Semester and vacation dates 1995

<table>
<thead>
<tr>
<th>Semester</th>
<th>Day</th>
<th>1995</th>
</tr>
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<tbody>
<tr>
<td><strong>First</strong></td>
<td></td>
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</tr>
<tr>
<td>Semester and lectures begin</td>
<td>Monday</td>
<td>27 February</td>
</tr>
<tr>
<td>Easter recess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day of lectures</td>
<td>Thursday</td>
<td>13 April</td>
</tr>
<tr>
<td>Lectures resume</td>
<td>Monday</td>
<td>24 April</td>
</tr>
<tr>
<td>Study vacation—1 week beginning</td>
<td>Monday</td>
<td>12 June</td>
</tr>
<tr>
<td>Examinations commence</td>
<td>Monday</td>
<td>19 June</td>
</tr>
<tr>
<td><strong>Second</strong></td>
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<td></td>
</tr>
<tr>
<td>Semester and lectures begin</td>
<td>Monday</td>
<td>24 July</td>
</tr>
<tr>
<td>Mid-semester recess</td>
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<tr>
<td>Last day of lectures</td>
<td>Friday</td>
<td>22 September</td>
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<tr>
<td>Lectures resume</td>
<td>Tuesday</td>
<td>3 October</td>
</tr>
<tr>
<td>Study vacation—1 week beginning</td>
<td>Monday</td>
<td>6 November</td>
</tr>
<tr>
<td>Examinations commence</td>
<td>Monday</td>
<td>13 November</td>
</tr>
</tbody>
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* There may be variations to the semester dates for some courses.
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I would like to extend my best wishes to all students coming into the Faculty of Education and I hope your stay with us will be rewarding for you, both personally and professionally. The Faculty of Education is one of the largest and most highly respected in Australia and you can be assured the programs of study you will pursue will be based on up-to-date research and best practice. I am sure you will find them stimulating and thought provoking.

The present Faculty has about 115 staff and around 1800 students and grew to this size following an amalgamation with the former Sydney Institute of Education. This amalgamation was completed in 1992. The Faculty has three schools: the School of Educational Psychology, Measurement and Technology; the School of Social and Policy Studies in Education and the School of Teaching and Curriculum Studies. The academic concerns of the three schools are: the study of education as a social science, the professional education of teachers, the extension through research of knowledge in the field of education, and the provision of special services to governmental and community agencies and to other institutions.

The Faculty and its schools are involved in offering students a broad range of distinct but interrelated patterns of courses. First, there are the undergraduate generalist courses, Education I, Education II and Education III, which promote the understanding of Education as a social science. These courses are an essential part of the Bachelor of Education degree and are also offered in several other faculties. Second, there are pre-service teacher education programs leading to the Bachelor of Education degree, or to the Graduate Diploma in Education in primary and secondary education. There is also a Diploma in Teaching English as a Foreign Language for experienced teachers. Third, there are higher degrees (postgraduate) programs leading to the degrees of Master of Education, Doctor of Education and Doctor of Philosophy. The Faculty also has a Bachelor of Education (Primary) degree to enable students to convert a Diploma of Teaching to a bachelor’s degree upon completion of a further program of studies.

It is very apparent that students and staff are finding the new Education Complex (teaching began in the new buildings at the start of 1994) an exciting place to be. While our working environment is probably the best in Australia, the significant thing will be the quality of the interactions established amongst staff and students as new ideas are explored and critical issues pursued. I hope all students will take full advantage of what we can offer. My special hope would be that, having completed undergraduate studies with us, you will want to proceed with further work which will involve wider reading and, perhaps, some original research. If you do, we have an array of postgraduate programs (MEd, MEd (Hons), PhD, EdD) which will suit your needs and provide an exciting challenge.

Ken Eltis
Dean
This is a comprehensive handbook covering all undergraduate and diploma courses conducted by the Faculty of Education at the University. The table of contents gives a convenient summary of all courses available.

Undergraduate and diploma students should note that course advisers are present in the Faculty of Education Enrolment Centre (in the Old Teachers’ College Building) at the time of their enrolment to help and advise them. All students in these courses are, in addition, required to register with the relevant school in which they are undertaking courses in the Faculty of Education at the same time as they enrol.

Location
The Faculty of Education is in the Education Building Complex (Buildings A35, A36 and A22) on Manning Road (near Oval No. 2), as can be seen from the map included at the end of this handbook. The Faculty comprises three schools: the School of Educational Psychology, Measurement and Technology, the School of Social and Policy Studies in Education and the School of Teaching and Curriculum Studies.

The Faculty of Education Office is located in Building A35 in Room 307, ground floor.

General University information
This handbook is concerned specifically with the Faculty of Education. For further details about the University — its organisation, examinations, child care facilities, assistance for people with disabilities, housing, health, counselling, financial assistance, careers advice and a range of other matters — see the separate publication *University of Sydney Diary*, available free from the Student Centre or from University of Sydney Union outlets.
**Course information**

Enquiries about the various courses can be made with the following staff members:

- **Associate Dean (Undergraduate Programs)**: Dr Stephen Crump (Room 429/A35)
- **Associate Dean (Undergraduate Student Matters)**: Assoc. Prof. Lloyd Dawe (Room 445/A35)

**BEd Professional Courses**

**Primary Education**
- Honours: Ms Robyn Cusworth (Room 505/A35)
- Human Movement and Health Education: Dr Catherine O’Brien (Room 2al6/A36)

**Honours**
- Secondary Education: Dr Lee Owens (Room 609/A35)
- Educational Psychology, Measurement and Technology: Dr Catherine O’Brien (Room 2al6/A36)
- Social and Policy Studies in Education: Dr Marjorie O’Loughlin (Room 528/A35)

**Secondary Education**
- Honours: Ms Jennifer Simons (Room 805/A35)
- Educational Psychology, Measurement and Technology: Dr Lee Owens (Room 609/A35)
- Social and Policy Studies in Education: Dr Marjorie O’Loughlin (Room 528/A35)

**Generalist Education Courses**

- **General Coordinator for Education II**: Mr Darcy Anderson (Room 610/A35)
- **General Coordinator for Education III**: Ms Dianne Butland (Room 632/A35)

**Departmental Coordinators (Generalist Education Courses)**

- Education I: Assoc. Prof. Phillip Jones (Room 2al3/A36)
- Educational Psychology, Measurement and Technology: Assoc. Prof. Ian Smith (Room 416/A35)
- Social and Policy Studies in Education: Mr John Roe (Room 806/A35) Mr Ralph Sadler (Room 611/A35)

**Honours**

- Educational Psychology, Measurement and Technology: Mr Richard Walker (Room 523/A35)
- Social and Policy Studies in Education: Dr Kerry Barlow (Room 607/A35)
- BEd Honours Program Director: Mr Len Unsworth (Room 523/A35)

**Honours Coordinators - Professional Programs**

- Primary Education: Mr Len Unsworth (Room 525/A35)
- Human Movement and Health Education: Dr Catherine O’Brien (Room 2al6/A36)
- Secondary Education: Dr Lee Owens (Room 609/A35)

**Honours Coordinators - Generalist Education**

- Educational Psychology, Measurement and Technology: Dr Catherine O’Brien (Room 2al6/A36)
- Social and Policy Studies in Education: Dr Marjorie O’Loughlin (Room 528/A35)

**Graduate Diploma in Education**

- Primary Education: Ms Shame Aldridge (Room 810/A35)
- Secondary Education: Mr Mike Horsley (Room 818/A35)

**Diploma in the Teaching of English as a Foreign Language**

- Mr Paul McGillick (Room 732/A35)

**Diploma in Aboriginal, Assistants Education**

- Ms Rosemary Stack (Koori Centre/A36)
1 Staff

FACULTY

Dean
Professor Kenneth j. Eltis

Pro-Dean
Associate Professor Geoffrey E. Sherington

Associate Deans
Dr Stephen J. Crump
Associate Professor Raymond L. Debus
Associate Professor Phillip W. Jones
Dr Lee C. Owens
Associate Professor David L. Smith
Dr Robert E. Young

Honorary appointments

Professors Emeriti
Emeritus Professor William Fraser Connell, OBE, MA III.
MA MEd Melb. DLitt Lond., FASSA
Emeritus Professor Donald Spearritt, AM, MA Qld Ed D
Harv. MEd (Qld & Syd.), FASSA
Emeritus Professor Clifford Turney, BA MEd PhD, FATEA

Honorary Research Associate
Robert C. Petersen, BA PhD DipEd (Social and Policy Studies in Education)

DEAN’S OFFICE

Secretary to the Faculty
Raymond J. Patman, MA BEc

Secretary to the Dean
Vivien Robinson

Administrative Officers
Marian Melnyczek, BA Adel. (Division of Graduate Studies)
Shona Smith, BA LLB DipMusStud

Senior Technical Officer
Michael Zaitseff

Administrative Assistants
Faye Barnes
Betty Blacker
Brian Fowler
Tanya Keane
Anthea Lo
Catherine McManus
Margaret Thomas

Finance Officer
Arnold Lai

Attendants
Kevin Bevan (Campus Services)
Glen Blackall (Campus Services)
Martin Kelly (Campus Services)
Terry Lane (Campus Services) (Head)
David Myers
David Rose (Campus Services)

* (Those marked with asterisks are heads of schools)

'As at July 1994

LIBRARY

Alexander Mackie Curriculum Resources Library
Jacqui Hicks, GradDipLibInfSci Riv. M.I.H.E. DipEd
Armidale C.A.E. MA

SCHOOLS

Educational Psychology, Measurement and Technology

Professor

Associate Professors
Raymond L. Debus, PhD III. BA DipEd
Bruce D. Keepes, BS S.Calif. MA Long Beach EdD Stan.,
MACE MACS
Kenneth E. Sinclair, EdM PhD III. BA
Ian D. Smith, MA PhD Stan. BA

Senior Lecturers
Darcy R. Anderson, BA MScSoc N.S.W. MEd MA, MAPsS MACE
Michael Bailey, BA Oxf. MEd DipEd Brist. PhD Macq.
Neville Goodwin, BA MEd
John M. Harvey, DPhil Sus. GDipEdSt Mitchell C.A.E. MA

Lecturers
Jennifer Bowes, PhD Macq. BA
Sandra H. Nicholles, BA N.S.W. PhD Macq., MAPsS MBPS
David J. Reid, GDipEdSt S.C.A.E. GDipCommMgt Kuring-gai C.A.E. MA DipEd, MACE MASET
Alexandra Rivers, BA DipTeach N.Z. MA
Richard Walker, BAdipEdNcZeF N.S.W. JMedNcZeF N.S.WJ &Syd.

