology III MQA:

Qualitative Research Strategies (half unit, second half year)

Dr Rosemary Wearing

This course will attempt to evaluate, both comprehensively and rigorously, various qualitative research strategies. Particular emphasis will be placed upon field work roles and data collection, analysis and measurement of data, ethical issues, validity and reliability, and the relationship between method and theory.

Note

This course is incompatible with Sociology II MXB/III MXB and with Sociology II MQB/III MQB, 1976.

Prerequisites

At least one unit of Sociology at second-year level, including a half-unit of method.

Class Requirements

A two-hour lecture/discussion and a one-hour tutorial each week.

Assessment

Three research assignments and class attendance.

Recommended Reading

Denzin, N.K. *The Research Act*, Aldine 1970.

*Filstead, W.J. (ed.) *Qualitative Methodology*, Markham 1970.

*Glaser, B. and Strauss, A. *The Discovery of Grounded Theory*, Aldine 1967.

*Lofland, J. *Analyzing Social Settings*, Wadsworth 1971.

*McCall, G. and Simmons, J.L. (eds) *Issues in Participant Observation: A Text and Reader*, Addison-Wesley 1969.

*Schatzman, L. and Strauss, A.L. *Field Research*, Prentice-Hall 1973.

Sociology II MRA/III MRA:

Multivariate Analysis in Sociology (half unit, second half year)

Mr G. Rose; Dr Y. Sugimoto

This course concentrates on multivariate statistical analysis as applied to sociological data. The course is oriented to practical applications, using computer analysis of existing data-sets. Topics to be covered include: multiple regression and correlation, causal models and path analysis, factor analysis, and the analysis of time-series data.

Prerequisites

At least one unit of Sociology at second-year level including Sociology II MYB/- III MYB or II MTB/III MTB or II MT.

Class Requirements

Three hours a week.

Assessment

By exercises, a short essay and research paper.

Recommended Reading

Blalock, H.M. *Social Statistics*, McGraw-Hill 1960 or 1972.

*Loether, H.J. and McTavish, D.G. *Descriptive Statistics for Sociologists: An Introduction*, Allyn and Bacon 1974.

*Nie, N.H. et al. *SPSS Manual*, 2nd edn, McGraw-Hill 1975.

Sociology II MTB/III MTB:

Introduction to Quantitative Methods (half unit, first half year)

Mr G. Ternowetsky

This course will consist of a basic introduction to quantitative social research methods. 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.

Sociology

Note

This course is incompatible with Sociology II MYB/III MYB, 1976 and Sociology II MT (1975 or before).

Prerequisites

Any first-year sociology subject.

Class Requirements

Statistics tutorials and a computer workshop will form an important part of this course.

Assessment

To be decided.

Recommended Reading

Reading will be assigned in class, and will include selected references from the following books:

- Freeman, Linton C. *Elementary Applied Statistics*, John Wiley and Sons 1968.
- *Labowitz, S. and Hagedorn, R. *Introduction to Social Research*, McGraw-Hill 1971.
- *Loether, H. and McTavish, D.G. *Descriptive Statistics for Sociologists*, Allyn and Bacon 1974.
- *Wiseman, Jacqueline P. and Aron, Marcia S. *Field Projects for Sociology Students*, Schenkman 1970.

Sociology II MUB/III MUB:

Basic Research Methodology (half unit, second half year)

Dr Naomi Rosh White

This course will give a basic introduction to social research. The topics to be covered include: methods of data collection, the research process in sociology, problems of data analysis and the relationship of empirical research to social theory.

Note

This course is incompatible with Sociology II MGB/III MGB.

Prerequisite

Any first-year sociology subject.

Class Requirements

Three hours per week.

Assessment

By written assignments throughout the course.

Preliminary Reading

- *Labowitz, S. and Hagedorn, R. *Introduction to Social Research*, McGraw-Hill 1971.
- *Worlsey, P. *Introducing Sociology*, Penguin 1970; Chapter 2, the Logic and Method of Sociological Enquiry.

Sociology II MWA/III MWA:

Research Workshop (half unit)

This course will not be given in 1977, but it is intended that it be re-introduced in 1978. For a general indication of course content, see the 1976 course handbook.

Sociology II MXB/III MXB:

Field Research Methods (half unit, first half year, new course)

Dr R.C.S. Trahair

The course focusses on principles and methods of social research. Emphasis will be given to qualitative techniques of data collection and analysis, e.g. interviewing and documentary analysis.

Note

This course is incompatible with Sociology II/III MQB and Sociology III MQA.

Prerequisites

Any first-year sociology subject.

Class Requirements

One 2-hour seminar each week and fieldwork assignments.

Assessment

Research reports, and a short examination in the middle of the year.

Preliminary Reading

Riley, M.W. 'Sources and Types of Sociological Data', in Faris, R.E.L. (ed.) *Handbook of Modern Sociology*, Rand McNally, Chicago 1964.

Selitz, C. *et al. Research Methods in Social Relations*, Holt, Rinehart and Winston 1959.

Sociology II MYA/III MYA:

Research Methods of Social Change (half unit, first half year)

Dr Y. Sugimoto

This course explores the way in which the analysis of longitudinal data can contribute to the formulation and elaboration of theories of social change. The course also examines how sociological concepts and propositions can be utilized in the analysis of particular historical situations. Students are expected to cope with data organized on the basis of temporal dimensions. Specific issues to be considered will include: relationship between sociology and history, deduction and induction of historical propositions, quantification and causal analysis of historical data, problems of social indicators, sociological theorizing of historical findings, and techniques of data analysis of social change.

Note

This course is incompatible with Sociology II HS/III HS, offered in 1976.

Prerequisites

At least one unit of Sociology at second-year level, including Sociology II MT or II MYB/III MYB or II MTB/III MTB or the equivalent.

Class Requirements

Three hours a week.

Assessment

By class papers and a research essay.

Recommended Reading

Aydelotte, W.O. *et al.* (eds) *The Dimensions of Quantitative Research in History*, Princeton Univ. Pr., New Jersey 1972.

Sheldon, Eleanor, B. and Moore, W.E. eds. *Indicators of Social Change: Concepts and Measurements*, Russell Sage Foundation, New York 1968.

Tilly, C. *et al.* *The Rebellious Century, 1830-1930*, Harvard Univ. Pr. 1975.

Sociology II MYB/III MYB:

Elements of Quantitative Analysis (half unit)

This course will not be given in 1977, but it is intended that it be re-introduced in 1978. For a general indication of course content, see the 1976 course handbook.

SUBSTANTIVE AREA COURSES

Sociology III AR:

Sociology of Art (half unit, first half year)

Ms Beryl Donaldson

The course will be concerned with some aspects of the relation between art and society, and with the analysis of art as a social institution. The topics to be considered will include: the social role of the artist; patronage; art publics; art and social elites; the role of the critic; the situation of the artist in Australia. Emphasis will be placed on theoretical perspectives and research in the sociology of art.

Background in sociological theory and methods is assumed. Students should also have an active interest in art, literature or film – formal background in one of these areas is highly recommended.

Prerequisites

Completion of a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method. This course is available only at third-year level.

Class Requirements

Two hours a week.

Assessment

Mainly by 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

*Berger, John *Ways of Seeing*, Penguin 1973.

*Hughes, Robert *The Art of Australia*, Penguin 1970.

*Toffler, Alvin *The Culture Consumers*, Penguin 1965.

Prescribed Reading

*Albrecht, M.C. (ed.) *The Sociology of Art and Literature*, Praeger 1970.

**Sociology III AS:
Australian Society (half unit, first half year, new course)
Dr J. Carroll**

This course will focus on one case-study of a peculiarly Australian community. The aim will be through careful scrutiny to interpret the forces of control and release, of interdiction and remission that are operating. There will be some attempts to examine the manner in which these forces combine to support most members of the community in their lives, while exerting strains on other members that force some to break down. Finally, some attention will be paid to the degree that this community is particular, or alternatively simply like any other.

Prerequisites

Completion of a second-year unit of sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

One 3-hour seminar per week.

Assessment

By essays, and an examination.

Preliminary Reading

- * Rieff, Philip *The Triumph of the Therapeutic*, (Introduction, Chs. 1-4), Penguin 1974.
- * Durkheim, E. *Suicide*, Book 2, Routledge, London 1952.
- Ward, R. *The Australian Legend*, Oxford Univ. Pr., London 1958.

**Sociology II BP/III BP:
The Biology of Human Populations (half unit, first half year)
Mrs Astrid Rose**

This course 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.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method. Students who have passed Behavioural Biology IME will not be allowed to enrol in this course.

Class Requirements

A maximum of 25 lectures together with one tutorial a week for the first half of the year. Sociology III BP students will each be involved in the running of a discussion group.

Assessment

To be decided.

Prescribed Reading

Genetics notes, by the department of genetics and human variation.

**Sociology II CF/III CF:
Conformity in Australian Society
Not to be offered in 1977.**

The course will explore the relationships between socialization processes, the structures of power, communication, opportunity and conformity in various aspects of Australian life.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

One lecture and one 2-hour workshop a week.

Assessment

By research assignment and an annotated bibliography exercise.

Preliminary Reading

- * Janis, I.L. *Victims of Groupthink*, Houghton Mifflin, Boston 1972.
- * Lukes, S. Power, *A Radical View*, Mcmillan, London 1974.

Prescribed Reading

Mueller, C. *The Politics of Communication*, Oxford Univ. Pr. 1973.

**Sociology IICL/III CL:
Religion and Social Change – Latin American Cases
(half unit, second half year)
Dr R. Ireland**

This course 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.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method. This half-unit may also be taken as part of a sequence in Latin American Studies and, in these circumstances, the prerequisite may be waived. Interested students are advised to consult the handbook entry on Latin American Studies.

Class Requirements

A lecture and a seminar each week.

Assessment

By class papers and a long essay.

Prescribed Reading

- *Gheerbrant, A. *The Rebel Church in Latin America*, Penguin 1974.
- *Vallier, I. *Catholicism, Social Control and Modernization in Latin America*, Prentice-Hall 1970.

Sociology II CM/III CM:

Community Studies (half unit, second half year)

Dr K. Dempsey

This is a course about locally-based groups, commonly called communities. We will examine their internal differentiation (e.g. class, status, age and sex, religious divisions) and their relation to the wider society, and the impact of such divisions and connections on the 'careers' of the group members.

Topics to be treated include: the nature of community; methods of community study; the relation between living arrangements and social organisation (e.g. does suburban as opposed to inner city living create a distinctive life style?); the inequitable distribution of economic power, status power, political power, and psychic gratification; and the changing relation between the local community and the 'mass' society.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

Attendance at lectures and class discussions for 3 hours a week.

Assessment

Class participation and a long essay.

Prescribed Reading

- *Bell, C. and Newby, H. *Community Studies*, Allen and Unwin, London 1971.

Sociology II CS/III CS:

Comparative Sociology

Not to be offered in 1977.

This course includes (1) a brief review of the development of comparative inquiry of societies, (2) a presentation of essential problems in the theory and method of comparison, and (3) an introduction to master trends in comparative sociology today. Emphasis is to be given to comparing national societal systems, particularly Australia, Canada, US, Brazil and Argentina.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half unit of theory and a half-unit of method.

Class Requirements

Three hours a week, including two lectures and one seminar.