Associate Lecturers
Eveline Chan, GradDipTeach(TESL) S.A.C.A.E. BEd
John Eklund, BSc DipEd W’gong GradDipEdStud S.C.A.E.

* MEd
Gillian A Morgan, DipTeach S.T.C. BA ASCM

Administrative Assistant
Claire Kendall, BEd S.C.A.E.

Technical staff
Aziz Meshreky
Stephen Souter
John Usman

Research staff
Rosalie Robinson, GradDipEng(CompEd) N.S.W. BA MEd

DipEd

Social and Policy Studies in Education

Professor

Associate Professors
Phillip W. Jones, BA PhD

*Geoffrey E. Sherington, MAN. S. W. PhD McM. BA, FRAHS
Reader
Robert E. Young, BA PhD Monash MA P.N.G.

Senior Lecturers
Stephen B. Crump, BA DipEd Macq. MEd PhD
Christine B. Inglis, MA A.N.U. PhD Lond. BA
Marjorie O’Loughlin, MA Macq. PhD N.S.W.
James D. Mackenzie, BA Monash MA PhD N.S.W.
Anthony R. Welch, HigherDipTeachMelb. MA PhD DipEd Lond.

Lecturers
Dianne L. Butland, BA LaT. MEd N.E.
John Roe, MA Macq. ThL A.C.T. BA BD MEd DipEd ThC, MTC MAE
Ralph Sadler, MA Macq. BA, MACE
Joanne E. Travaglia, GradDipAdultEd LT A.T.E. CertTESOL BSoCStud

Associate Lecturers
Nigel F. Bagnall, BA Auck. BEd Massey MEd Melb.
Craig Campbell, BA DipEd PhD ADEL.
Kathleen Robinson, BA
Maria Varvaressos, DipEd Syd.Teach.Coll. BA MEd

Honorary Research Associate
Robert C. Petersen, BA PhD DipEd

Administrative Assistants
Karen Heme, BA (Multicultural Centre)
Tina Rae (Multicultural Centre)
Lorraine Wildman
Teresa Wise

Teaching and Curriculum Studies
Professors
Kenneth J. Elitis, BA N.E. MA PhD Macq., DipEd N.S.W. FACE
Appointed 1991

Principal Lecturer
*Graham M. Boardman, MA Lond. MA DipEd

Associate Professors
Roslyn Arnold, MA MEd PhD DipEd
Lloyd C.S. Dawe, MEd N.S.W. PhD Camb. BSc DipEd
David L. Smith, BA N.E. & Macq. PhD

Senior Lecturers
Barry J. Bridges, MLitt N.E. PhD N.S.W. & St.And. & N’cle(N.S.W.) DLitt et phil S.A. MA MEd MTh DipEd, FSAScot
Anne Byrne, MSc
Stephen B. Clark, MA MEd
Kathryn P. Crawford, DipEd MEd Canberra C.A.E. PhD N.E. BPharm
Colin Davey, BA N.E. PhD Macq.
Anne Fritz, BSc PhD N.S.W. DipEd Syd.Teach.Coll. MASCC MACE FTI
John W. Gibson, BSc(IndArts) N.S.W. MA, CEng FIIMA MIE Aust MACE MITE A
Kevin Green, PhD N.E. MA, MACE
Lindsay A. Grimison, BSc MEd DipEd
Neville G. Hatton, BA Qld MEd
John Hughes, AdCertTESOL Lond. MA DipEd
Kevin Laws, EdD Georgia MA
Catherine O’Brien, BS Cortland MSc Syr. PhD Ohio State
Lee C. Owens, BS Lehigh MA, Claremont PhD
William D. Palmer, MLitt MA N.E. BSc PhD DipEd, FICA
John A. Pearson, BSc AGR MEd DipEd

Murray Print, BA DipEd W.Aust. PhD Ohio State MA
Dennis L. Robinson, PhD Lond. MA DipEd
Louise Rowling, PhD Ston BA MEd DipEd N.S.W. MA Macq., MAPsS
Geoffrey W. Shearsby, BSc(IndArts) MSc N.S.W., MIA MACE MEIDCT MITEA
Jennifer Simons, MA N.S.W. MA DipEd
Anthony Sperring, MScSoc N.S.W. BA BSc DipEd, MRACI
Patsy Tremayne, DipPE Aust.Coll.PhyS.Ed. BA MA (SportPsych)CaZe. State (Long Brea/z) PhD N.S.W.,MAPsS
Leonard C. Unsworth, BA BEd Qld GrDipResTeach Kelvin Grove C.A.E. GrDipReading Mt Gravatt C.A.E. MEd
Ronald C. Warren, BSc MEd N.S.W.
Vanda Weidenbach, BMAes Adel. MA Macq.
Paul R. Whitting, PhD Macq. LMusThL MA DipEd
Geoffrey Williams, BEd MA
E. Jane Zemiro, BA Qld L-cs-L Aix-en-Provence MA

Lecturers
Shame Aldridge, BA MEd DipEd Anne Badenhop, TITC Deakin MSpEd Tas.
Neil Becheraveise, BEd Calg. MEd PhD Monash
Janette Bobis, MEdAdminPhD N.S.W. BEd
Joyce J. Brett, BSc(HeC) MSc Alta DipEd S.CAE.
Kerry J. Cassidy, BA DipEd
Ian J. Cooper, BSc MPhys DipEd, GAI
KennethCrucikshank, MA(TESOL) U.T.S. GradDipTESOL S.CAE. BA MIA(MacApplied Linguistics) DipEd
Robin A. Cusworth, BEd
Janet Egan, BA MEd DipEd
Warwick A. Fletcher, BSc(IndArts) N.S.W., MEd, MIA
Virginia Frost, MEdAdmin N.S.W. BComm DipEd N’cle(N.S.W.) (on-leave)
Robyn Gibson-Quick, MEd Melh. MSc(Human Ecology) Ohio
Nigel Goodwin, BSc(IndArts) MSc N.S.W. MEd DipEd, MITEA MESA MIA
Michael Gunnourie, MSc Macq. BSc DipEd
Michael W. Horsley, BSc MEd DipEd
Marianne Hulsbosch, BEd Netherlands MCA W’gong GDipProtArtStud S.CAE.
Stephan Juan, MA PhD Calif.
Michael E. Leadbeatter, BEd S.CAE., FIITA MDECA
Yvonne J. McDonald, BEd S.CAE.
Janet M. Milton, BA MSc N.S.W. DipEd
Graham B. Morley, ASTC, MIA
Donna O’Connor, BEd MEd
MargaretPickup, MS Oregon MEdStud N’cle(N.S.W.) DipPE CertHEd W’gong T.C.
Tracy Rockwell, MS Oregon DipTeach Kuring-gai C.A.E., MACHPER

Suzanne D. Rutland, MA PhD DipEd
Ian Stevens, MAppSc N.S.W. BScAgr DipEd
Gail Sunderland, BEd Brisbane C.A.E. MPH
Anjo Tarte, BA MEd James Cook TeachCert Balmain T.C.
Linda Tsung, BA EFLDip Tai Yuan T.C. MA
Jennifer M. van Gorder, BSc MEd
George P. Varughese, MS Oregon State MEd DipEd, CBiol MBiol MACE
Alison Vincent, Med III
Barry N. Webster, ASTC MIA

Murray Print, BA DipEd W.Aust. PhD Ohio State MA
Dennis L. Robinson, PhD Lond. MA DipEd
Louise Rowling, PhD Ston BA MEd DipEd N.S.W. MA Macq., MAPsS
Geoffrey W. Shearsby, BSc(IndArts) MSc N.S.W., MIA MACE MEIDCT MITEA
Jennifer Simons, MA N.S.W. MA DipEd
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Kerry J. Cassidy, BA DipEd
Ian J. Cooper, BSc MPhys DipEd, GAI
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Jennifer M. van Gorder, BSc MEd
George P. Varughese, MS Oregon State MEd DipEd, CBiol MBiol MACE
Alison Vincent, Med III
Barry N. Webster, ASTC MIA

Rex Wendt, MA
Alan White, BA Macq. MEd N.S.W. GradDipEd S.A.CAE.
Carmel Young, MA DipEd Macq. MEd
Lecturers (renewable)
Paul McGuirk, BA W.Aust. MA DipTEFL
Gillian Perrett, BA Brst. CertEd(Prim) Homerton Coll Cambridge MA(Appliedlinguistics) III. MA PhD DipTEFL
June Swan, MA DipEd DipTEFL

Associate Lecturers
Elizabeth M. Labone, BEd C.C.A.E. MEd

Administrative Assistants
Jane Ashfield, BA(Lib) C.C.A.E., ALIA (Health Education Unit)
Audrey Christie, MA, ALIA (Health Education Unit)
Patricia Hayes
Pamela Johnson (Children’s Centre)
Kerrie Lowe (Children’s Centre)
Marion Lupton
Peter Marshall
Tess McCallum, BA DipEd Macq. (Health Education Unit)
Lilly Pesic
Cecilia Rigor
Maryke Sutton (Health Education Unit)
Evelyn Walker
Kerry Walls

Technical staff
Adly Abdelmalek
Brian Carter
Jane Elliott
Angela Giaprakis
Jane Glasgow
Madhu Narayan
Jayanthi Ramakrishnan
Bruce Reardon
Adriana Scodellaro

TEFL (Teaching of English as a Foreign Language Program)
Director
June Swan, MA DipEd DipTEFL

DIVISIONS OF THE FACULTY
Division of Graduate Studies
Head
Kevin Laws, EdD Georgia MA

Division for International Programs
Head
Lee C. Owens, BS Lehigh MA Claremont PhD

Division for Professional Development
Head
Brent Corish
Administrative Assistant
Shirley Dean

Division of Research
Head
Neil Beechervaise, BEd Calg. MEd PhD Monash

CENTRES OF THE FACULTY
Child Study Centre
Director
Suzanne Butler, BEd MA McG. PhD Lond.

China Education Centre (Australia)
Chair
Linda Tsung, BA EFL Dip Tax Yuan T.C. MA

Curriculum Development Centre
Director
Murray Print, BA DipEd W.Aust. PhD Ohio State MA

Centre for Early Childhood
Director
Stephen Juan, MA PhD Calif.

Educational Technology Centre
Director
Bruce D. Keepes, BS S.Calif. MA Long Beach EdD Stan., MACE MACS

Evelyn McCloughan Children’s Centre
Director
Paul R. Whiting, PhD Macq. LMus ThL MA DipEd

Health Education Unit
Head
Gail Sunderland, BEd Brisbane C.A.E. MPH

Librarians
Jane Ashfield, BA(Lib) C.C.A.E., ALIA
Audrey Christie, MA, ALIA

Educational Officer
Tess McCallum, BA DipEd Macq.

Administrative Assistant
Maryke Sutton

Multicultural Centre
Director
Christine B. Inglis, MA A.N.U. PhD Lond. BA

Pro Director
Reginald Philips, BA DipContEd DipEd N.E. MEd, FACE

Lecturer
Joanne F. Travaglia, GradDipAdultEd I.T.A.T.E. CertTESOL BsocStud

Research Assistants
Sandra De Grassi
Ferihha Guney, BSc (PubAdmin) Middle East Tech.U. DipAcc&Fin U.T.S.
Karen Heme, BA

Administrative Assistant
Olive Cherry

Science, Mathematics and Information Technology Education Research Unit
Director
Kathryn P. Crawford, DipEd MEd Canberra C.A.E. PhD N.E. BPharm

Teacher Education Centre
Director

RESEARCH INTERESTS OF STAFF MEMBERS OF THE FACULTY OF EDUCATION
A list and brief summary of the major research interests of full-time permanent members of staff of the schools
which constitute the Faculty of Education may be found in the Postgraduate Studies Handbook, or from the Faculty of Education Office (Room 307, Ground Floor, Faculty of Education Building A35). Potential candidates who wish to enquire further about the fields of interest listed below should direct their queries to the member of staff concerned. A fuller account of research within the Faculty may be consulted in the University’s annual Research Report.

Buildings and staff of a suburban public school, Parramatta South, c. 1880 (from album of photos held by the N.S.W. Department of Education)
The Faculty of Education supervises all the courses leading to the award of the degree of Bachelor of Education, Bachelor of Education (Primary) (conversion program), Master of Education (Pass), Master of Education (Honours), Doctor of Education, Doctor of Philosophy and Doctor of Letters in Education; and the Graduate Diploma in Education (Primary Education), the Graduate Diploma in Education (Secondary Education), the Diploma in the Teaching of English as a Foreign Language and the Diploma in Aboriginal Assistants Education. Subject to the authority of the Senate and the Academic Board, the Faculty approves courses, admits to and determines candidacy, determines and monitors examining procedures, and appoints supervisors and examiners of higher degrees. In addition, the Faculty considers and reports upon all matters referred to it by the Senate, the Academic Board or the Vice-Chancellor.

Established in 1986 the Faculty of Education comprises the School of Educational Psychology, Measurement and Technology, the School of Social and Policy Studies in Education and the School of Teaching and Curriculum Studies. The former Institute of Education was incorporated into the Faculty of Education as of 1 January 1992. Membership of the Faculty comprises all full-time permanent and full-time temporary members of the teaching staff, from associate lecturers to professors, in the four schools; full-time members of the research staff of the schools holding appointments of Research Fellow and above; the Deans of the Faculties of Arts, Science and Economics or their nominees; not more than 21 members of other faculties or boards of studies of the University; not more than 5 members of the part-time teaching staff of the schools in the Faculty; not more than 11 student members; the University Librarian or representative; and not more than 5 persons with appropriate experience in education, not being members of the Faculty.

The School of Educational Psychology, Measurement and Technology is concerned with research and teaching on the psychological study of teaching and learning. Major fields of study include the Psychology of Teaching and Learning, Human Development, Atypical Development and Special Education, Educational Measurement, Evaluation and Research Design, and Educational Technology.


The School of Teaching and Curriculum Studies is generally concerned with the professional development of educators. Besides strong involvement in the professional preparation of teachers through the BEd degree, GradDipEd and DipTEFL programs, the School is concerned (especially at the postgraduate level) with the education of such other groups as curriculum developers, system administrators, human movement specialists, and school and community health educators.

The particular courses conducted by the schools of the Faculty of Education are as follows:

### Undergraduate generalist courses in Education
A sequence of three of, in the case of honours students, four courses (Education I, II, III and IV (Honours)) forms part of the Bachelor of Education degree. These education subjects (excluding the course Education I) are also offered in the Faculties of Arts, Science and Economics. The School of Educational Psychology, Measurement and Technology and the School of Social and Policy Studies in Education cooperate to conduct Education II and III courses. The course Education I is offered jointly by the schools of the Faculty.

### Higher degree courses
The higher degree courses are conducted by the schools of the Faculty. Higher degree courses lead to the degrees of Master of Education (Pass), Master of Education (Honours), Doctor of Education, Doctor of Letters in Education and Doctor of Philosophy. Advanced seminar courses are offered at late afternoon and evening times throughout the academic year in a variety of subjects leading to the Master's degree.

### Professional courses of teacher education
A sequence of professional courses is offered in the respective fields of primary, secondary, human movement education and technological and applied studies, within the Bachelor of Education degree. (Candidates are at present not admitted to the early childhood education strand.) In addition, professional courses for prospective teachers are provided in the one-year full-time Graduate Diploma in Education (Primary Education) and Graduate Diploma in Education (Secondary Education) programs. There is also a one-year full-time Diploma in the Teaching of English as a Foreign Language, taken mostly by suitably qualified students from Southeast Asia and Africa. All these professional courses are conducted by the School of Teaching and Curriculum Studies.

### Background information on teacher education courses

### Pre-service programs (Bachelor of Education degree and Graduate Diplomas in Education)

#### General statement: attributes of graduates
Graduates in teacher education from the University of Sydney will possess the attributes of scholar teachers...
who have high levels of scholarship, are capable of applying insights from research and theory in their workplace and are responsive to social and cultural diversity in schools and the community.

In specific terms, a graduate from the University of Sydney about to enter teaching as a career should have the following:

**Knowledge**
- sound mastery of content in the discipline areas studied;
- conceptual understandings of theories and issues in the major fields of education, curriculum and pedagogical content;
- appreciation of how students learn and how to respond to individual needs;
- understanding the political and social contexts of schooling systems.

**Skills**
- sound communication, oral and written, applied in a variety of contexts inside and outside the school;
- capacity to work collaboratively, interacting at all levels and in a variety of contexts;
- competence in planning, organising and facilitating learning inside and outside the school;
- effective use of appropriate technology and resources;
- ability to undertake testing and evaluation of a variety of practices in the classroom and school;
- capacity to reflect critically on practice, seeking solutions to emerging pedagogical problems;
- management of curriculum and structural changes in the workplace.

**Attitudes**
- being a responsible and ethical member of the profession;
- seeing learning as a life-long process;
- being an effective decision-maker in the school;
- developing a reflective personal philosophy of teaching.

**Overview of programs**

**Bachelor of Education (Primary):** 4 years full-time  
**Bachelor of Education (Secondary Education):** 4 years full-time  
- Humanities - can choose any combination of two of the following: English, History, Social Sciences, Teaching English as a Second Language, Languages Other Than English  
- Mathematics  
- Human Movement and Health Education  
- Technological and Applied Studies  

In general specialist professional studies begin in Year 2 and are pursued concurrently with academic studies in Years 2, 3 and 4. Academic content studies, beginning in Year 1, are pursued in the Faculties of Arts, Science or Economics. Practicum activities are spread over Years 2-4. An Honours Program is available in the specialist professional teaching area, and/or in the subject Education, and/or in academic studies in the Faculties of Arts/Science/Economics. At the moment in Technological and Applied Studies the content is studied in the Faculty of Education but this will gradually be moved to other faculties.

It should be noted that a series of programs, currently on offer, will be gradually phased out. These programs are:
1. Bachelor of Education (Secondary Education) (Mathematics)  
2. Bachelor of Education (Secondary Education) (Humanities and Social Sciences)  
3. Diploma in Education (Secondary)  
4. Diploma in Education (Primary).

**Bachelor of Education: outcome statement for BEd programs**

Below are the outcome statements prepared for each of the ongoing amalgamated programs available in the School of Teaching and Curriculum Studies.

**Bachelor of Education (Primary)**
The Primary Program prepares graduates who have:
- a broad general education within-depth knowledge in at least one area;
- an evolving personal theory of education, based on an understanding of contemporary society, children's development, the variety of roles of teachers, and the purposes and functions of schooling;
- knowledge, attitudes and attributes required for the effective performance of the complex tasks and responsibilities of primary teachers;
- a capacity to construct, implement and evaluate appropriate programs of learning experiences for primary school children;
- the maturity and humanity necessary for professional teaching;
- an ability to maintain, enquire into, and evaluate their own professional development;
- ability to analyse critically new professional and policy developments.

**Bachelor of Education (Secondary) (Humanities and Social Sciences or Mathematics)**
The BEd (Secondary) Program prepares graduates who have:
- a sound tertiary academic education in the subject disciplines that they profess together with awareness and appreciation of the inter-dependence between subjects and of the need to be able to contribute to programs outside professed subject areas;

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**NOTE:** The Minister for School Education and Youth Affairs has advised that as from 1996 all persons seeking employment with the New South Wales Department of School Education to teach at primary level must have completed 2 units of Mathematics and 2 units of English at the Higher School Certificate examination (or equivalent). Students who have not met such requirements should consult their relevant program director. Bridging courses in Mathematics may be available; the cost for these will have to be met by the students themselves.
- a capacity to construct, implement, manage and evaluate their own programs with mastery of effective strategies for teaching their professed subjects;
- an understanding of education as a lifelong process with an understanding of, and ability to work effectively in the domains of classroom, school and community;
- an ability to define and elaborate the roles of learner and teacher through sequences of carefully structured practicum experiences;
- a personal philosophy of education based on a critical understanding of one's own beliefs and how they inform educational practice within a context of a wider analysis of education: its aims; the role of teacher, learner and community; the nature and needs of learners; and the characteristics of contemporary society;
- appropriate knowledge and attitudes and a maturity, humanity and breadth of interest beyond their field of subject specialisation.