Prescribed Reading

Marsh, Robert M. *Comparative Sociology: A Codification of Cross-Societal Analysis*, Harcourt, Brace and World Inc., New York 1967.

Preliminary Reading

*Aron, Raymond *Main Currents of Sociological Thought*, Vols I and II.

Recommended Reading

Przeworski, Adam and Teupe, Henry *The Logic of Comparative Social Inquiry*, Wiley-Interscience, New York 1970.

The following periodicals contain articles on topics pertinent to the course:
International Journal of Comparative Sociology
Comparative Studies in Society and History.

Sociology II DB;

Sociology of Deviant Behaviour (half unit, first half year)

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 and Lofland. The course is designed to introduce students to general concepts such as 'stigma', 'labelling', 'stereotyping', 'societal reaction' and 'social control', and a wide range of empirical material will be discussed in tutorials.

Note

This course is incompatible with Sociology III DV.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

One or two weekly seminars plus one compulsory tutorial a week.

Assessment

Three essays, plus an examination for students whose work or attendance is unsatisfactory.

Recommended Reading

*Becker, H. *Outsiders*, Free Pr. 1963.

*Becker, H. (ed.) *The Other Side*, Free Pr. 1964.

*Goffman, E. *Stigma*, Penguin.

*Taylor, I. and L. (eds) *Politics and Deviance*, Penguin 1973.

*Taylor, L. and Cohen, S. *Images of Deviance*, Penguin 1971.

Sociology II DQ/III DQ:

Juvenile Delinquency (half unit)

This course may not be offered in 1977. Details will be available from the Sociology Department in December 1976.

Sociology II DS/III DS:

Industrial Sociology (half unit, second half year)

Dr R.C.S. Trahair

This course includes the sociology section of a course on industrial relations for Economics students (Economics II IR) and introduces students to aspects of collective bargaining and the study of occupations and professions in Australia.

Note

This course is incompatible with Economics II IR.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

Three hours a week.

Assessment

Two written assignments.

Prescribed Reading

*Parker, S.R. *et al. The Sociology of Industry*, rev. edn, Allen and Unwin, London 1972.

*Cubbon, H.A. *et al. 'Work and Negotiation in the Broken Hill Mining Industry'*. Department of Psychology, University of Melbourne. Copies are available only at the La Trobe University Bookshop and La Trobe University Library.

*Pavalko, R.M. *Sociology of Occupations and Professions*, Peacock, Illinois 1971.

Sociology III DV:

Deviant Behaviour and Social Control (half unit, second half year)

Ms Katy Richmond

This course will examine the interrelationship between career deviance and formal social control process, commencing with the work of Lemert and Cicourel, and moving towards an analysis of Australian material on the ideology concerning deviants held by social workers, medical practitioners, teachers, lawyers, magistrates, police and other groups.

Note

This course is incompatible with Sociology II DB. However, a small number of students who have taken Sociology II DB, 1976, may be permitted to enrol for advanced studies; written applications must be made to Ms Richmond during the re-enrolment period.

Prerequisite

Completion of a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method. This course is available only at third-year level. See also note above.

Class Requirements

One or two weekly seminars plus one compulsory tutorial a week.

Assessment

Three essays, plus an examination for students whose work or attendance is unsatisfactory.

Recommended Reading

- Cicourel, A.V. *The Social Organisation of Juvenile Justice*, Wiley 1968.
*Glueck, S. *Law and Psychiatry*, Social Science Paperbacks 1967.
*Halleck, S. *Psychiatry and the Dilemmas of Crime*, Univ. of California Pr. 1967.
*Kittrie, N. *The Right to be Different*, John Hopkins Pr. 1971.
*Lemert, E. *Human Deviance, Social Problems and Social Control*, Prentice-Hall 1967.
*Scheff, T.J. (ed.) *Labeling Madness*, Prentice-Hall 1975.
*Skolnick, J. *Justice without Trial*, Wiley 1966.

Sociology III EN:

Ethnic Groups and Social Policy

(half unit, first half year, new course)

Dr Naomi Rosh White

In this course the treatment of ethnic groups in Australia will be examined in the context of theoretical and research literature on ethnic groups, as well as literature on the problems of policy formulation. The course will cover four main areas: (1) social policies affecting ethnic groups in Australia; (2) the research literature on various ethnic groups in Australia and, where relevant, in the United States; (3) the theoretical literature on ethnicity and cultural pluralism; and (4) the use of social science data in the formulation of social policy.

Prerequisites

Completion of a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

One 2-hour seminar per week.

Assessment

By essays and a research report.

Prescribed Reading

- *Gordon, Milton M. *Assimilation in American Life: The Role of Race, Religion and National Origins*, Oxford Univ. Pr., New York 1964.
*Newman, William *American Pluralism: A Study of Minority Groups and Social Theory*, Harper and Row, New York 1973.

Preliminary Reading

- *Horowitz, Irving L. (ed.) *The Use and Abuse of Social Science: Behavioural Science and National Policy Making*, Transaction Books, New Jersey 1971.

Sociology II ES/III ES:

Sociology of Sport and Education (half unit, second half year)

Dr D.C. Hickman

This course will focus on three themes and apply them to sporting groups and educational institutions, particularly in the Australian context. These themes will be: (1) demands of groups and institutions in relation to the commitment of members; (2) socialisation within the groups and institutions; (3) the relation between the group of institutions and other social institutions.

Note

This course is incompatible with Sociology II SE/III SE, 1976.

Prerequisite

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

Two to three hours of formal teaching a week. This will include some lectures, some tutorials and some group report sessions.

Assessment

By written assignments (an examination is optional).

Preliminary Reading

*Goodman, Paul *Compulsory Miseducation*, Penguin 1962.

Sociology II FA/IIIFA:

Sociology of the Family (half unit, second half year)

Mrs Lyn Richards

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, and on changing and conflicting social norms concerning sex roles. One focus will be on family size, exploring reasons for falling birthrates in Western countries and accelerating population problems in some non-Western societies.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

Two hours of lectures and seminars a week.

Assessment

By written assignments and an examination.

Preliminary Reading

*Moraes, Dom *A Matter of People*, Andre Deutsch 1974.

Sociology II FLA/III FLA:

Formation of Latin American Society (full unit, whole year, new course)

Professor C. Veliz

This course is structured around a critical examination of current views on the historical development of Latin American society, and the presentation of an alternative hypothesis. This hypothesis is based on a consideration of those factors that may account for the apparent inability of Latin America to respond to the application of European interpretative models and ideologies. Among 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 resilient pre-industrial urban culture. It will be suggested that a useful clue to an understanding of recent development will be found in the *sui generis* urban, populist centralism of Latin America.

Notes

- (1) This course may also be taken as an interdepartmental subject, Social Sciences III L (see the separate handbook entry).
- (2) It may be necessary to impose a quota on enrolments in this course: preference will be given to third-year students.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory or a half-unit of theory and a half-unit of method. The course may also be taken as part of a sequence in Latin-American Studies and, in these circumstances, the prerequisite may be waived. Interested students are advised to consult the handbook entry on Latin-American Studies.

Class Requirements

Three hours a week, including one lecture.

Assessment

By essays and examination.

Prescribed Reading

- *Morse, R.M. 'The Heritage of Latin America' in Louis Hartz (ed.) *The Founding of New Societies*, New York 1964.
- *Parry, J.H. *The Spanish Seaborne Empire*, London 1966.
- *Veliz, C. (ed.) *Obstacles to Change in Latin America*, London 1965.

Recommended Reading

- *Furtado, Celso *Economic Development in Latin America*, Cambridge 1970.
- Hanke, Lewis *The Spanish Struggle for Justice in the Conquest of America*, Philadelphia 1949.
- *Marquez, Gabriel Garcia *One Hundred Years of Solitude*, London.
- Parry, J.H. *The Spanish Theory of Empire in the Sixteenth Century*, Cambridge 1940.
- Sunkel, Osvaldo 'Big Business and Dependencia: A Latin American View', in *Foreign Affairs*, April 1972.
- Collier, Simon *From Cortes to Castro*, London 1974.

Sociology III FR:

Free Reading (half unit, first or second half year)

A limited number of third-year students who are majoring in Sociology (i.e. taking 4 or more units of Sociology) may be permitted to take a free-reading unit in place of one substantive half-unit, provided that a member of staff is available to act as supervisor, and that the subject has departmental approval. Applications for enrolment, which must include a specific proposal for the subject matter, should be made early in 1977 through the co-ordinator of III FR, Dr Rosemary Wearing. Only one free-reading half-unit may be taken within the degree course.

Prerequisite

Completion of a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method. This course is available only at third-year level.

Class Requirements

To be decided.

Sociology III GB:

Group Behaviour (half unit, first half year)

Dr Rosemary Wearing

This course will explore the nature of the individual and his role in the group, the impact of a turbulent environment on group behaviour, and the fundamental processes of group behaviour such as conflict, conformity and communication. We will focus on both theory and empirical research.

Prerequisites

Completion of a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method. This course is available only at third-year level.

Class Requirements

A 2-hour lecture/discussion and a one-hour tutorial each week.

Assessment

By essays and a research assignment.

Prescribed Reading

- *Emery, F.E. *et al.* *Futures We're In*, Centre for Continuing Education.
- *Janis, I. *Victims of Group-Think*, Houghton Mifflin 1967.
- *Simmel, G. *Conflict and the Web of Group Affiliations*.
- *Wolff, K. (ed.) *The Sociology of Georg Simmel*, Free Pr. 1950.

Sociology II IM/III IM:

**Sociology of Migration — Case Studies in Latin America
(half unit, second half year, new course)**

Dr J.P. Bailey

Sociologists interested in deriving some general theory of ethnic relations, through studying the impact of immigration and the incorporation of migrants into Western societies, tend to forget that third-world settings like Argentina received over six million overseas migrants during the nineteenth and first half of the twentieth centuries. This course is designed to redress that imbalance by considering selected case studies of Latin American societies which have been affected by migration. Attention will be drawn to the relevance of general theoretical models for illuminating processes occurring in the Americas, and, where relevant, the light Latin American findings can in turn throw on ongoing debate.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two-half units of theory *or* a half-unit of theory and a half-unit of method. This half-unit may also be taken as part of a sequence in Latin American Studies and, in these circumstances, the prerequisite may be waived. Interested students are advised to consult the handbook entry on Latin American Studies.

Sociology

Class Requirements

Three hours a week, including lectures and seminars.

Assessment

By written assignments and seminar papers.

Recommended Reading

Solberg, Carl *Immigration and Nationalism: Argentina and Chile, 1890 to 1914*, Univ. of Texas Pr., Austin 1970.

Sociology III IND:

Sociology of Organisations (half unit, first half year)

Professor A.W. Clark

This course is based on an open systems model of organizations. It concentrates on the inputs, transformation processes and outputs of organizations, industrial in particular, analysing the social and technical requirements and arrangements. It goes on to consider the interplay between the organization and its environment considering the ways in which powerful organizations both influence the environment and are influenced by it. During the course links will be made between open systems theory, Spencer's Social Darwinism, Marx's conflict model, Taylor's scientific management, Weber's rational-legal bureaucracy, Barnard's model of a cooperative system, Mayo's human relations model, March and Simon's neo-Weberian model, Trist's socio-technical model and Selznick's institutional and natural history school.