Bachelor of Education (Secondary) (Human Movement and Health Education)
The Human Movement and Health Education Program prepares graduates who have:
- core knowledge essential to be educators in HME/HE K-12 and the community;
- technical background which includes information relevant to the subject areas of health education, movement science, anatomy and physiology, and fitness;
- knowledge of the historical/philosophical/socio-cultural impact on health status, behaviour, research, personal performance competencies, personal health, administration, role modelling, medical/safety/legal implications, marketing techniques, the selection of activities;
- interpersonal skills in the teaching of HME drawing from the areas of games, dance, aquatics, gymnastics, track and field, outdoor and leisure pursuits;
- interpersonal skills in the teaching of HE drawing from the areas of growth development, healthy lifestyles, drug education, nutrition, safe living;
- learned to utilise the applied science/social science theoretical background in the practice of HME/HE;
- accepted their position as a role model of health-enhancing behaviour;
- the intention of pursuing professional liaison through colloquia, seminars, and professional associations.

Bachelor of Education (Technological and Applied Studies)
The BEd (Secondary) (Technological and Applied Studies) Program prepares graduates who have:
- a sound tertiary academic education in a selection of the disciplines to be found in the Technological and Applied Studies key learning area;
- the capacity to create a learning environment which will challenge and stimulate students;
- competence in program management;
- a capacity to develop learning contexts appropriate to all students regardless of ability or gender or ethnic background;
- the ability to apply technology in safe, appropriate and realistic contexts;
- expertise in designing, making and appraising;
- the ability to use appropriate technology;
- awareness of social, economic and environmental impact of technology on society;
- awareness of an Australian perspective on technology education;
- the ability to contribute to the development of teaching and learning practices in technology education;
- an awareness of the functional links with community and industry;
- a flexible, dynamic and innovative approach to the teaching profession.

Graduate Diploma in Education (Primary): one year full-time
This is a one-year program to prepare graduates in teaching in primary schools. The program includes studies in the content and teaching of all curriculum areas as well as basic studies in philosophy, sociology and psychology of education and child development. There is a substantial period of practicum involving observations, mini-teaching, group teaching and whole-class teaching. Day-release and block practice periods are used. Students teach across all age levels in schools set in differing social environments.

Outcomes
The outcomes being pursued in this Program are the same as those listed above for the BEd (Primary) program.

NOTE: The Minister for School Education and Youth Affairs has advised that as from 1996 all persons seeking employment with the New South Wales Department of School Education to teach at primary level must have completed 2 units of Mathematics and 2 units of English at the Higher School Certificate examination (or equivalent). Students who have not met such requirements should consult their relevant program director. Bridging courses in Mathematics may be available; the cost for these will have to be met by the students themselves.

Graduate Diploma in Education (Secondary): one year full-time
This is a one-year full-time program of professional education designed for people who have completed undergraduate studies and who desire to teach in secondary schools. Candidates with appropriate discipline backgrounds are selected on academic grounds to develop competence in teaching particular subjects which form part of the total secondary school curriculum. The subjects available for Diploma candidates at present are representative of all KLAS.
The program aims to produce beginning teachers who are competent in the classroom, able to work effectively with other members of the school community (staff, parents and community members) and committed to their continuing professional growth. These aims are pursued through several course units and practical experiences linked into four major components which are taken by all candidates: Studies in Teaching and Learning, Specific Curriculum Studies (i.e. secondary school subjects), Across-the-Curriculum Studies (including Health, Sport and at least one elective course), and practicum. No candidate may be granted the award without satisfying the practicum requirements which include assessment by both school and University supervisors in two block periods in school.

Outcomes
The Graduate Diploma in Education (Secondary) Program prepares graduates who can:

- implement current syllabuses and curriculum documents within the context of a variety of school settings;
- relate to and communicate appropriately with secondary school age students, with school colleagues and community;
- display competence in classroom management, together with a range of appropriate teaching and learning skills and strategies;
- select and implement evaluation, remediation and enrichment techniques across a range of ability levels;
- participate in the development of school-based learning programs and curriculum work;
- appreciate the place and importance of their subject areas in the school curriculum and appreciate the significance of the total curriculum in the education of school students;
- contribute to the school by assisting in activities beyond the scope of their particular subject areas;
- use in a competent and imaginative manner technologies appropriate to their teaching tasks;
- appreciate and implement educational policies such as those relating to student welfare, multicultural, aboriginal, non-sexist, anti-racist, and special education;
- exhibit a desire to grow as teachers through ongoing professional development;
- appraise new developments and research in an independent and informed manner.

Assessment of learning outcomes
The School of Teaching and Curriculum Studies employs a variety of assessment measures designed to assess the performance of students in the knowledge, skills and attitudes expected of a teacher education graduate.

Formative assessment
A number of tasks, oral and written and of a practical nature, are used diagnostically to assess the progress of student learning and mastery of practical skills. Where necessary, students are referred to advisory services for additional assistance. In some instances, students may also be allowed to repeat tasks until mastery is achieved.

Summative assessment
Having considered the progress of student learning and remediation, final assessment is summative based on a mix of continuous assessment using appropriate tasks, including essays, and formal examinations at the end of the course. These marks are combined and arranged to give a grade for each student in each cohort using the range High Distinction to Fail. The work of failing students is reviewed and in courses involving more than one staff member samples are read by the coordinator to ensure reliability. In a small set of courses, the grading is competency-based, i.e. passing the course involves the satisfactory completion of tasks designed to give students the skills needed to teach. Some assessment is derived from the oral presentation of seminars or other activities, singly or in groups, designed to foster oral skills and cooperative work. To ensure that the outcomes related to educational technology are addressed there are assessable courses for all students on educational technology, including computers. Technology is also incorporated into many other courses in the programs by integrating the use of technology into content work.

The process described below addresses the assessment of program components completed while student teachers are based in schools on the practicum. It encompasses the knowledge, skills and attitudes of the learning outcomes of each program.

The practicum aims to create an enthusiasm for teaching and working with students. It also aims to instill a desire to see students learn and grow and to allow student teachers to become members of a proud profession in a community which recognises the valuable work of teachers. Beginning in Year 2 and increasing each year until Year 4 when it is very large part of the year, the practicum is designed to introduce students in a gradual and measured way to the practical experience of teaching so that confidence is gained and skills are developmentally mastered (involving more and more complex tasks). Practicum and field experiences are arranged to provide a variety of contexts. There is particular provision for closely supervised clinical and laboratory teaching of children with special needs. The cooperation of students, teachers and lecturers in working together is essential, in that the model adopted is a cyclic one of pre-observation, observation and feedback designed to assist student teachers to plan and prepare, to teach and to evaluate and give follow-up work. There are also programs designed to assist students needing remediation in practicum.

Practicum and field experiences provide a variety of
Formative assessment opportunities. Formative assessment in the practicum is based on specified criteria recorded in the Practicum Handbook. Cooperating teachers and tertiary supervisors provide assessment of students' progress towards achievement of the criteria as the practicum progresses. The practicum provides opportunities for students to evaluate their own progress and in doing so develop reflective skills and personal autonomy.

**Summative assessment**
Summative assessment in the practicum is made on the basis of student achievement of the criteria recorded in the Practicum Handbook. The assessment is made from data gathered through observation of the student in the teaching situation, including preparation for teaching, interaction with students and review of teaching. The assessment is presented as a profile report in which the quality of achievement in each of the criteria is recorded. On the basis of the achievement of specified criteria, final year students are assessed as achieving one of four grades: unsatisfactory, satisfactory, highly satisfactory, outstanding.
Resolutions of the Senate
Degrees and diplomas in the Faculty of Education

1. The degrees in the Faculty of Education shall be:
   (a) Bachelor of Education (BEd)
   (b) Master of Education (MEd)
   (c) Doctor of Philosophy (PhD)
   (d) Doctor of Education (EdD)
   (e) Doctor of Letters in Education (DLittEd).

2. (1) The degree of Bachelor of Education shall be awarded in the following fields and the certificates for the degree shall state the respective specifications for which the degree has been awarded:
   (a) Bachelor of Education (Early Childhood Education)
   (b) Bachelor of Education (Primary Education)
   (c) Bachelor of Education (Secondary Education: Human Movement and Health Education)
   (d) Bachelor of Education (Secondary Education: Humanities and Social Sciences)
   (e) Bachelor of Education (Secondary Education: Mathematics)
   (f) Bachelor of Education (Secondary Education: Technological and Applied Studies)

   (2) The degrees of Master of Education (Pass) and Master of Education (Honours) may be awarded in the following designated areas of study:
   (a) Educational Administration and Management
   (b) Human Resources Development
   (c) Teaching English to Speakers of Other Languages (TESOL)
   (d) Teaching
   (e) Computers in Education
   (f) Special Education
   (g) Curriculum Studies
   (h) Language in Education
   (i) Health Education.

   The certificates for the degrees shall specify the area of study in which the degrees have been awarded.

3. The diplomas in the Faculty of Education shall be:
   (a) Graduate Diploma in Education (Primary Education) (GradDipEd (Primary Education))
   (b) Graduate Diploma in Education (Secondary Education) (GradDipEd (Secondary Education))
   (c) Diploma in the Teaching of English as a Foreign Language (DipTEFL)
   (d) Diploma in Aboriginal Assistants Education (DipAAEd).

Schools and departments
The schools referred to in these resolutions are:
(a) School of Teaching and Curriculum Studies;
(b) School of Educational Psychology, Measurement and Technology;
(c) School of Social and Policy Studies in Education; and
(d) School of Transitional Programs which the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Education.

Bachelor of Education

The Faculty of Education offers admission to five distinct degree programs in education. Applicants are required to seek admission to one of the following distinctive Bachelor of Education degree programs:
- BEd (Primary Education)
- BEd (Secondary Education) (Humanities and Social Sciences)
- BEd (Secondary Education) (Mathematics)
- BEd (Secondary Education) (Technological and Applied Studies)
- BEd (Secondary Education) (Human Movement and Health Education)

Important notes
- All Bachelor of Education students, who are intending or are likely to seek employment at any time in the future with the New South Wales Department of School Education, must enrol in the generalist Education option 3004, Children with Special Needs.
- Students who are intending to teach Mathematics are strongly advised to have completed 3-unit Mathematics at the Higher School Certificate examination. If they have not taken 3-unit Mathematics at the HSC examination but wish to enrol in the course Mathematics I at the University, they should contact the program director of the program in which they are enrolled.

1 Subject to amendment by the University's Senate
Bachelor of Education (Secondary Education) programs and the Bachelor of Education (Primary Education) program have the following characteristics:

• Specialist professional studies begin in Year II and are pursued concurrently with academic studies in Years II, III and IV.
• Academic content studies, beginning in Year I, are pursued in the Faculties of Arts and/or Science and/or Economics, along with students studying in these faculties.
• An honours degree may be completed in the special professional teaching area and/or in the generalist subject of education and/or in academic studies in the Faculties of Arts, Science or Economics.

Bachelor of Education (Mode A) programs have the following characteristics:

• Specialist professional studies (including practice teaching) begin in Year I and are pursued concurrently with academic studies.
• Academic content studies are pursued within the Faculty of Education and are especially related to school syllabuses.
• An honours degree may be completed in the special professional teaching area and/or in the generalist subject of education.

1995 Resolutions of Senate

Definitions

1. In these resolutions, unless a contrary intention appears—

'Area' means a specialised curriculum area within a field of study in education (human movement and health, humanities and social sciences, mathematics, science and technological and/or applied studies);
'Candidate' means a candidate for the degree of Bachelor of Education;
'Degree' means the degree of Bachelor of Education;
'Field of study' means the field in which the degree is studied (early childhood education, primary education and/or secondary education);
'Faculty' means the Faculty of Education;
'Non-professional subject' means a subject not offered by the Faculty of Education;
'Program of courses' means a program of courses established under resolutions specified within each field of study in education;
'Requirements' means the coursework requirements for award of the degree of Bachelor of Education;

'Tear' means the chronological year in which specified requirements for candidature for the degree must be undertaken and/or completed.

Definition of 'course'

2. (1) A course shall consist of lectures, together with such seminars, tutorial instruction, essays, exercises or practical work as may be prescribed.
(2) The expression 'to complete a program of courses' means:
(a) to attend lectures, seminars and tutorial instruction required for each individual course comprising the program of courses;
(b) to obtain a passing grade for each individual course comprising the relevant program of courses in accordance with the assessment criteria prescribed; and derivative expressions bear a corresponding meaning.

Pass degree and degree with Honours

3. (1) The degree of Bachelor of Education shall be awarded in two grades, namely, the Pass degree and the degree with Honours.
(2) There shall be three classes of honours, namely, Class I, Class II and Class III and within Class II there shall be 2 Divisions, namely division 1 and Division 2.
(3) Candidates for the Honours degree may be awarded the Pass degree.

Courses of enrolment undertaken in other faculties

4. A candidate for the degree who enrols, in accordance with these resolutions, in a course prescribed for a degree offered by the Faculties of Arts, Science or Economics shall satisfy the prerequisites, corequisites and other requirements prescribed for such courses for that other degree.

Transitional provisions

5. (1) These resolutions shall apply to—
(a) persons who commence their candidature after 1 January 1995; and
(b) persons who commenced their candidature prior to 1 January 1995 and who, with permission of Faculty, elect to proceed under these resolutions.
(2) A candidate for the degree who commenced candidature prior to 1 January 1995 may complete the requirements in accordance with the resolutions of the Senate in force at the time the candidate commenced, provided that the candidate shall complete the requirements by 1 January 1998 or such later date as the Faculty may, in special circumstances, approve;

Programs of study

Pass degree

6. EARLY CHILDHOOD EDUCATION

This program has been suspended; anyone requiring access to resolutions concerning it should contact the Faculty Office, or consult an earlier handbook.
7. PRIMARY EDUCATION

Except with the permission of the Faculty, a candidate for the degree in Primary Education shall complete the following program of courses:

Year I

(1) Education 1;
(2) Science Foundations Course;
(3) One Junior (100) course, comprising a full year of study with a value of 12 units, offered by a department or school within the Faculty of Arts; and
(4) One course chosen from the following courses:
   (a) a Junior (100) course, comprising a full year of study with a value of 12 units, offered by a department or school within the Faculty of Arts;
   (b) a Junior course offered by a department or school within the Faculty of Science;
   or
   (c) a First Year full-year course or two First Year one-semester courses (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 12 units, offered by a department or school within the Faculty of Economics.

Year II

(1) Education 2(1); and
(2) Education 2(2); and
(3) Primary Education 1(1); and
(4) Primary Education 1(2); and
(5) One course chosen from the following courses:
   (a) a Senior (200) course, comprising a full year of study with a value of 16 units, offered by a department or school within the Faculty of Arts;
   (b) an Intermediate Normal, Intermediate Long or Intermediate Combined course or two Intermediate Introductory courses or one Intermediate Introductory course and one Intermediate Auxiliary course offered by a department or school within the Faculty of Science; or
   (c) a Second Year full-year course or two Second Year one-semester courses (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, offered by a department or school within the Faculty of Economics.

Year III

(1) Education 3(1); and
(2) Education 3(2); and
(3) Primary Education 2(1); and
(4) Primary Education 2(2).

Year IV

(1) Primary Education 3(1); and
(2) Primary Education 3(2); and
Either:
   (a) one course chosen from the following courses:
      (i) a Senior (200 or 300) course, either course comprising a full year of study with a value of 16 units, offered by a department or school within the Faculty of Arts;
      (ii) an Intermediate Normal, Intermediate Long, Intermediate Combined or Senior course or two Intermediate Introductory courses or an Intermediate Introductory course plus an Intermediate Auxiliary course, offered by departments or schools within the Faculty of Science; or
      (iii) a Second Year full-year course or two Second Year one-semester courses (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, or a Third Year full-year course or two Third Year one-semester courses (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, offered by a department or school within the Faculty of Economics; or
      (b) a Special Course approved by the Faculty of Education;
(4) for students undertaking the Faculty of Education Honours program, Special Course Honours.

7A. PRIMARY (this is a conversion course for students who have a Diploma in Teaching in primary teaching. The applicable resolutions may be found in the Postgraduate handbook, or upon enquiry at the Faculty Office)

8. SECONDARY EDUCATION

Mathematics
Except with the permission of the Faculty, a candidate for the degree in Secondary Education in the area of mathematics shall complete the following program of courses:

Year I
(1) Education 1; 
(2) Mathematics 1; and
(3) and (4) The equivalent of two full-year courses chosen from any of the following courses:
(a) Junior (100) courses, each course comprising a full year of study with a value of 12 units, offered by departments and schools within the Faculty of Arts;
(b) Junior courses offered by departments and schools within the Faculty of Science; and
(c) a First Year level full-year course or two First Year level one-semester courses (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 12 units, offered by departments and schools within the Faculty of Economics.

Year II
(1) Education 2(1); and
(2) Education 2 (2); and
(3) Secondary Education 1 (1); and
(4) Secondary Education 1 (2); and
(5) Pure Mathematics 2 or Applied Mathematics 2 or Mathematics 2 Combined; and
(6) One course chosen from the following courses:
(a) a Junior (100) or a Senior (200) full-year course or two Senior (200) one-semester courses (comprising a full year of study), equivalent to a minimum total unit value of 12 or 16 units respectively, offered by departments and schools within the Faculty of Arts;
(b) one course chosen from the following courses:
a Junior, Intermediate Normal, Intermediate Long or Intermediate Combined course offered by departments and schools within the Faculty of Science; or
two Intermediate Introductory courses or two Intermediate Auxiliary courses or an Intermediate Introductory course plus an Intermediate Auxiliary course, offered by departments or schools within the Faculty of Science.
(c) a First Year level full-year course or two First Year level one-semester courses (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 12 units, offered by departments and schools within the Faculty of Economics, or
(a) a Second Year level full-year course or two Second Year level one-semester courses (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, offered by departments and schools within the Faculty of Economics.

Year III
(1) Education 3(1); and
(2) Education 3(2); and
(3) Secondary Education 2 (1); and
(4) Secondary Education 2 (2); and
(5) Pure Mathematics 3 or Applied Mathematics 3

Year IV
(1) Secondary Education 3 (1); and
(2) Secondary Education 3(2); and
(3) For students undertaking the Faculty of Education Honours program, Special Course Honours.

Science
The BEd (Secondary Education) (Science) course has been suspended. Continuing students needing to consult resolutions pertaining to this course should consult handbooks from earlier years, or seek a copy from the Faculty Office.

Humanities and Social Sciences
Except with the permission of the Faculty, a candidate for the degree in Secondary Education in the areas of humanities and social sciences shall complete the following program of courses:

Year I
(1) Education 1;
(2), (3) and (4) Three courses chosen from any of the following courses:
(a) Junior (100) courses, each course comprising a full year of study with a minimum unit value of 12 units, offered by departments and schools within the Faculty of Arts;
(b) Junior courses offered by departments and schools within the Faculty of Science; and
(c) First Year level full-year courses or First Year level one-semester courses (comprising a full year of study [2 semesters] in a subject area), equivalent to a minimum total unit value of 12 units, offered by departments and schools within the Faculty of Economics.
Year II

(1) Education 2 (1); and
(2) Education 2 (2); and
(3) Secondary Education 1(1); and
(4) Secondary Education 1(2); and
(5) One course chosen from the following courses:
   (a) a Senior (200) full year course or two Senior (200) one-semester courses (comprising a full year of study), equivalent to a minimum unit value of 12 units, offered by departments and schools within the Faculty of Arts; or
   (b) an Intermediate Normal, Intermediate Long or Intermediate Combined course offered by departments and schools within the Faculty of Science; or
   (c) a Second Year level full-year course or two Second Year level one-semester courses (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, offered by departments and schools within the Faculty of Economics; and
(6) one course chosen from the following courses:
   (a) a Junior (100) or a Senior (200) full-year course or two Senior (200) one-semester courses (comprising a full year of study), equivalent to a minimum unit value of 16 units, offered by departments and schools within the Faculty of Arts; or
   (b) a Junior, Intermediate Normal, Intermediate Long or Intermediate Combined course offered by departments and schools within the Faculty of Science; and
   (c) a First Year level full-year course or two First Year level one-semester courses (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, offered by departments and schools within the Faculty of Economics.

Year III

(1) Education 3(1); and
(2) Education 3(2); and
(3) Secondary Education 2(1); and
(4) Secondary Education 2(2); and
(5) One course chosen from the following courses:
   (a) a Senior (300) full-year course or two Senior (300) one-semester courses (comprising a full year of study), equivalent to a minimum unit value of 16 units, offered by departments and schools within the Faculty of Arts; or
   (b) a Senior course offered by departments and schools within the Faculty of Science; and
   (c) a Third Year level full-year course or two Third Year level one-semester courses (comprising a full year of study in a subject area), equivalent to a minimum unit value of 16 units, offered by departments and schools within the Faculty of Economics.