Prerequisites

Completion of a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method. This course is available at third-year level only.

Class Requirements

Three hours a week.

Assessment

Based on one essay and one research report produced from a class project.

Prescribed Reading

Clark, A.W. (ed.) *Experimenting with Organizational Life: The Action Research Approach*, Plenum, New York 1975.

Davis, L.E., Cherns, A.B. and Associates *Quality of Working Life: Problems and the State of the Art*, Vol. 1, Free Pr., New York 1975.

Davis, L.E., Cherns, A.B. and Associates *Quality of Working Life: Cases and Commentary*, Vol. 2, Free Pr., New York 1975.

* Emery, F.E. *Systems Thinking*, Penguin 1969.

* Katz, D. and Kahn, R.L. *The Social Psychology of Organizations*, Wiley, New York 1966.

Kingdom, D.R. *Matrix Organizations: Managing Information Technologies*, Tavistock, London 1973.

* Perrow, C. *Complex Organizations: A Critical Essay*, Scott, Foresman, Glenview Illinois 1972.

Thompson, J.D. *Organizations in Action*, McGraw-Hill, New York 1967.

**Sociology II LA/III LA:
Sociology of Law (half unit)**

This course will not be given in 1977, but it is intended that it be re-introduced in 1978. For a general indication of course content, see the 1976 course handbook.

**Sociology III MM:
Mass Media and Popular Culture (half unit, second half year)
Mr J. Goldlust**

The course will be focussed around the following themes: (a) the content of news and entertainment material presented through the mass media — particularly newspapers, television and films — as primary data for the study of the 'core' values, myths and symbols of the society; (b) the organisation and control of the media in Australia: an examination of the economic and power bases of media control in this country and the social and political implications of a highly concentrated ownership and control of media outlets; and (c) a critical look at theories of mass society, mass communication and popular culture, with particular emphasis on the ongoing academic debate over the value and effects of mass culture.

Prerequisites

At least one unit of Sociology at second-year level, including a half-unit of method. Students must be prepared to carry out an independent research project, and are expected to be familiar with basic research techniques. This course is available only at third-year level.

Class Requirements

A two-hour lecture/seminar/workshop session each week. Other meetings will be organised to accommodate guest lecturers, screenings, organisation of field work etc.

Assessment

A major essay plus a research project of the student's choosing.

Preliminary Reading

*McLuhan, Marshall *Understanding Media: The Extensions of Man*, Sphere 1964.

Prescribed Reading

*McQuail, Dennis *Towards a Sociology of Mass Communication*, Collier-Macmillan 1969.

*McQuail, Dennis (ed.) *Sociology of Mass Communications*, Penguin 1972.

*Rosenberg, Bernard and White, David M. (eds) *Mass Culture: The Popular Arts in America*, Free Pr. 1957.

*Cohen, Stanley and Young, Jock (eds) *The Manufacture of News: Deviance, Social Problems and the Mass Media*, Constable 1973.

**Sociology III MS:
Medical and Psychiatric Sociology (half unit, second half year)
Mrs Rosemarie Otto**

This course will examine the relationship between sociology, medicine and psychiatry. Relevant areas include: a critical examination of various notions of mental illness and notions of health and illness in general and of their sociological implications; sociologists' contributions to explanations of ill-health (through epidemiology, stress research and societal reaction models); and selected aspects of the social organization of health care (general and psychiatric). It is hoped that students will be able to have some direct contact with health care providers and recipients.

Sociology

Prerequisites

Completion of a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method. This course is available only at third-year level.

Class Requirements

Two to three hours a week.

Assessment

To be decided.

Recommended Reading

- *Dreitzel, H.P. (ed.) *The Social Organization of Health*, Recent Sociology No. 3, Macmillan 1971.
- *Foudraine, J. *Not Made of Wood*, Macmillan 1974.
- Mechanic, D. *Medical Sociology*, Free Pr. 1968.

Sociology II PL/III PL:

Political Sociology (half unit, first half year)

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.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

Three hours a week.

Assessment

By class papers and a research essay.

Recommended Reading

- Lukes, S. *Power: A Radical View*, Macmillan, New York 1974.
- Olsen, Marvin E. *Power in Societies*, Macmillan, New York 1970.

Sociology II PN/III PN:

Prisons and Society (half unit)

This course will not be given in 1977, but it is intended that it be re-introduced in 1978. For a general indication of course content, see the 1976 course handbook.

**Sociology III PS:
Personality and Society (half unit, first half year)
Dr R.C.S. Trahair**

This course examines the use of psychoanalytic theory for the study of social phenomena. Emphasis will be given to Freud's contribution to theories of personality and society.

Prerequisites

Completion of a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method. This course is available only at third-year level.

Class Requirements

One lecture discussion of two hours each week.

Assessment

By an essay and an examination.

Prescribed Reading

Freud, S. 'Totem and Taboo': 'Group Psychology and the Analysis of Ego'; 'The Future of an Illusion'; 'Civilization and its Discontents'. In *The Standard Edition of the Complete Psychological Works of Sigmund Freud*. Edited by James Strachey. Vols 13, 18 and 21.

*Stafford-Clark, D. *What Freud Really Said*, Penguin.

**Sociology II PSN/III PSN:
Study of Peasant Movements (half unit, second half year)
Dr H. Schutte**

Starting with an introduction into some perspectives of rural sociology, this course will be centred around an analysis of peasant societies in the context of the totality of societal processes and the role peasants play in decolonisation. Emphasis will be placed on the theoretically and practically relevant question of the circumstances under which the various sectors of the peasantry become revolutionarily mobilised, either peacefully or violently joining in the struggle for decolonisation.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

Two hours a week plus discussion-group meetings.

Assessment

- (1) Two book reviews of at least 500 words each. A list of books for the purpose may be collected from the Sociology office from March 1977 onwards.
- (2) One essay of about 3,000 words. A series of essay topics will be provided early in the course.

Preliminary Reading

Each student is expected to have read the following book before commencing the course:

*Wolf, Eric R. *Peasant Wars of the Twentieth Century*, Faber paper covered edn, London 1973.

Recommended Reading

*Shanin, Teodor (ed.) *Peasants and Peasant Societies*, Penguin.

Sociology II RS/III RS:

Rural Sociology (half unit, first half year, new course)

Dr C.J. Balmer

This course will focus on styles of life, work and leisure in rural areas and small towns and the manner in which these activities are being affected by the social and cultural changes occurring within the wider society.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory or a half-unit of theory and a half-unit of method.

Class Requirements

One 2 hour seminar a week.

Assessment

By essays and class tests.

Preliminary Reading

*Vidich, A.J. and Bensman, J. *Small Town in Mass Society*, Doubleday (Anchor) 1960.

Prescribed Reading

*†Jones, G.E. *Rural Life*, Longman 1973.

Sociology II SA/III SA:

Social Anthropology (half unit, second half year)

Dr H. Kitaoji

This course introduces a comparative perspective in the study of society, focussing particularly on pre-industrial and non-Western societies. Materials will be drawn from Australian Aboriginal, Torres Strait and selected Asian and African societies. The course also offers an approach to the analysis of large-scale societies in a holistic framework.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

Three hours a week.

Assessment

By written assignments and examination.

Recommended Reading

Beatie, J. *Other Cultures*, Oxford Univ. Pr.

Durkheim, E. and Mauss, M. *Primitive Classification*, Beacon Pr.

Nadel, S.F. *Introduction to Social Anthropology*, Free Pr.

*Levi-Strauss, C. *Structural Anthropology*, Penguin.

Sociology II SE/III SE:

Education and Social Inequality (half unit)

This course will not be given in 1977, but it is intended that it be re-introduced in 1978. For a general indication of course content, see the 1976 course handbook.

Sociology II SZ/III SZ:

Socialization and Competence

Not to be offered in 1977.

An examination and practical application of theories of socialization, in particular aspects of physical, interpersonal and academic competence as they operate in Australian socialization settings.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

One lecture and one 2-hour workshop a week.

Assessment

By regular workshop assignments and examination.

Prescribed Reading

- *Clausen, J.A. *Socialization and Society*, Little Brown & Co., Boston 1968.
- *Dreitzel, H.P. (ed.) *Recent Sociology No. 5: Childhood and Socialization*, Macmillan, New York 1973.
- *Hunt, F.J. (ed.) *Socialisation in Australia*, Angus and Robertson, Melbourne 1972.

Preliminary Reading

- *Danziger, K. *Socialization*, Penguin 1971.
- *Edgar, P.M. *et al.* *Under 5 in Australia*, Heinemann, Melbourne 1973.

Sociology II TD/III TD:

Theories of Development (half unit, first half year)

Dr H. Schutte

The course is concerned with critical Marxist theories of (under-) development, and will in particular focus on the dependency debate and on the question of the colonial mode of production. Specific situations and experiences in Africa, Asia and Latin-America will be considered in the light of theoretical elaborations under scrutiny.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

Two hours a week plus discussion group-meetings.

Sociology

Assessment

- (1) Two book reviews of at least 500 words each. A list of books for this purpose may be collected from the Sociology office from January 1977 onwards.
- (2) One essay of about 3,000 words. A series of essay topics will be provided early in the course.

Preliminary Reading

Each student is expected to have read

- *Fanon, Frantz *The Wretched of the Earth*, Penguin 1967.
before commencing the course.

Recommended Reading

Anderson, Perry *Passages from Antiquity to Feudalism*, London 1975.

Sociology II TF/III TF:

Sociological Theories of the Firm (half unit, first half year, new course)

Dr R.C.S. Trahair

This unit considers the changing bases of the industrialists' claims to authority at work and in society. In lectures, attention will be given to entrepreneurial ideologies that developed during the industrialization of work in England and America; parallels will be drawn with experience in Australia. In seminars, study of specific cases will be made to show how individuals deal with organized life at work.

Note

This course is incompatible with Social Sciences IIIC.

Prerequisites

Completion of or concurrent enrolment in a second-year unit of Sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

One lecture and one seminar each week.

Assessment

An essay and an examination.

Prescribed Reading

- *Bendix, R. *Work and Authority in Industry: Ideologies of Management in the Course of Industrialization*, 2nd edn, Calif. Univ. Pr. Berkeley 1974.
*Miller, A. *Death of a Salesman*, Penguin 1961.

Sociology II US/III US:

Urban Sociology (half unit, first half year)

Dr C.J. Balmer

The focus of this course 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

Completion of or concurrent enrolment in a second-year unit of sociology as follows: *either* two half-units of theory *or* a half-unit of theory and a half-unit of method.

Class Requirements

One 2-hour seminar each week.

Assessment

By written assignments and a research exercise.

Prescribed Reading

*Harvey, D. *Social Justice and the City*, Edward Arnold 1973.

*Pickvance, C.G. *Urban Sociology: Critical Essays*, Tavistock, London 1976.

*Stewart, M. *The City*, Penguin 1972.

Honours Sociology

An honours student takes the pass course at first, second and third-year levels. In fourth year, honours students take some general theoretical courses, some specialized studies, and are expected to complete a small research project.

Students with A or B passes in four or more units of sociology are normally accepted for honours, but applications from other students will be considered on their merits.

Applications for entry in 1977 must be made on the form headed 'Application for Fourth Year (Honours) Course', available from the sociology office in October 1976. The closing date for applications is 12 November 1976.