Year IV

(1) Secondary Education 3(1); and
(2) Secondary Education 3(2); and
(3) For students undertaking the Faculty of Education Honours program, Special Course Honours.

Human Movement and Health

Except with the permission of the Faculty, a candidate for the degree in Secondary Education in the area of human movement and health shall complete the following program of courses:

Year I

(1) Education 1; and
(2) Science Foundations course; and
(3) and (4) Two courses chosen from any of the following courses:
   (a) Junior (100) courses, each course comprising a full year of study with a value of 12 units, offered by departments and schools within the Faculty of Arts; or
   (b) Junior courses offered by departments and schools within the Faculty of Science; or
   (c) a First Year level full-year course or two First Year level one-semester courses (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 12 units, offered by departments and schools within the Faculty of Economics.

Year II

(1) Education 2(1); and
(2) Education 2(2); and
(3) Human Movement Education 1(1); and
(4) Human Movement Education 1(2) (if majoring in this area of study); and
(5) One course chosen from the following courses:
   (a) a Senior (200) full year course or two Senior (200) one-semester courses (comprising a full year of study), equivalent to a minimum unit value of 16 units, offered by departments and schools within the Faculty of Arts; or
   (b) an Intermediate Normal, Intermediate Long or Intermediate Combined course or two Intermediate Introductory courses
or two Intermediate Auxiliary courses or an Intermediate Introductory course plus an Intermediate Auxiliary course, offered by departments or schools within the Faculty of Science;
(c) a Second Year level full-year course or two Second Year level one-semester courses (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, offered departments and schools within the Faculty of Economics.

 fears III
(1) Education 3(1); and
(2) Education 3(2); and
(3) Human Movement Education 2(1); and
(4) Human Movement Education 2(2); and
(5) Health Education 1(1); and
(6) Health Education 1(2).
OR
(3) Health Education 2(1); and
(4) Health Education 2(2); and
(5) Human Movement Education 1(1); and
(6) Human Movement Education 1(2).

Year IV
(1) Human Movement Education 3(1); and
(2) Human Movement Education 3(2); and
(3) Health Education 2(1); and
(4) Health Education 2(2).
OR
(1) Health Education 3(1); and
(2) Health Education 3(2); and
(3) Human Movement Education 2(1); and
(4) Human Movement Education 2(2); and
(5) For students undertaking the Faculty of Education Honours program, Special Course Honours.

Technological and Applied Studies
3xcept with the permission of the Faculty, a candidate for the degree in Secondary Education in the area of technological and applied studies shall complete the following program of courses:

Year I
(1) Education 1;
(2) Design Foundations;
(3) Information Management;
(4) Science Foundations Course;
(5), (6) and (7) Three of the following curriculum studies:
(a) Food Technology 1;
(b) Textile Technology 1;
(c) Life Management Studies 1;
(d) Applied Design 1;
(e) Applied Graphics 1;
(f) Industrial Technologies 1.

Year II
(1) Education 2 (1);
(2) Education 2 (1);
(3) Secondary Education 1 (Audio /Visual Technology);
(4) Secondary Education 1 (Language and Learning);
(5) Secondary Education 1 (Practicum);
(6) Secondary Education 1 (Teaching and Learning);
(7) Secondary Education 1 (Teaching Technological and Applied Studies I);
(8) Technology and Society 1;
(9), (10) and (11) Three of the following curriculum studies:
(a) Computing Studies 1;
(b) Applied Design 2;
(c) Applied Graphics 2;
(d) Food Technology 2;
(e) Industrial Technologies 2;
(f) Life Management Studies 2;
(g) Textile Technology 2.

Year III
(1) Education 3(1);
(2) Education 3(2);
(3) Secondary Education 2 (Issues in Health Education);
(4) Secondary Education 2 (Learners with Special Educational Needs);
(5) Secondary Education 2 (Practicum);
(6) Secondary Education 2 (Teaching and Learning);
(7) Secondary Education 2 (Teaching Technological and Applied Studies II);
(8) Management and Industry Studies;
(9) and (10) Two of the following curriculum studies:
(a) Health Education 1;
(b) Computing Studies 2;
(c) Applied Design 3;
(d) Applied Graphics 3;
(e) Food Technology 3;
(f) Industrial Technologies 3;
(g) Life Management Studies 3;
(h) Textile Technology 3.

Year IV
(1) Technology and Society 2;
(2) Secondary Education 3 (Practicum);
(3) Secondary Education 3 (Sport Studies);
(4) Secondary Education 3 (Sport Studies Elective);
(5) Secondary Education 3 (Teaching and Learning);
(6) Secondary Education 3 (Teaching Technological and Applied Studies III);
(7) Design Project;
(8) and (9) Two of the following curriculum studies:
(a) Health Education 2;
(b) Computing Studies 3;
(c) Applied Design 4;
(d) Applied Graphics 4;
(e) Food Technology 4;
(f) Industrial Technologies 4;
Subject areas for award of degree with Honours

9. (1) The Honours degree may be awarded in respect of:
   (a) a professional subject;
   (b) the subject Education pursued as a generalist subject in the Faculty of Education; and/or
   (c) a subject pursued in the Faculty of Arts, Science or Economics.

(2) For the purposes of these resolutions the professional subjects are:
   (a) Early Childhood Education;
   (b) Primary Education;
   (c) Secondary Education (Humanities and Social Sciences);
   (d) Secondary Education (Human Movement and Health);
   (e) Secondary Education (Mathematics);
   (f) Secondary Education (Science); and
   (g) Secondary Education (Technological and Applied Studies).

(3) The testamur for the degree awarded with Honours shall specify the professional subject and/or Education and/or the subject undertaken in the Faculties of Arts, Science or Economics in which the degree has been undertaken together with the class of Honours in each subject.

Admission to the Honours programs

10. Professional subject

   Early Childhood Education, Primary Education, Secondary Education (Humanities and Social Sciences), Secondary Education (Human Movement and Health), Secondary Education (Mathematics) and Secondary Education (Science)

   (1) (a) An applicant for admission to candidature for the Honours degree in a professional subject other than Secondary Education (Technological and Applied Studies) shall normally:
       (i) have achieved a grade result of Credit or higher in the annual examination for the courses Education 1 or Education 2;
       (ii) have achieved an average grade result of Credit or higher in the annual examination for the following professional courses: Secondary Education 1 (Audio/Visual Technology); Secondary Education 1 (Language and Learning); Secondary Education 1 (Teaching and Learning); and Secondary Education 1 (Teaching Technological and Applied Studies 1).

   (b) An applicant for admission to candidature for a joint Honours degree in a professional subject and in the subject Education shall satisfy the requirements for each relevant subject area as outlined in section 12.

   Education

   (3) An applicant for admission to candidature for the Honours degree in the subject Education pursued as a generalist subject in the Faculty of Education shall normally have achieved a grade result of Credit or higher in the annual examination for the courses Education 1 and Education 2.

Honours Transition Unit

(4) (a) In addition to the unit requirements for Pass students enrolling in the courses Education 2 and Education 3, each applicant for admission to the Honours program in accordance with
section 10 relating to the professional subject or the subject Education must also enrol in the Honours Transition unit within either of the courses Education 2 or Education 3.

(b) Faculty will only permit students to undertake the Honours Transition unit if they have already achieved a grade result of Credit or higher in a course offered by departments and schools within the Faculties of Arts, Science or Economics in addition to (i) the grade result of Credit or higher in the course Education 1 (for students other than those following the Secondary Education (Technological and Applied Studies) strand); or (ii) the grade result of Credit or higher for the course Science 1 or the average grade result of Credit or higher for the courses Design Foundations and Information Management (for students following the Secondary Education (Technological and Applied Studies strand)).

(c) A candidate admitted to the Honours program in accordance with section 10 relating to the professional subject will not be permitted to proceed with the program unless she or he achieves:

(i) a grade result of Credit or higher for the Honours Transition unit; and

(ii) a grade result of Credit or higher for the professional course undertaken in Year II of the degree program.

(d) A candidate admitted to the Honours program in accordance with section 10 relating to the subject Education will not be permitted to proceed with the program unless she or he achieves a grade result of Credit or higher for the Honours Transition unit.

(c) a result of Satisfactory or higher in the practice teaching component of the professional course undertaken in Years III and IV of the degree program; and

(d) enrol in the course Special Course Honours in Year IV of the degree program.

Education Honours

(2) A candidate undertaking the Education Honours program shall achieve:

(a) a grade result of Credit or higher in the course Education 3 (including a grade result of Credit or higher for enrolment in the units Honours Course A and Honours Course B within the course Education 3);

(b) a result of Satisfactory or higher in the practice teaching component of the professional course undertaken in Years III and IV of the degree program;

(c) enrol in the course Special Course Honours in Year IV of the degree program.

(3) Each candidate enrolled in the course Special Course Honours must complete a Special Study and Report in any of the Honours streams offered by the schools of Faculty. The aim of the Special Study and Report is for each student to (a) examine in depth some professional area of educational significance, and (b) demonstrate ability to carry out independent research displaying effective analysis, logical argument and the reporting of findings in a scholarly form.

12. There shall be no re-examination for award of the degree with Honours.

Award of degree with Class I Honours

13. Professional Honours

(1) Faculty would normally expect candidates recommended for award of the degree with Class I Honours to have achieved:

(a) a result of Outstanding in the practice teaching component of the professional course undertaken in Year IV of the degree program;

(b) a result at Class I Honours level for the Special Study and Report undertaken within Special Course Honours; and

(c) a grade result of Distinction or higher in the professional course undertaken in Year IV of the degree program.

Education Honours

(2) Faculty would normally expect candidates recommended for award of the degree with Class I Honours to have achieved:

(a) a result of Outstanding in the practice teaching component of the professional course undertaken in Year IV of the degree program;

(b) a result at Class I Honours level for the Special Study and Report undertaken within Special Course Honours; and

(c) a result of Satisfactory or higher in the practice teaching component of the professional course undertaken in Years III and IV of the degree program; and

(d) enrol in the course Special Course Honours in Year IV of the degree program.
Award of University Medal
14. If a candidate is awarded the degree with Class I Honours (and having undertaken Honours in a professional subject has achieved a grade result of High Distinction in the Year IV professional course or having undertaken Honours in the subject Education has achieved a grade result of High Distinction in the course Education 3), and if the Faculty is of the opinion that the work of the candidate is of sufficient merit, the candidate shall receive a bronze medal.

Time limitations
15. Except with the permission of the Faculty, a candidate shall not be eligible for award of the Honours degree unless the candidate completes all the requirements for the degree:

(1) in the case of Honours in a professional subject or in Education, in not more than five years of enrolment; and
(2) in the case of Honours in a non-professional subject (other than Education), in not more than six years of enrolment.

Subsequent award of degree with Honours for Bachelor of Education Pass graduates
16. (1) A person who has been awarded the Pass degree of Bachelor of Education may, with the permission of the Faculty, be admitted to candidature for the Honours degree in a non-professional subject (other than Education).

(2) A candidate admitted to candidature for the Honours degree in accordance with section 16(1) may, subject to section 15(2), qualify for the Honours degree in the non-professional subject (other than Education) concerned by fulfilling such requirements of the Faculty concerned as have not already been met.

Restrictions on courses of enrolment
17. (1) The Faculty of Education has prescribed the following courses as mutually exclusive in satisfying the requirements for award of the degree: Mathematics 1 and General Pure Mathematics; Physics 1 and Physics 1 (Life Sciences); and Economics I and Economics I (Social Sciences).

(2) (a) Except with the permission of the Faculty, candidates for the degree in Early Childhood Education, Primary Education and Secondary Education (Humanities, Human Movement and Health, Mathematics or Science) shall not:

(i) enrol in more than four courses in either Year I or Year II;
(ii) enrol in more than three courses in Year III or more than two courses in Year IV;
(iii) proceed to the courses prescribed for Year III until the candidate has fulfilled the requirements of Years I and II;

(b) Except with the permission of the Faculty, candidates for the degree in Secondary Education (Technological and Applied Studies) shall not:

(i) enrol in more than seven courses in Year I;
(ii) enrol in more than eleven courses in Year II;
(iii) enrol in more than nine courses in either Years III or IV;
(iv) proceed to the courses prescribed for Year III until the candidate has fulfilled the requirements of Years I and II.

(3) Except with the permission of the Faculty a candidate may not take a higher course in any subject without having previously completed the lower course or courses in the same subject or some other course or courses allowed by the Faculty to count as equivalent.

Credit for courses completed external to current candidate
18. A candidate who has completed work or a course or courses towards a degree at this or another university or towards an equivalent qualification at an appropriate institution or as a non-award student may be granted credit towards the degree of Bachelor of Education for up to half of the overall coursework requirements provided that the content of the work or course or courses is considered by the Faculty on the recommendation of the head of the school or department concerned to be equivalent to a course or courses prescribed in sections 6, 7, 7A or 8.

Conditions of grant of credit
19. A candidate granted credit towards the degree under section 18 shall:

(a) count towards the degree all courses so credited subject to the provisions of these resolutions;
(b) not count towards the degree any course completed subsequently within the University of Sydney which overlaps substantially in content with the work or course or courses upon which grant of credit was based;
(c) complete all necessary qualifying courses for the degree within such period of time and such number of years of candidature as the Faculty may determine having regard to the number of courses credited, the length of time over which the course or courses concerned were completed and the time limits for the completion of the degree prescribed under these resolutions.

Restrictions on grant of credit
20. Unless otherwise permitted by Faculty a candidate shall not be granted credit towards the degree for or on the basis of any course or courses:

(a) completed more than five years prior to admission or re-admission to candidature; or
(b) upon which the candidate has relied or intends to rely in order to satisfy requirements for award of another degree or qualification.

Time limits
11. Unless otherwise permitted by Faculty a candidate shall complete all the requirements for award of the degree within eight calendar years of admission or re-admission to candidature.

Suspension of candidature
22. (1) Unless suspension of candidature has been approved by Faculty, a candidate for the degree is required to re-enrol each calendar year.

(2) Except where the Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

Lapse of candidature
23. (1) Unless the Faculty otherwise determines in any particular case, candidature for the degree will be deemed to have lapsed if a candidate has:

(a) not completed all the requirements for award of the degree in accordance with sections 19 and 21; or

(b) not re-enrolled for the degree as required in accordance with section 22.

(2) A candidate whose candidature has been deemed to have lapsed in accordance with subsection (1) shall not re-enrol as a candidate for the degree unless again selected for admission.

Restriction upon re-enrolment
The attention of Bachelor of Education students is drawn to the following extracts from the resolutions of the Senate.

Faculty of Education
22. (i) The Senate authorises the Faculty of Education to require a student to show good cause why he or she should be allowed to re-enrol in the Bachelor of Education degree course, if, in the opinion of the Faculty, he or she has not made satisfactory progress towards fulfilling the requirements for the degree.

(ii) Satisfactory progress cannot be defined in all cases in advance, but a student who—

(a) has failed or discontinued enrolment in more than one course twice; or

(b) has failed to pass more than 50% of the courses of enrolment in each of any two consecutive years of enrolment (not necessarily in consecutive calendar years of enrolment) shall be deemed not to have made satisfactory progress.

(iii) For students who have failed to make satisfactory progress as defined in subsection 2(b):

(a) '50% of the courses of enrolment' shall mean 50% of the total credit points allocated for enrolment in all courses each year to a maximum total of 48 credit points for students enrolled in individual courses supervised by the School of Transitional Programs; or

(b) '50% of the course of enrolment' shall mean 50% of the total scheduled contact hours allocated for enrolment in all courses each year for students enrolled in individual courses within either the Secondary Education (Mode A) or the Secondary Education (Technological and Applied Studies) programs supervised by the School of Teaching and Curriculum Studies.

(4) In cases where the Faculty permits a student whose progress has been deemed unsatisfactory to re-enrol, the Faculty may require the completion of specified courses in a specified time and if the student does not comply with these conditions the student may again be called upon to show good cause why he or she should be allowed to re-enrol in the Bachelor of Education degree course.

Resolutions of the Faculty of Education
1. Admission with advanced standing to Second and Third Years

The Faculty of Education has adopted the following resolutions for students who have successfully completed a first year at this or another university:

(i) Candidates wishing to transfer to the Bachelor of Education degree course from other faculties in this or another university should have obtained a pass in four first year courses, except that a candidate with passes in less than four subjects may be permitted to transfer to the Bachelor of Education degree course with advanced standing, where such a candidate has performed meritoriously.

(ii) For candidates seeking admission to Third Year, preference will be given to candidates who have completed the required seven or eight subjects in the first two years. However, candidates who have passed in six subjects and have a meritorious record may also be considered.

(iii) Part-time candidates should meet the same requirements set down for full-time candidates, except that the appropriate number of first year courses should be

1 In general, admission to second and third years will be determined on the basis of courses completed at this or another university which are acceptable for credit towards the degree of Bachelor of Education.
programs and that these will vary from year to year. Where this requirement has not been met, the application will be referred to the Dean of the Faculty of Education for consideration. (28 February 1986)

The Faculty has approved that the number of transfers into Years II and III of the degree will depend upon the availability of places and resources in the specific programs and that these will vary from year to year. (23 November 1990)

2. Policy relating to Bachelor of Education (Honours) programs and special exercises

Aims of Honours special study
The aims of the Honours special study are for candidates to:
1. examine some professional area of educational significance in depth (‘professional’ is used in the sense of ‘relevant to educational practice’);
2. demonstrate ability to carry out independent research, especially in analysing data carefully, in arguing logically from the data and in reporting findings in a scholarly form.

Length and presentation of Honours special study
Though the length of the Honours special study will vary with the nature of the investigation, and length does not indicate quality, the report should not exceed 20,000 words.

Three copies of the report should be submitted, one of which should be returned. Though reports may be submitted in loose-leaf form, a copy of the report should be bound as soon as practicable for lodging.

Procedures for examining long essays
Strand coordinators will ensure that in the examination of reports there are three examiners, selected on the following criteria:
1. one reader, a senior member of the academic staff, who will read all the reports across each strand;
2. one reader from the course strand in which the report is submitted;
3. one reader, other than the supervisor, who will have special competence in the area of the student’s writing;
4. one reader who is the supervisor of the student submitting the Honours report.

Honours students and special courses
Honours students may be permitted to study special courses outside the strand in which they are enrolled, subject to the approval of the strand coordinator. Approval will be conditional upon a clear relationship being demonstrated between the special course and the strand of enrolment. (A student may appeal to the Head of School against a strand coordinator’s decision if necessary.)

Honours students will be given priority in special courses in which numbers are restricted.

During the Third Year of the course, Honours seminars of one hour per week will be conducted within strands during first and second semester. During second semester, a seminar of one hour per week for five weeks will be conducted across all strands, with a focus on options and requirements for final year Honours work.

Access to special courses
Students in the Early Childhood, Human Movement and Primary Education strands will have equal access, after Honours students, to special courses. Where applications are in excess of places, it is recommended that special course coordinators meet with applicants to determine selection criteria. (28 February 1986)

3. Timetable clashes
Where students undertaking practice-teaching within any professional program encounter any conflict between the practicum and any ongoing academic courses, they are required to submit a copy of their academic timetable to their professional course supervisor and to attend all classes required of their academic courses.

Students are reminded that in accordance with section 5 of the resolutions of the Academic Board relating to attendance, the Dean may call upon any student in the Faculty of Education who has been absent without leave from more than ten per cent of the classes in any one term (or semester) in a particular course to show cause why that student should not be deemed to have failed to complete that course. (21 June 1988)

The degree of Bachelor of Education is a full-time program, and students are expected to attend 90% of all lectures and tutorials (even during practice teaching); consideration cannot be given, nor special arrangements made, to accommodate students wishing to undertake employment or other extra activities during normal University hours. Academic staff should also be requested to make every possible effort to advise students of this policy during orientation, registration and other staff/student meetings. (29 August 1991)

4. English language proficiency
Students intending to undertake a teacher training qualification at the University of Sydney should be aware that all programs of the Faculty of Education call for a high level of competence in both oral and written English.

During coursework, there is a large amount of verbal interaction, and students are expected to participate fully in discussion of educational issues, presentation of papers, and peer teaching exercises. Also, during periods of practice teaching, trainee teachers need to use accurate and appropriate English in support of pupil learning, and should be able to cope with the wide range of language needs and backgrounds which may be found in New South Wales schools.