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 should have at least a good pass degree in any subject, and should normally be graduates of at least two years' standing.

All applicants for MA Preliminary are required to complete the following:

- (a) A range of courses from the undergraduate list selected to suit the students' individual background and needs.
- (b) Research Report.

Further details may be obtained by writing to the graduate studies adviser, sociology department.

Postgraduate Studies

The department of sociology offers postgraduate studies in the following categories: MA by coursework, MA by thesis, and Ph D.

MA degree by coursework

This course is offered every second year, and will not be available in 1977.

Applications for admission as a candidate for the academic year 1978 must be made by November 30th 1977. Both full-time and part-time candidates are admitted. To qualify for admission to the course, an applicant must have an honours degree or its equivalent, or have completed an MA Preliminary course in sociology.

Spanish

MA degree by thesis

The MA thesis degree requires a minimum of one year's full-time or two years' part-time study. To qualify for admission as a candidate, applicants must have taken an honours degree in sociology or its equivalent or an MA Preliminary course in sociology.

Ph D

The Ph D degree may only be taken by thesis, and requires a minimum of two years of full-time study or three years of part-time study. To qualify for admission as a candidate, applicants must normally hold a Master's degree or its equivalent.

Applications may be submitted at any time during the year for admission as a candidate for the degrees of MA by thesis or Ph D. Candidates for the MA by thesis or the Ph D degree 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 their supervisors is required.

Fields of Study – MA and Ph D

The department integrates its research program round the theme of social change, but candidates for the MA and Ph D may develop a thesis topic from any field for which we can offer adequate supervision.

Two major foci of departmental research are ongoing changes in the social structure of Australia, and comparative studies of Latin America and other developing countries.

Areas of research for which supervision may be provided include:

Planning, policy and politics; community and urban problems; the structure of education; industry and organizations; inequality, stratification, poverty; socialization processes, linguistics; family and sex roles; law, deviant behaviour; minority groups, migrant assimilation; medical sociology; Latin American studies; social theory, history of sociological thought; sociological methodology.

Additional details of postgraduate studies in sociology may be obtained from the graduate studies adviser, department of sociology.

Further information on postgraduate degrees may be obtained from the appropriate MA and Ph D regulations, and from the graduate studies officer of the University.

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 Garcia Marquez. 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 of 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 not translation.

During the whole of the year formal instruction will be given on the origins and nature of Hispanic culture and particular emphasis will be laid on its manifestations in Latin America.

There is no prerequisite.

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.

Assessment

On the year's work and by written and oral examination.

Prescribed Reading

Modern Language Association of America *Modern Spanish*, 3rd edn, Harcourt, Brace and World 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, *Pequeño Larousse Ilustrado*, Larousse, Paris 1972.

Spanish IB

This course is open only to students who have a fair command of the Spanish language.

Spanish

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.

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

Anderson, 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. Those doing a minor in Spanish, take Spanish IIE to complete their unit.

Those doing a major in Spanish, take any three half units from the range: Spanish IIB, IIC, IID, IIF, IIG, IIH.

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 Reading

Lado, E. *et al.* *Galería Hispánica*, 2nd edn, McGraw-Hill, New York 1971.

The following second-year courses are available in 1977. 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 Literature

Spanish IIG: Spanish Theatre (practical)

Spanish IIH: Novels of Pérez Galdós

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 of Spanish.

Spanish IIH:

Novels of Pérez Galdós (half unit, whole year, new course)

Dr A.G. Paradissis

This is a course of specialized study on some of the novels of Benito Pérez Galdós. The qualities of realism displayed by this outstanding writer will contribute to an understanding of the evolution of Spanish society from the early years of the nineteenth century to the threshold of the twentieth.

Prerequisite

Spanish IA or Spanish IB.

Class Requirements

Lectures or seminars: one a week.

Tutorials: one a week.

Assessment

By essays and class work.

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) and (c) One class a week for three terms.

Spanish

Assessment

- (a) On year's work and by written and oral examination.
- (b) and (c) On year's work.

Prescribed Reading

- (a) *MLA Continuing Spanish I and II*, American Book Co., New York 1967.
- (b) and (c) List available from the Professor of Spanish.

The following third-year courses are available in 1977. All are full units.

Spanish IIIB: Latin American Literature

Spanish IIIC: contemporary Spanish Literature

Spanish IIID: Siglo de Oro Literature

Spanish IIIE: Spanish Literature of the Middle Ages

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 for 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 of Spanish.

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 1977 will be in the area of Hispanic linguistics, Latin American literature, contemporary Spanish literature, Siglo de Oro literature.

Spanish IVA: Practical Spanish and Grammar

Class Requirements

Supervised laboratory sessions: two hours a week. Grammar class: one hour a week.

Assessment

On year's work and by written and oral examination.

Prescribed Reading

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.

Ph D: assessment will be by thesis.

Postgraduate students will be accepted in 1977 for postgraduate work in Hispanic linguistics, Latin American literature, Siglo de Oro literature, and contemporary Spanish literature.

Part VIII Fields of Interest

ASIAN STUDIES

There are many students at La Trobe who have expressed interest in concentrating their courses in the field of Asian Studies. *While there is no major sequence available in Asian Studies as such*, departments do offer many relevant courses. Examples of such undergraduate courses are to be found within the departments of history, philosophy, politics, economics and sociology as well as within the School of Education, which also offers an MA by coursework in Asian Education. Details of these courses are to be found listed among the handbook entries for each department.

There is an informal committee of teachers at La Trobe which acts to coordinate and promote Asian Studies. Students seeking further information about Asian Studies courses are advised to contact any of the following:

In the School of Economics

Mr K.D. Thomas

In the School of Education

Dr R.S. Newman, centre for comparative and international studies in education.

In the School of Humanities

Dr D.J. Huish, department of history.

ASIAN LANGUAGES

Introductory courses in a number of the more important Asian languages (Chinese, Japanese, Indonesian, Thai) are normally available in the language centre. Students interested in pursuing Asian Studies in depth should consider acquiring a basic knowledge of one of these languages. While the courses offered by the centre do not usually count for credit towards a degree, they can be designed to fit the particular needs of the students concerned.

Further details can be obtained from the director of the language centre.

INSTITUTE OF LATIN AMERICAN STUDIES

The Institute of Latin American Studies was established in 1976 as an inter-departmental and inter-School body to promote research and postgraduate work in Latin American Studies. Its activities include the organization of seminars and conferences at an advanced level; the sponsoring of research and conference paper publications; the sponsoring of overseas scholars to participate in the development of Latin American research and teaching; the acquisition and administration of funds for group and individual research on Latin America. The Institute is also responsible for the planning and coordination of courses in Latin American Studies at undergraduate level. The Institute publishes a Newsletter several times a year which is designed to encourage the development of Latin American Studies in other Australian centres of learning and to initiate exchanges with Latin Americanists in other countries.

Information about the Institute and its activities is available at the Institute's office, room 319, humanities I.

RESEARCH CENTRE FOR SOUTH-WEST PACIFIC STUDIES

Academic Board and Council have approved the establishment in the University of a Research Centre for South West Pacific Studies. The Centre draws together staff from a number of departments in the Schools of Economics, Humanities, Social Sciences, Education, and Biological Sciences with specialist interests in Papua New Guinea, the Solomon Islands, the New Hebrides and New Caledonia. The main purpose of the Centre is to facilitate postgraduate work at La Trobe by students *from* the region and by other students wishing to study *in* the region. The Centre, *in the main, works through existing structures and interested scholars would normally apply for postgraduate scholarships at La Trobe in the usual way, and eventually come under the supervision of a staff member of a particular department.* At this stage the Centre cannot offer awards independently. However, the Centre will give advice and assistance with scholarship applications, or to enquirers holding awards from outside funds. It will try to facilitate their entry to the University and assist in arranging joint supervision where appropriate. It has a small budget to provide travel assistance to field work in the region. The Centre also arranges a seminar program on matters pertinent to the region. It provides for one or two short-term study visits from scholars and officials from the region each year, who should be citizens of the countries of the region. Enquiries about the Centre may be directed to Dr Alan Ward, history department.

Part IX 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.

Academic Progress

Students admitted from 1971 to 1973 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 must complete at least one unit a year successfully as a part-time student.
 (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 enrolled 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 must complete at least one unit a year successfully thereafter as a part-time student.
- (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's not meeting these progress requirements will result in the student's 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 Economics and 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 are enrolled concurrently in the School of Education should expect their progress to be assessed at a similar rate.

Academic Progress

Year of Enrolment	Cumulative Number of Units to be Completed	
	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's not meeting these progress requirements will result in the student's 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
½	2½*
1	2 *
1½	1 *
2, 2½, 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
½	3
1	2½*
1½	1½
2, 2½, 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 Dean of the School for permission to increase his workload in any year providing his application is made prior to the last approved date for variation of enrolment.

Part X Table of Subjects

Subject	Code No.	Unit	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 IIB (the classical tradition in European art – 5th to 18th centuries AD)	700.21	0.5	Art History I
Art History IID (major movements in 20th century painting)	700.23	0.5	Art History I
Art History IIE (Greek sculpture)	700.24	0.5	Art History I
Art History IIF (Mannerist art in Italy)	700.25	0.5	Art History I
Art History IIG (Spanish art – El Greco to Valdes Leal)	700.26	0.5	Art History I
Art History IIIAE (Roman Art)	700.30	0.5	Any second year art history subject
Art History IIIB (art in Rome C.1600-1650)	700.31	0.5	Any second year art history subject
Art History IIIC (Symbolist art in France)	700.32	0.5	Any second year art history subject
Art History IIIH (individual readings)	700.37	0.5	Any second year art history subject
Art History IIIK (Venetian painting in the Renaissance)	700.39	0.5	Any second-year art history subject
Art History IIIL (Australian art)	701.30	0.5	Any second-year art history subject
Art History IIIM (the art and times of Goya)	701.31	0.5	Any second-year art history subject
Art History IV			
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)	862.30	1	Spanish IIA
Cinema Studies I (fundamental elements of film)	790.10	1	Nil
Cinema Studies IIA (introductory film history)	790.20	0.5	Cinema Studies I
Cinema Studies IIB (film as a socializing agent)	790.21	0.5	Cinema Studies I or Sociology I
Cinema Studies IIC (film form)	790.22	0.5	Cinema Studies I
Cinema Studies IID (Australian film history)	790.23	0.5	Cinema Studies IIA
Cinema Studies IIE (popular film genres)	790.24	0.5	Cinema Studies I or Sociology I
Cinema Studies IIF ('illusionist' cinema/radical cinema)	790.25	0.5	Cinema Studies I
Cinema Studies IIIA (national cinemas, France)	790.30	0.5	Any two Cinema Studies II half units
Cinema Studies IIIB (the development of film criticism)	790.31	0.5	Any two Cinema Studies II half units
Cinema Studies IIIC (national cinemas, Italy)	790.32	0.5	Any two Cinema Studies II half units
Cinema Studies IIID (narrative and realism in the cinema)	790.33	0.5	Either Cinema Studies IIC, IIE or IIF, or by approval of the dean.

Computer Science III	520.30	0.5, 1 or 1.5	Any first-year mathematics subject except Mathematics IF
Economics I MA (introduction to macroeconomic theory)	330.10	0.5	Nil
Economics I MI (introduction to microeconomic theory)	330.11	0.5	Nil
Accounting I AC (accounting)	330.12	0.5	Can only be done concurrently with Economics I MA and I MI and Social Sciences IB/IC or a mathematics half unit. Social Sciences IA must then be taken as a half unit at second year
Accounting II CR (corporate reporting)	330.28	0.5	Accounting IAC (grade c or better)
Econometrics II ES (economic statistics)	331.21	0.5	Social Sciences IC or a first year mathematics subject
Econometrics II IM (introductory mathematics for economists)	331.22	0.5	Economics I MA and I MI, incompatible with any mathematics subject
Econometrics II ME (mathematical economics)	330.29	0.5	Either a first year mathematics subject, or Social Sciences IC or a good pass in Social Sciences IB
Economics History II EH (economic history)	331.23	0.5	Economics I MA and I MI
Economics II BD (business decision making)	330.23	0.5	Economics I MA and I MI
Economics II DS (case studies in development)	331.27	0.5	Economics II ED
Economics II ED (economic development)	331.26	0.5	Economics I MA and I MI
Economics II EM (managerial economics and accounting)	331.20	0.5	Economics I MA and I MI
Economics II IE (industrial economics)	330.24	0.5	Economics I MA and I MI
Economics II IR (industrial relations)	330.25	0.5	Economics I MA and I MI
Economics II LT (location and transport economics)	331.28	0.5	Economics II MI and II IR
Economics II MA (macroeconomic theory)	330.30	0.5	Economics I MA and I MI
Economics II MI (microeconomics)	330.31	0.5	Economics I MI
Economics II SC (economics and politics of social choice)	330.26	0.5	Economics I MA and I MI
Economics II SS (economics systems simulation)	330.27	0.5	Econometrics II ES or II ME
Accounting III AT (accounting theory)	332.30	0.5	Accounting II CR
Accounting III IT (the Australian income tax system)	331.37	0.5	Nil
Econometrics III EK (econometrics)	331.34	0.5	Econometrics II ES or II ME
Econometrics III IE (industrial econometrics)	330.34	0.5	Econometrics II ES or II ME, or a mathematics subject

Subject	Code No.	Unit Value	Prerequisite Subjects
Econometrics III ME (mathematical economics)	330.39	0.5	Econometrics II Es or II ME, or a mathematics subject
Econometrics III OR (operations research)	331.35	0.5	Econometrics II ES or II ME, or a mathematics subject
Economic History III AH (economic responsiveness in history)	331.39	0.5	Economics II EH
Economic History III EH (economic growth of Great Britain and the USA since 1800)	331.33	0.5	Economics II MA and II MI
Economics III CF (corporate finance)	330.35	0.5	Economics II MA and II MI
Economics III CS (comparative economic systems)	330.36	0.5	Economics II MA and II MI (not offered in 1977)
Economics III DS (case studies in development)	330.37	0.5	Economics III ED (incompatible with Social Sciences III A)
Economics III ED (economic development)	330.38	0.5	Economics II MA and II MI
Economics III HT (history of economic thought)	331.30	0.5	Economics II MA and II MI
Economics III IL (inflation and the labour market)	331.31	0.5	Economics II MA and II MI
Economics III IM (international monetary economics)	332.31	0.5	Economics II MA and II MI
Economics III LE (labour market economics)	331.32	0.5	Economics II MA and II MI
Economics III MA (macroeconomic theory)	330.30	0.5	Economics II MA (incompatible with Economics III MAH)
Economics III MI (microeconomics)	330.31	0.5	Economics II MI (incompatible with Economics III MIH)
Economics III MAH (macroeconomic theory)	330.32	0.5	Economics II MA and Economics II MI (incompatible with Economics III MA)
Economics III MIH (microeconomic theory)	330.33	0.5	Economics II MA and Economics II MI (incompatible with Economics III MI)
Economics III MM (financial management and marketing)	331.36	0.5	Nil
Economics III MX (Marxist economics)	332.32	0.5	Economics IMA and IMI
Economics III PT (pure theory of trade)	332.33	0.5	Economics II MA and II MI
Econometrics IV EK (econometric models and stabilization)		1	Econometrics III EK or Econometrics III ME
Econometrics IV ME (mathematical economics)		1	Any third year Econometrics subject
Economic History IV AH (economic change in the very long term)		1	Nil

Economic History IV EH (modern economic growth in Russia, India and USA)	330.40	1	Nil
Economics IV AM (applied microeconomics)		1	Nil
Economics IV AT (advanced economic theory)		1	Economics III MIH
Economics IV ED (economic development)		1	Nil
Economics IV PM (financial management economics)		1	Nil
Economics IV PP (economic principles and policy)		1	Nil
Economics IV TE (classical and modern advanced economic theory)		1	Nil
Education II – not available in 1977			
Education III	370.30	1	Education II
Education IV	370.40	1	Education III
Education: see Part XI, Table of Subjects in the School of Education for full details of education subjects.			
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 IIIM (Medieval literature)	820.37	1	A second-year English subject
English IIIT (tragedy: Greek, 17th century and modern drama)	820.38	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)		1	
English IVC (18th century literature)		1	
English IVD (19th century literature)		1	
English IVE (modern literature)		1	
English IVF (Australian literature)		1	

Subject	Code No.	Unit Value	Prerequisite Subjects
English IVG (special author)	820.40	1	
English IVM (medieval literature)		1	
French IA (French language, literature and civilization)	840.10	1	French in HSC examination or equivalent
French IB (introductory French)	840.11	1	Nil
French IIA (French language, literature and history of ideas)	840.20	1	French IA
French IIC (Moliere and the French comic theatre)	840.22	0.5	French IA and a pass or current enrolment in French IIA
French IIIA (French language and literature)	840.30	1	French IIA
French IIID (French classical tragedy)	840.33	0.5	French IIA and a pass or current enrolment in French IIIA
French IIIL (introduction to the history of the French language)	841.30	0.5	Only for candidates for the honours course in French
French IIIN (the 19th century French novel)	841.32	0.5	French IIA and a pass or current enrolment in French IIIA
French IIIT (French literature of the 20th century)	841.38	0.5	French IIA and a pass or current enrolment in French IIIA
History IAU (the first 50 years of settlement in NSW)	940.19	1	Nil
History ICC (culture contacts in the Pacific)	940.10	1	Nil
History IEA (an introduction to East Asia)	940.11	1	Nil
History IFR (the French revolution)	940.12	1	Nil
History IHR (history of religions)	940.13	1	Nil
History IMC (revolution in Mexico and Cuba)	940.14	1	Nil
History INW (Great Britain and 'The New World', 1550-1815)	940.15	1	Nil
History IRF (the reformation and society in early modern Europe)	940.16	1	Nil
History ISH (social history: a case study of revolution, change and continuity in a slave-holding community)	940.17	1	Nil
History ISP (the expansion of Spain and Portugal)	940.18	1	Nil
History IIAF (African History)	940.20	1	Any first-year history subject (including Prehistory)

History II AW (Australia and the wars)	940.21	0.5	Any first-year history subject
History II BA (18th and 19th century British history)	940.22	1	Any first-year history subject
History II BR (Britain in the 20th century)	940.23	1	Any first-year history subject
History II CA (colonial Australia)	940.24	0.5	Any first-year history subject
History II CB (colonial and imperial Brazil)	940.25	1	Any first-year history subject
History II CE (continental Europe, 1840-1940)	940.26	1	Any first-year history subject
History II CM (colonial Mexico)	941.29	1	Any first-year history subject
History II FL (Florence and the Italian renaissance)	940.27	0.5	History II IC/III IC
History II HB (history of Buddhism in India, China and Tibet)	940.28	0.5	Any first-year history subject
History II IC (mediaeval Italian communes)	940.29	0.5	Any first-year history subject
History II IN (Indian history)	941.20	1	Any first or second year history subject
History II IS (European ideas and society from the renaissance to the enlightenment)	941.21	1	Any first year history subject
History II IT (ancient and mediaeval India)	942.20	0.5	Any first year history subject
History II MG (modern Germany 1870-1945)	941.22	1	Any first year history subject
History II MJ (modern Japan)	941.23	1	Any first year history subject
History II RC (individual readings)	942.21	0.5	Only available to students intending to take a 5 unit history major
History II RS (modern Russian history)	942.22	1	Any first year history subject
History II UAA (slavery and sectionalism in the United States)	941.27	0.5	Any first year history subject
History II UAB (civil war and reconstruction in the United States)	941.28	0.5	Any first year history subject
History II WB (women in British society from the 18th to 20th centuries)	941.26	1	Any first year history subject
History IIIAB (Aborigines and European society in Australia, 1788 to the present)	940.31	0.5	Any second year history subject
History III AF (African history)	940.30	1	Any second year history subject
History III BA (19th century British history)	940.32	1	Any second year history subject
History III BR (Britain in the 20th century)	940.33	1	Any second year history subject
History III CE (continental Europe 1840-1940)	940.36	1	Any second year history subject
History III CH (modern China)	940.35	0.5	Nil
History III DU (development and underdevelopment in historical perspective)	940.38	0.5	Any second year history subject

Subject	Code No.	Unit Value	Prerequisite Subjects
History III FL (Florence and the Italian renaissance)	940.37	0.5	History II IC/III IC
History III HN (reflective history)	941.30	0.5	Formal approval of history department
History III IC (mediaeval Italian communes)	940.39	0.5	Any second year history subject
History III IN (Indian history)	941.32	1	Any first or second year history subject except History II IN
History III IS (European ideas and society from the renaissance to the enlightenment)	941.31	1	Any second year history subject
History III LH (Australian Labour history)	941.34	0.5	Any second year history subject
History III MG (modern Germany, 1870-1945)	942.33	1	Any second year history subject
History III MJ (modern Japan)	941.33	1	Any second year history subject
History III PH (Pacific history)	941.35	1	Any second year history subject
History III RC (individual readings)	942.32	0.5	Only available to students intending to take a 5 unit history major
History III RP (popular religious and political ideologies of the English revolution)	941.37	0.5	Any second year history subject
History III RS (modern Russian history)	941.38	1	Any second year history subject
History III UB (USA 1877-1920)	941.39	0.5	Any second year history subject
History III UC (USA in the 20th century)	942.30	0.5	Any second year history subject
History III UW (war in the modern world)	942.34	0.5	Any second year history subject
History III VI (Victoria in the 1920's and 1930's)	942.31	1	Any second year history subject
History III WB (women in British society, from the 18th to 20th centuries)	941.36	1	Any second year history subject
Interdisciplinary Studies II AN/III AN (anarchism)	001.20/ 001.30	0.5	Nil
Interdisciplinary Studies II ER (Eastern religion and philosophy)	001.24	0.5	Any first-year subject if taken as an IDS subject
Interdisciplinary Studies II FM/III FM (further Marxism)	001.21/ 001.31	0.5	IDS II MX/III MX or its core course plus concurrent enrolment in another elective
Interdisciplinary Studies II HB (history of Buddhism in India China and Tibet)	001.25	0.5	Any first-year subject if taken as an IDS subject
Interdisciplinary Studies II MX/III MX (Marxism)	001.22/ 001.32	1	Nil

Interdisciplinary Studies II RS (religious studies)	001.23	1	Any first-year unit in the School of Humanities or a first-year sociology unit
Interdisciplinary Studies III FE (feminism)	001.33	0.5	Nil
Interdisciplinary Studies III NN (the 19th century novel in England, France and Spain)	001.35	1	A pass in English II or French IIA or Spanish II.
Interdisciplinary Studies III RA (religion in Australia)	001.36	1	A pass in IDS II RS or any second year history, sociology, or politics subject.
Interdisciplinary Studies III SY (syndicalism)	001.34	0.5	IDS IIAN/IIIAN or IDS IIMX/IIIMX with an approved elective
Italian I (Italian language and literature)	850.10	1	Assumes HSC level in Italian
Italian II (Italian language and literature)	850.20	1	Italian I
Italian III (Italian language and literature)	850.30	1	Italian II
Legal Studies I PL (public law)	340.12	1	Nil
Legal Studies I CL (the content of criminal law)	340.10	1	Nil
Legal Studies I LC (law and the citizen)	340.11	1	Nil
Legal Studies IICB/IIICB (the law and criminal behaviour)	340.24/ 341.34	1	Any legal studies I unit
Legal Studies II/III ILO (the international legal order)	340.25/ 341.35	1	Any legal studies I unit
Legal Studies IIIG/IIILG (the law and government officials)	340.23/ 340.33	1	Any legal studies I unit
Legal Studies IIEA/IIIEA (the law and economic activity)	340.21/ 341.33	1	Any legal studies I unit
Legal Studies IIFSL/IIIFSL (family, society and law)	340.22/ 340.32	1	Any legal studies I unit
Legal Studies III PA (legal framework of political activity)	341.30	0.5	Any second-year legal studies unit
Legal Studies III PF (legal problems of federalism)	341.32	0.5	Any second-year legal studies unit
Legal Studies III CE (legal control of economic activity) Part I	340.30	0.5	Legal Studies IIEA or II/III ILO
Legal Studies III CE (legal control of economic activity) Part II	340.31	0.5	
Legal Studies III CJ (the criminal justice system)	340.34	1	Any second-year legal studies unit
Legal Studies III LP (law and the poor)	340.38	0.5	Any second-year legal studies unit
Legal Studies III IR (law and industrial relations)	340.36	0.5	Any second-year legal studies unit
Legal Studies III LW (The Law and Women)	340.39	0.5	Any second-year legal studies unit
Legal Studies III FR (Free reading)	340.35	0.5	Satisfactory completion of four units of legal studies

Subject-	Code No.	Unit Value	Prerequisite Subjects
Linguistics I (introduction to linguistics)	821.10	1	Nil
Linguistics IIA/IIIA (syntax)	821.20/ 821.30	0.5	Linguistics II as for 1976, or current enrolment in Linguistics I
Linguistics IIB/IIIB (phonology)	821.21/ 821.31	0.5	Linguistics II as for 1976, or current enrolment in Linguistics I
Linguistics IIC/IIIC (generative semantics)	821.22/ 821.32	0.5	Linguistics IIB as for 1976, or Linguistics IIA/IIIA in 1977 or any other advanced syntax course approved by the lecturer, and Philosophy IIFA/IIIFA, or after 1977, Logic I.
<i>Linguistics IIX (introduction to linguistics)</i>	821.29	0.5	Available in 1977 only, for students taking a major in French
Linguistics IV	821.40		
Logic I (elementary symbolic and philosophical logic)	101.10	1	Nil
Man and Environment I	571.10	1	Nil
Man and Environment II			
ME II HE: Human ecology	571.21	0.5	Man and Environment I or Prehistory I
ME II BF: Biological functions	571.22	0.5	Man and Environment I
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)
Mathematics ID	512.13 ¹	0.5	Concurrent enrolment with Mathematics IA (incompatible with Mathematics IB, IC, IE and IF)
Mathematics IE	512.14 ¹	0.5	Concurrent enrolment in Mathematics IC (incompatible with Mathematics IA, IB, ID and IF)
Mathematics IF	512.15 ¹	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 ²	Pure Mathematics II
Applied Mathematics III	515.30	1 - 1.5 ²	Applied Mathematics II
Mathematical Statistics III	519.30	1 - 1.5 ²	Mathematical Statistics II
General Mathematics III	512.30	1 - 1.5 ²	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
Music IIA (the art of listening to music)	780.20	1	Music IA or Music IB
Music IIB (music: materials and language)	780.21	1	Music IB, or Music IA with an introductory test in the rudiments of music and aural perception
Music IIC (composition and analysis)	780.22	1	Current enrolment in or completion of Music IIB
Music IID (pro seminar in advanced projects in music performance and presentation)	780.23	1	Music IB
Music IIE (music communications)	780.24	1	Music IB and current enrolment in Music IIB
Music IIF (history and literature of music)	780.25	1	Current enrolment in or completion of Music IIB
Music IIIA (jazz research)	780.30	1	Music IIB or Music IIA and permission of chairman
Music IIIB (music: materials and language)	780.31	1	Music IIB
Music IIIC (composition and analysis)	780.32	1	Music IIB
Music IIICA (advanced composition and analysis)	780.33	1	Music IIC and current enrolment in Music IIIB
Music IIID (pro seminar in advanced projects in musical performance and presentation)	780.34	1	Music IID and current enrolment in Music IIIB
Music IIIE (music communications)	780.35	1	Music IIE and current enrolment in Music IIIB
Music IIIF (history and literature of music)	780.36	1	Music IIF and completion of or current enrolment in Music IIIB
Music IIIG (music : the community)	780.37	1	Music IIA or Music IIB
Philosophy IA (logic, knowledge, morality, religion)	100.10	1	Nil
Philosophy IC (history of philosophy)	100.12	1	Nil

Subject	Code No.	Unit Value	Prerequisite Subjects
Philosophy ID (contemporary analytical philosophy)	100.13	1	Nil
Philosophy IE (philosophy and society)	100.14	1	Nil
Philosophy IL (logic)	101.10	1	Nil
Philosophy IIAC/IIIC (philosophy of action)	100.20/ 100.30	0.5	Any first-year philosophy unit
Philosophy IIAE/IIIE (aesthetics)	100.21/ 100.31	0.5	Any first-year philosophy unit
Philosophy IIAR/IIIR (Aristotle)	102.24/ 104.30	0.5	Any first-year philosophy unit
Philosophy IIEA/IIIEA (ethics A)	100.22/ 100.32	0.5	Any first-year philosophy unit
Philosophy IIEP/IIIEP (empiricism)	101.29/ 103.32	0.5	Any first-year philosophy unit
Philosophy IIER/IIIR (eastern religion and philosophy)	100.23/ 100.33	0.5	Any first-year philosophy unit
Philosophy IIFA/IIIFA (formal logic A)	100.24/ 100.34	0.5	Any first-year philosophy unit or subjects from the Schools of Physical or Biological Sciences that have a total work-value of at least two units or Linguistics I.
Philosophy IIFB/IIIFB (formal logic B)	100.25/ 100.35	0.5	Philosophy IIFA/IIIFA. Incompatible with Mathematics PM211
Philosophy II IP/III IP (Indian philosophy)	100.26/ 100.36	0.5	Philosophy IIER/IIIR
Philosophy IIKH/IIKH (knowledge and human interest)	102.25/ 104.31	0.5	Any first-year philosophy unit
Philosophy IILL/IIILL (logic, linguistics and thought-processes)	102.28/ 103.38	0.5	Any first year unit in philosophy, psychology or linguistics
Philosophy IILP/IIILP (logic and psychology)	100.28/ 100.38	0.5	Any first-year philosophy, psychology or linguistics unit.
Philosophy IIMU/IIIMU (philosophy of music)	102.26/ 104.32	0.5	Any first-year philosophy or music unit

Philosophy IIMX/IIIMX (Marxism)	101.20/ 101.30	1	Any first-year philosophy unit
Philosophy IIPA/IIIPA (contemporary political philosophy)	101.21/ 101.31	0.5	Any first-year philosophy unit
Philosophy IIPE/IIPE (philosophy of education)	101.22/ 101.32	0.5	Any first-year philosophy unit
Philosophy IIPL/IIPL (philosophy of language)	101.23/ 101.33	0.5	Any first-year philosophy unit or linguistics unit
Philosophy IIPM/IIIPM (philosophy of mathematics)	101.24/ 101.34	0.5	Mathematics PM208, or Mathematics IA <i>and</i> Philosophy IIFA/IIIFA, or Philosophy IIFB/ IIIFB
Philosophy IIPR/IIIPR (philosophy of religion)	102.21/ 103.33	0.5	Any first-year philosophy unit
Philosophy IIRR/IIIRR (rationalism and rationality)	102.23/ 103.35	0.5	Any first-year philosophy unit
Philosophy IISPB/IIISPB (social philosophy)	101.28/ 101.38	0.5	Any first-year philosophy unit Philosophy IIEA/IIIEA, or Philosophy IIEB/IIIEB.
Philosophy II SA (philosophy of Science A)	101.27	1	Any first-year philosophy unit or any two units from the Schools of Physical or Biological Sciences
Philosophy II XX (philosophy and society)	102.27	0.5	A first year unit from the School of Humanities. Incompatible with any Philosophy I course.
Philosophy III EM (epistemology and metaphysics)	101.39	1	Any second-year philosophy unit preferably one with orientation towards logic, epistemology or metaphysics.
Philosophy III ET (advanced ethics)	102.30	0.5	Philosophy IIEA/IIIEA or Philosophy IIEB/ IIIEB
Philosophy IIIFC (metallogic formal logic C)	102.31	0.5	Philosophy IIFA/IIIFA
Philosophy III FD (mathematical logic – formal logic D)	102.32	0.5	Philosophy IIIFC. Not available in 1977.
Philosophy III FE (set theory)	102.33	0.5	Philosophy IIFA/IIIFA (not available in 1977)
Philosophy III FF (Lesniewskian Logic)	103.36	0.5	Philosophy IIFA/IIIFA (not available in 1977)
Philosophy III FG (modal logic)	102.34	0.5	Philosophy IIFA/IIIFA or Logic I (incompatible with Philosophy IIILS)

Subject	Code No.	Unit Value	Prerequisite Subjects
Philosophy IIIHA (philosophy of history)	102.36	0.5	One history and one philosophy unit at least one of which is at second-year level
Philosophy III HPM (history and philosophy of mathematics) (incompatible with Philosophy IIPM/IIIPM).	102.37	0.5	A second-year mathematics subject and either Mathematics PM208 or Philosophy IIFA/IIIFA
Philosophy IIIKA (Kant)	102.38	0.5	A second-year philosophy unit, preferably one with an orientation towards epistemology or metaphysics (not available in 1977).
Philosophy III KD (Kant's dialectic) (not available in 1977)	103.39	0.5	A second year philosophy unit
Philosophy III LS (philosophy of logic and science) (incompatible with Philosophy IIIFG)	103.30	1	Philosophy IIFA/IIIFA or Philosophy IISA
Philosophy III PSS (philosophy of social science)	101.36	0.5	Any first year philosophy unit. plus a second year philosophy, psychology or sociology unit
Philosophy III ZZ (free philosophical studies)	103.31	0.5	Must be taken in the third year of a Philosophy major.
Philosophy IV	100.40		
Politics I	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 IIE/IIIE (social and political theory)	320.24/ 320.34	0.5	Politics I
Politics IIF (international relations)	320.25	1	Politics I
Politics III AG (Asian government)	320.30	1	Any second-year politics subject
Politics III IC (international communism)	320.36	1	Politics IIB or IIF
Politics III IR (theories of international relations)	320.31	0.5	Politics IIE or Politics IIF, or Politics IIG 1976 (not available in 1977)
Politics III PB (political behaviour)	320.35	1	Any second-year politics subject
Politics III PM (policy-making and bureaucracy)	320.37	1	Any second-year politics subject
Politics III PS (political sociology)	320.38	1	Any second-year politics subject

Politics III UD (politics of underdeveloped countries Middle East/Indonesia)	320.39	1	
Portuguese III (introduction to practical Portuguese)	861.30	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
Prehistory I (introduction to prehistory)	930.10	1	Nil
Prehistory II (peopling of the Pacific)	930.20	1	Prehistory I or a first year history subject or Biology I ME
Psychology I	150.10	1	Nil
Psychology II	150.20	1	Psychology I (and an approved biology I unit is recommended)
Psychology III	150.30	1	Psychology II
Psychology IV	150.40		Pass bachelor's degree with major in psychology
Social Sciences IA (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 econometrics)	300.12	0.5	Nil
Social Sciences IIIA (Papua New Guinea)	300.30	1	Completion of at least one second-year full unit
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). Incompatible with Sociology II/III TF
Social Sciences IIIE (Marxism) (interdisciplinary studies IIMX/IIIMX)	300.34	1	Nil
Social Sciences IIIL (formation of Latin American Society)	301.30	1	A full unit of Latin-American studies at first or second year level. Identical with Sociology IIFLA/III FLA
Sociobiology II/III	140.20/ 140.30	0.5	Biology IA or IB or IME or Prehistory I
Sociology I (introductory course)	360.10	1	Nil
Sociology IITAA/IIITAA (structuralism and the social sciences)	365.26/ 365.36	0.5	At least one unit of Sociology at second year including a half unit of theory
Sociology II TBB (Social Issues and Social Theory)	363.25	0.5	Any first year Sociology unit
Sociology II TCB (social theory)	361.26	1	Any first year Sociology unit
Sociology II TDB (sociological perspectives: Durkheim and Mead)	363.21	0.5	Any first year Sociology unit
Sociology II THB (the class concept)	363.22	0.5	Any first year Sociology unit
Sociology IITNB-1/IIITNB-1 (historical materialism)	363.27/ 363.36	0.5	Not available in 1977

Subject	Code No.	Unit Value	Prerequisite Subjects
Sociology II TOB (origins of sociological thought)	364.26	0.5	Any first year sociology unit
Sociology II TPB (history of sociological theory – the problem of Verstehen)	362.20	1	Any first year Sociology unit
Sociology II TUB (development of social thought)	363.24	0.5	Any first year Sociology unit
Sociology IITYB/IIITYB (theoretical analysis in sociology)	365.28/ 365.38	0.5	Any first year Sociology subject
Sociology III TCA (Freudian social theory)	363.32	0.5	Completion of a second year Sociology unit
Sociology III TMA (explanation in sociology)	363.33	0.5	Completion of a second year Sociology unit. Incompatible with Sociology III IMA-1 and III TMA-2, 1976
Sociology III TPA (sociology of knowledge and literature)	366.30	0.5	Completion of a second year Sociology unit. Incompatible with Sociology III KN, 1976
Sociology IIMGB-1/IIIMGB-1 (research methods in sociology)	362.25/ 362.35	0.5	Any first year Sociology unit. Incompatible with Sociology IIMUB/IIIMUB and IIMGB-2/IIIMGB-2
Sociology IIMGB-2/IIIMGB-2 (research methods in sociology)	365.25/ 365.35	0.5	Any first year Sociology unit. Incompatible with Sociology IIMUB/IIIMUB and IIMGB-1/III MGB-1
Sociology IIMRA/IIIMRA (multivariate analysis in sociology)	363.29/ 361.38	0.5	At least one unit of Sociology at second year including Sociology IIMYB/IIIMYB or II MTB/III MTB or II MT
Sociology IIMTB/IIIMTB (introduction to quantitative methods)	360.28/ 360.38	0.5	Any first year Sociology unit. Incompatible with Sociology IIMYB/IIIMYB 1976 and Sociology IIMT 1975 or before.
Sociology IIMUB/IIIMUB (basic research methodology)	362.28/ 362.38	0.5	Any first year Sociology unit. Incompatible with Sociology IIMGB/IIIMGB
Sociology IIMWA/IIIMWA (research workshop)	362.29/ 362.39	0.5	Not available in 1977
Sociology IIMXB/IIIMXB (field research methods)	365.20/ 365.30	0.5	Any first year Sociology unit. Incompatible with Sociology IIMQB/IIIMQB and IIIMQA
Sociology IIMYB/IIIMYA (research methods of social change)	365.21/ 365.31	0.5	At least one unit of Sociology at second year including Sociology II MT or IIMYB/IIIMYB or IIMTB/IIIMTB or equivalent. Incompatible with Sociology IIHS/IIIHS, 1976.
Sociology IIMYB/IIIMYB (elements of quantitative analysis)	360.29/ 364.30	0.5	Not available in 1977.

Sociology III MQA (qualitative research strategies)	365.39	0.5	At least one second year Sociology unit including a half-unit of method. Incompatible with Sociology IIMXB/IIIMXB and IIMQB/IIIMQB, 1976.
Sociology II DB (sociology of deviant behaviour)	360.24	0.5	Completion of or current enrolment in a second year Sociology unit. Incompatible with Sociology III DV
Sociology IIBP/IIIBP (biology of human populations)	360.22/ 360.32	0.5	Completion or current enrolment in a second year Sociology unit. Not available to students who have passed Biology I ME
Sociology IICF/IIICF (conformity in Australian society)	364.27/ 364.37	0.5	Completion or current enrolment in a second year Sociology unit. Not available in 1977.
Sociology IIICL/IIICL (religion and social change – Latin American cases)	360.23/ 360.33	0.5	Completion or current enrolment in a second year Sociology unit. May be taken as part of a sequence in Latin American studies.
Sociology IICM/IIICM (community studies)	364.22/ 360.34	0.5	Completion of or current enrolment in a second year Sociology unit
Sociology IICS/IIICS (comparative sociology)	364.28/ 364.38	0.5	Completion of or current enrolment in a second year Sociology unit. Not available in 1977.
Sociology IIDQ/IIIDQ (juvenile delinquency)	364.25/ 364.34	0.5	May not be available in 1977.
Sociology IIDS/IIIDS (industrial sociology)	364.25/ 364.35	0.5	Completion of or current enrolment in a second year Sociology unit. Incompatible with Economics II IR
Sociology IIES/IIIES (sociology of sport and education)	362.23/ 362.33	0.5	Completion of or current enrolment in a second year Sociology unit. Incompatible with Sociology IISE/IIISE, 1976
Sociology IIFA/IIIFA (sociology of the family)	360.25/ 360.35	0.5	Completion of or current enrolment in a second year Sociology unit.
Sociology IIFLA/IIIFLA (formation of Latin American society)	364.20/ 364.36	1	Completion of or current enrolment in a second year Sociology unit. May be taken as part of a sequence in Latin American Studies, as Social Sciences IIIL
Sociology II IM/III IM (sociology of migration – case studies in Latin America)	364.29/ 364.39	0.5	Completion of or current enrolment in a second year Sociology unit. May be taken as part of a sequence in Latin American Studies
Sociology IILA/IIILA (sociology of law)	360.27/ 360.37	0.5	Not available in 1977

Subject	Code No.	Unit Value	Prerequisite Subjects
Sociology IIPL/IIPL (political sociology)	365.22/ 365.32	0.5	Completion of or current enrolment in a second year Sociology unit
Sociology IIPN/IIIPN (prisons and society)	361.20/ 361.30	0.5	Not available in 1977
Sociology IIPSN/IIIPSN (study of peasant movements)	364.21/ 364.31	0.5	Completion of or current enrolment in a second year Sociology unit.
Sociology IIRS/IIIRS (rural sociology)	365.23/ 365.33	0.5	Completion of or current enrolment in a second year Sociology unit.
Sociology IISA/IIISA (social anthropology)	363.20/ 363.30	0.5	Completion of or current enrolment in a second year Sociology unit
Sociology IISE/IIISE (education and social inequality)	361.23/ 361.33	0.5	Not available in 1977
Sociology IISZ/IIISZ (socialization and competence)	365.24/ 365.34	0.5	Completion of or current enrolment in a second year Sociology unit Not available in 1977.
Sociology IITD/IIITD (theories of development)	361.27/ 361.37	0.5	Completion of or current enrolment in a second year Sociology unit
Sociology IITF/IIITF/IIITF (sociological theories)	365.27/ 365.37	0.5	Completion of or current enrolment in a second year Sociology unit. Incompatible with Social Sciences IIIC
Sociology IIUS/IIUS (urban sociology)	362.21/ 362.31	0.5	Completion of or current enrolment in a second year Sociology unit
Sociology III AR (sociology of art)	360.31	0.5	Completion of a second year Sociology unit
Sociology III AS (Australian society)	362.30	0.5	Completion of a second year Sociology unit
Sociology III DV (deviant behaviour and social control)	364.33	0.5	Completion of a second year Sociology unit Incompatible with Sociology II DB, 1976
Sociology IIEN (ethnic groups and social policy)	363.39	0.5	Completion of a second year Sociology unit
Sociology III FR (free reading)	360.39	0.5	Completion of a second year Sociology unit
Sociology III GB (group behaviour)	361.36	0.5	Completion of a second year Sociology unit
Sociology III IND (sociology of organisations)	362.32	0.5	Completion of a second year Sociology unit
Sociology III MM (mass media and popular culture)	362.36	0.5	At least one second year Sociology unit including a half-unit of method
Sociology III MS (medical and psychiatric sociology)	361.39	0.5	Completion of a second year sociology unit
Sociology III PS (Personality and society)	364.32	0.5	Completion of a second year Sociology unit
Spanish IA/IIIX (introduction to the Spanish language)	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 literature)	860.25	0.5	Spanish IA or IB
Spanish IIG (Spanish theatre, practical)	860.26	0.5	Spanish IA or IB
Spanish IIH (novels of Pérez Galdós)	860.27	0.5	Spanish IA or IB
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 IIIE (Spanish literature of the middle ages)	860.34	1	Spanish IIA
Spanish IVA (practical Spanish and grammar)	860.40		Satisfactory completion of third-year subjects

(1) Applies in the School of Social Sciences only. This subject is normally combined with Social Sciences IA in place of Social Sciences IB

(2) The unit value may be 1 or 1.5 depending on the components chosen.

Part XI Table of Subjects in the School of Education

Diploma in Education

Subject	Code No.	Unit Value	Prerequisite Subjects
Part-time course			
Issues in Education I	370.11	1	Nil
Educational Theory I	370.12	1	Nil
Teaching Practice I	370.13	1	Nil
Full-time course (one year)			
Education V (foundation studies)	370.50	1	Nil
Education V (theory and practice)	370.51	1	Nil
Education V (practical teaching)	370.52	1	Nil

Bachelor of Education

The subjects are listed under the respective centres: comparative, curriculum, innovation, media, teaching, urban and the computers and research methodology group of subjects.

Subject	Abbreviated Title	Code No.	Unit Value
Comparative Centre			
China-India-Japan, an intensive comparative study	COMP-CH IN JP	372.01	3
Comparative Methods in Education	COMP-ED METHODS	372.11	3
Education and World View	COMP-NONWEST VIEWS	372.84	1
Education for Nation Building in Indonesia	COMP-INDO ED	372.51	3
Education in Japan I	COMP-ED IN JAP I	372.89	1
History of Schooling in Australia	COMP-SCH HISTORY	372.62	1
Sex Education and the Schools	COMP-SEX EDUCATION	372.63	1
Reading Course (first term)	COMP-RDNG CSE 1	372.74	1
Reading Course (second term)	COMP-RDNG CSE 2	372.75	1
Reading Course (third term)	COMP-RDNG CSE 3	372.76	1
Research Practicum (first term)	COMP-RES PRAC 1	372.77	1
Research Practicum (second term)	COMP-RES PRAC 2	372.78	1
Research Practicum (third term)	COMP-RES PRAC 3	372.79	1
Symbol and Myth in Australian Society and Education	COMP-SYM/MYTH-AUST	372.86	1
The Politics of Schooling in Australia	COMP-SCH POLITIC	372.61	3
The Politicisation of Schooling	COMP-POLITICISATN	372.64	1
The Education Pressure Groups	COMP-PRESSURE GRPS	372.65	1

Curriculum Centre

History Education	CURRIC-HISTORY EDN	377.10	2
Language and Literature in Education	CURRIC-LANG & LIT	377.11	2
Mathematics Education	CURRIC-MATHS EDCN	377.12	2
Science Education	CURRIC-SCIENCE EDCN	377.13	2
Social Science Education	CURRIC-SOC SC EDCN	377.14	2
Reading Course (first term)	CURRIC-RDNG CRSE 1	377.02	1
Reading Course (second term)	CURRIC-RDNG CRSE 2	377.03	1
Reading Course (third term)	CURRIC-RDNG CRSE 3	377.04	1
Research Practicum (first term)	CURRIC-RES PRAC 1	377.21	1
Research Practicum (second term)	CURRIC-RES PRAC 2	377.22	1
Research Practicum (third term)	CURRIC-RES PRAC 3	377.23	1
Curriculum in Moral and Social Values: Reading Course	CURRIC-MOR & SOC V	377.15	2

Media Centre

Film Criticism	MEDIA-FILM CRIT	371.11	3
Film History	MEDIA-FILM HIST	371.21	3
Film Production I	MEDIA-FILM PROD I	371.97	1
Film Production II	MEDIA-FILM PROD II	371.98	1
History Through Films I	MEDIA-HST THR FILM I	371.74	1
History Through Films II	MEDIA-HST THR FILM II	371.75	1
Individual Practical Work in Media (first term)	MEDIA-IND PRAC WK 1	371.76	1
Individual Practical Work in Media (second term)	MEDIA-IND PRAC WK 2	371.77	1
Individual Practical Work in Media (third term)	MEDIA-IND PRAC WK 3	371.78	1
Individual Reading in Media (first term)	MEDIA-IND RDNG 1	371.84	1
Individual Reading in Media (second term)	MEDIA-IND RDNG 2	371.85	1
Individual Reading in Media (third term)	MEDIA-IND RDNG 3	371.86	1
Introduction to Media	MEDIA-INTRODUCTION	371.79	1
Mass Media Socialization	MEDIA-MS MED SOC	371.87	1
Simple TV in Education and the Community I (first term)	MEDIA-SMPL TV I/1	371.89	1
Simple TV in Education and the Community I (second term)	MEDIA-SMPL TV I/2	371.90	1
Simple TV in Education and the Community II	MEDIA-SMPL TV II	371.94	1
Studies in Television	MEDIA-TV STUDIES	371.41	3
Television I	MEDIA-TV I	371.95	1
Television II	MEDIA-TV II	371.96	1
The Rhetoric of the Media	MEDIA-RHETORIC	371.51	1
Visual Learning in Education	MEDIA-VISUAL LNG	371.99	1
Educational Uses of the Media	MEDIA-EDUCTNL USES	371.61	3
Large-Scale Educational Uses of Communication Technology	MEDIA-ED COMM TECH	371.62	1

Subject	Abbreviated Title	Code No.	Unit Value
Innovation Centre			
Culture, Society and Education	INNOV-CULT/SOC/ED	373.87	1
Curriculum Studies	INNOV-CURRIC ST	373.01	3
Curriculum Studies I	INNOV-CURRIC ST I	373.77	1
Curriculum Studies II	INNOV-CURRIC ST II	373.78	1
Evaluating Innovation	INNOV-EVALUATION	373.88	1
Innovation in the Education of Adults	INNOV-ADULT EDUC	373.89	1
Reading Course (first term)	INNOV-RDNG CSE 1	373.84	1
Reading Course (second term)	INNOV-RDNG CSE 2	373.85	1
Reading Course (third term)	INNOV-RDNG CSE 3	373.86	1
Research Practicum (first term)	INNOV-RES PRAC 1	373.74	1
Research Practicum (second term)	INNOV-RES PRAC 2	373.75	1
Research Practicum (third term)	INNOV-RES PRAC 3	373.76	1
Post-School Education	INNOV-POST SCHL ED	373.02	3
Processes of Change in Victorian Education	INNOV-CHNGE VIC ED	373.03	3
Curriculum Innovation in Primary Schools	INNOV-PRIMARY SCHL	373.79	1
The Process of Innovation	INNOV-PROCESS	373.80	1
Teaching Centre			
Bilingualism in the Community	TCHING-BILINGUALSM	375.84	1
Creative Education	TCHING-CREA ED	375.01	3
Humanistic Education	TCHING-HUMAN ED	375.11	3
Interpersonal Process	TCHING-INTERPER PR	375.85	1
Language Development and Learning	TCHING-LANGUAGE	375.21	3
Primary Education	TCHING-PRIMARY ED	375.86	1
Reading Course (first term)	TCHING-RDNG CSE 1	375.74	1
Reading Course (second term)	TCHING-RDNG CSE 2	375.75	1
Reading Course (third term)	TCHING-RDNG CSE 3	375.76	1
Research Practicum (first term)	TCHING-RES PRAC 1	375.77	1
Research Practicum (second term)	TCHING-RES PRAC 2	375.78	1
Research Practicum (third term)	TCHING-RES PRAC 3	375.79	1
Teachers' Professional Status	TCHING-PROF STATUS	375.80	1
Some Sociological Perspectives on Teaching and Learning	TCHING-SOC PERSPEC	375.32	3
The Evaluation of Learning	TCHING-EVAL LEARNG	375.41	2

Urban Centre

Curriculum and Process in Urban Education	URBAN CURR/PROC	374.01	3
Deviancy and the Urban School	URBAN-DEVIANCY	374.78	1
Early Childhood Education I	URBAN-E.C. ED.1	374.41	3
Early Childhood Education II	URBAN-E.C. ED II	374.51	3
Ethnic Subcultures and Education	URBAN-ETHNIC SUB	374.11	3
Reading Course (first term)	URBAN-RDNG CSE 1	374.84	1
Reading Course (second term)	URBAN-RDNG CSE 2	374.85	1
Reading Course (third term)	URBAN-RDNG CSE 3	374.86	1
Research Practicum (first term)	URBAN-RES PRAC 1	374.87	1
Research Practicum (second term)	URBAN-RES PRAC 2	374.88	1
Research Practicum (third term)	URBAN-RES PRAC 3	374.89	1
Theory and practice of teaching English as a second language	URBAN-T.E.S.L.	374.31	3
Task Force Core Course, Part 1	TASK FORCE CC-PT 1	378.01	1
Task Force Core Course, Part 2	TASK FORCE CC-PT 2	378.02	1
Task Force Core Course, Part 3	TASK FORCE CC-PT 3	378.03	1
Task Force Core Course, Part 4	TASK FORCE CC-PT 4	378.04	1
Task Force Core Course, Part 5	TASK FORCE CC-PT 5	378.05	1
Task Force Core Course, Part 6	TASK FORCE CC-PT 6	378.06	1
Child Development	URBAN-CHILD DEVMNT	374.61	3
The Causes of Educational Disadvantage	URBAN-CAUSE ED DIS	374.22	3
Philosophy of Education: Reading/Seminar Course	URBAN-RDG/SEM CRSE	374.71	1
Educational Research Methods and Computer Uses			
Computers and Education	CRM-COMPUTER USE 1	376.04	1
Computers and Education	CRM-COMPUTER USE 2	376.05	1
Computers and Education	CRM-COMPUTER USE 3	376.06	1
Introductory Statistics for Education	CRM-INTRODUC STATS	376.07	1
Research Methods in Education	CRM-RESEARCH METH	376.09	1
Statistical Inference in Education Research	CRM-STAT INFERENCE	376.08	1
Methods of Empirical Research	CRM-METHS EMP RES	376.10	3

Bachelor of Education (Counselling)**Subject****Full-time****First Year**

Counselling Theory 1

Counselling Theory 2

Counselling Theory 3

Group Process Lab. 1

Group Process Lab. 2

Group Process Lab. 3

Field Work 1

Field Work 2

Abbreviated Title Code No. Unit Value

COUNSELNG THEORY 1 379.01 1

COUNSELNG THEORY 2 379.02 1

COUNSELNG THEORY 3 379.03 1

GROUP PROCES LAB 1 379.04 1

GROUP PROCESS LAB 2 379.05 1

GROUP PROCES LAB 3 379.06 1

FIELD WORK 1 379.10 1

FIELD WORK 2 379.11 1

Second Year

Professional Practice Seminar 1

Professional Practice Seminar 2

Professional Practice Seminar 3

Internship 1

Internship 2

Internship 3

PROFL PRAC SEMNR 1 379.07 1

PROFL PRAC SEMNR 2 379.08 1

PROFL PRAC SEMNR 3 379.09 1

INTERNSHIP 1 379.12 1

INTERNSHIP 2 379.13 1

INTERNSHIP 3 379.14 1

Part-time**First Year**

Counselling theory 1

Counselling Theory 2

Counselling Theory 3

Group Process Lab. 1

Group Process Lab. 2

Group Process Lab. 3

COUNSELNG THEORY 1 379.01 1

COUNSELNG THEORY 2 379.02 1

COUNSELNG THEORY 3 379.03 1

GROUP PROCES LAB 1 379.04 1

GROUP PROCES LAB 2 379.05 1

GROUP PROCES LAB 3 379.06 1

Second Year

Field Work 1

Field Work 2

FIELD WORK 1 379.10 1

FIELD WORK 2 379.11 1

Third Year

Internship 1

Internship 2

Internship 3

Professional Practice Seminar 1

Professional Practice Seminar 2

Professional Practice Seminar 3

INTERNSHIP 1 379.12 1

INTERNSHIP 2 379.13 1

INTERNSHIP 3 379.14 1

PROFL PRAC SEMNR 1 379.07 1

PROFL PRAC SEMNR 2 379.08 1

PROFL PRAC SEMNR 3 379.09 1