Where it becomes apparent that an individual is facing difficulties with English language either in the
The Faculty of Education adopted the following English language proficiency test minimum scores for admission to Diploma in Education programs:
7.5 on IELTS, or equivalent score on other accredited tests, including that administered by the Faculty of Education.

(24 June 1992)

5. Progression
The Faculty of Education draws students' attention to Senate resolution 8(3) relating to progression through the degree and reminds students that Faculty permission to proceed to courses prescribed for Year III where the student has not fulfilled the requirements for Years I and II will only be given in special circumstances and students should ensure that outstanding First Year courses are completed in the second year of enrolment.

(23 November 1990)

Variation, withdrawal and discontinuation of enrolment
Variation of enrolment
Candidates wishing to change a course in which they have enrolled should do so at the Faculty of Education Office by Friday 31 March 1995.

Candidates who fail to complete courses in which they enrol receive one of four results - 'withdrawn', 'discontinued with permission', 'discontinued' or 'absent fail'. Except in cases of serious illness or misadventure, the result is determined by the date on which notification is received by the Faculty of Education Office.

Withdrawn: This is the same as if the candidate had not enrolled in the course concerned. Although the University has a record of the withdrawal, the course and result will not appear on the official transcript of academic record.

In order to have a course enrolment recorded as 'withdrawn', notice must be given by the candidate to the Faculty of Education Office or before the last day of lectures for the course.

FOR FIRST SEMESTER COURSES: the deadline is Friday 2 June 1995;
FOR FULL YEAR AND SECOND SEMESTER COURSES: the deadline is Friday 27 October 1995.

If a candidate misses the deadline and does not sit the final examination, the result recorded is 'absent fail'.

Discontinued: This counts as an unsuccessful attempt at the course concerned and appears on the candidate's academic record.

Except with Faculty permission, candidates may not repeat a course which they have failed or discontinued more than once.

In order to have 'discontinued' recorded, notice must be given to the Faculty of Education Office on or before the last day of lectures for the course.

FOR FIRST SEMESTER COURSES: the deadline is Friday 2 June 1995;
FOR FULL YEAR AND SECOND SEMESTER COURSES: the deadline is Friday 27 October 1995.

If a candidate misses the deadline and does not sit the final examination, the result recorded is 'absent fail'.

Suspension of candidature and deferment of candidature
Suspension of candidature
Once their candidature has commenced candidates normally re-enrol each year and complete courses until they finish their degree. A period in which a candidate is not enrolled in any courses to be counted toward the degree is referred to as 'suspension of candidature'.

Periods of suspension do not affect the expiry of the eight-year limit for completion of the degree. Candidates need approval for a period of suspension if they do not wish to re-enrol in the next calendar year.

Application for approval for suspension of candidature should take the form of a letter addressed to the Faculty and be lodged with or posted to the Faculty of Education Office. The letter should indicate in some detail the reasons why the period of suspension is required.

Suspension of candidature for an indefinite period or for the purpose of undertaking another course of study is generally not approved.

If suspension is not approved and the candidate fails to re-enrol at the appropriate time, the candidature is regarded as having lapsed. It is then not possible to re-enrol unless the person is re-selected for admission to candidature.

Suspension and deferment of candidature for First Year students
Special provisions apply to candidates in their first year of study who wish to defer taking up the offer of a place, or who totally discontinue their enrolment.
Persons who have not previously attended a recognised tertiary institution are normally able to defer commencement of their candidature for one year. Applications are handled by the Admissions Office of the University.

Preferably application for deferment should be made during the UAC enrolment week at the 'Deferment' desk in MacLaurin Hall and be accompanied by the 'offer of enrolment' card. Late applications can also be made if the first year of enrolment is 'withdrawn' by 24 March 1995.

Candidates who totally discontinue their first year of enrolment after the deadline for withdrawal are not eligible to defer commencement of candidature, nor to suspend candidature beyond the end of the year. If they do not re-enrol the following year their candidature automatically lapses. First-year students who discontinue their enrolment with permission will be required to apply for re-selection through the Universities Admission Centre.

Re-enrolment procedure
Persons who wish to re-enrol after a period of suspension of candidature need to complete an application to re-enrol after an absence. Application forms are available from the Faculty of Education Office and should be lodged there by the end of November in the preceding year.

Implications of HECS liability
HECS is weighted for each course. This means that your workload determines your fees. If you wish to know what the weighting is for individual courses, you should contact the Faculty of Education Office.

Information and advice
Any candidate who wishes to make application relevant to a degree, or who needs advice as to degree or course requirements should contact the Undergraduate Adviser for the Faculty of Education. The adviser is located in the Faculty of Education Office in room 307 on the ground floor of the Education Building Complex in Manning Road. The telephone number is 351 2634. Written enquiries should be directed to:

   Administrative Officer  
   Undergraduate and Diploma Studies  
   Faculty of Education  
   University of Sydney 2006.

Structure of the BEd degree

The following tables are a guideline for the pattern your degree studies should take. If you are in any doubt, please contact a member of staff at enrolment, or your Program Director, or call at the Faculty Office.

For explanations concerning particular courses please consult the chapters in this handbook on courses which will give brief outlines. For explanations of courses marked with an asterisk (*), please see the section 'Education LILHI and IV' in Chapter 4 of this handbook.

BEd (Primary)
Year I
Education I*; and  
Science Foundation Course; and  
1 Junior (Level 100) course chosen from those offered by the Faculty of Arts, e.g. History, English, Anthropology, Religious Studies, French, Arabic, Japanese, Philosophy; and  
1 Junior (Level 100)/First Year course chosen from those offered by the Faculties of Arts, Science and Economics.

Year II
Education IP; and  
Primary Education 1(1) and Primary Education 1(2) comprising: studies in Language, Mathematics, Music, Teaching and Curriculum and 8 days practice teaching and 20 hours field experience with children in a non-school context; and  
1 Senior (Level 200)/Second Year course offered by the Faculties of Arts, Science or Economics; and  
1 Junior (Level 100)/First Year course or 1 other Senior (Level 200) / Second Year course offered by the Faculties of Arts, Science or Economics.

Honours — Transition Unit (from Education II (2) Semester II).

Year III
Education III(l) and Education III(2)*; and  
Primary Education II(1) and Primary Education II(2) comprising: studies in Language, Mathematics, Teaching and Curriculum, Drama, Personal Development and Health, Science and Technical Education, Visual Arts, PE and 24 days practice teaching (in two blocks of 12).  
Honours strand continues with Honours A and Honours B.

Year IV
Primary Education III(l) and Primary Education III(2) comprising: studies in Language, Mathematics, Non English Speaking Backgrounds, Aboriginal Studies, Teaching Children with Special Needs, Teaching and Curriculum, Visual Arts, Music, PE (Gym and Dance), Personal Development and Health, Science and Technology, Design/Craft and 28 days of practice teaching (in two blocks); and either a Senior (Level 300)/Third Year course offered by the Faculties of Arts, Science or Economics or a Special Course offered by the Faculty. Some of those currently being offered are: Children's Literature; Teaching English to Speakers of Other Languages; Educational Drama; Languages Other Than English (LOTE); Special Education; and Aboriginal Studies.

BEd (Secondary) (Humanities and Social Science)
Year I
Education I*; and  
3 First Year/Junior (Level 100) courses chosen from those offered by the Faculty of Arts (e.g. History, English, Anthropology, Religious Studies, French, Arabic, Japanese, Philosophy), the Faculty of
Year II
Education II(1) and Education II(2)*; and
Secondary Education I(1) and Secondary Education II(2)
comprising: Teaching and Learning (Basic Teaching Skills and Managing the Classroom), and studies in your Curriculum Area (e.g. English), and 3 days Microteaching sessions and 11 days Introductory experience in practice teaching in one curriculum area; and
1 Senior (Level 200) course offered by the Faculties of Arts, Science or Economics; and
1 Junior (Level 100)/First Year course or 1 other Senior (Level 200)/Second Year course offered by the Faculties of Arts, Science or Economics.
Honours — Transition Unit (from Education II (1) Semester II).

Year III
Education III(1) and Education III(2)*; and
Secondary Education II(1) and Secondary Education II(2) comprising: Teaching and Learning (Teacher Roles, Teacher-in-Role and Schools systems and policies), studies in the second Curriculum Area (e.g. History, or continue with double method, e.g. Social Education), and Across the Curriculum Studies (Language and Learning and Educational Technology) and 15 days practice teaching in a second Curriculum Area, or Double Method; and
1 Senior (Level 300)/Third Year course offered by the Faculties of Arts/Science/Economics — this must be a course in the subject you intend to teach.
Honours strand continues with Honours A and Honours B.

Year IV
Secondary Education III comprising: Teaching and Learning (Reflective teaching and curriculum practice, Teacher curriculum ideology, and Curriculum evaluation and change) and Curriculum Studies in both (or double) curriculum area, and Across the curriculum studies (children with Special Education needs, Teaching sport in schools, and Health and personal development) and 10 days practice teaching in one curriculum area, followed by 20 days in both subjects, with an optional 15 days of special practicum.

BEd (Secondary Education) (Mathematics)
Year I
Education I*; and
Mathematics I; and
2 Junior (Level 100)/First Year courses chosen from those offered by the Faculty of Arts (e.g. History, English, Anthropology, Religious Studies, French, Arabic, Japanese, Philosophy), the Faculty of Economics (e.g. Economics, Economic History, Government), and the Faculty of Science (e.g. Physics, Chemistry, Geography, Psychology).

Year II
Education II(1) and Education II(2)*; and
Secondary Education I(1) and Secondary Education I(2) comprising: Teaching and Learning (Basic Teaching Skills and Managing the Classroom), and studies in your Curriculum Area (e.g. English), and 3 days Microteaching sessions and 11 days Introductory experience in practice teaching in one curriculum area; and
Pure Mathematics II or Applied Mathematics II; and
1 Junior (Level 100)/First Year course or 1 other Senior (Level 200) /Second Year course offered by the Faculties of Arts, Science or Economics.
Honours — Transition Unit (from Education II (2) Semester II).

Year III
Education III(1) and Education III(2)*; and
Secondary Education II(1) and Secondary Education II(2) comprising: Teaching and Learning (Teacher Roles, Teacher-in-Role and Schools systems and policies), studies in the second Curriculum Area (e.g. History, or continue with double method, e.g. Social Education), and Across the Curriculum Studies (Language and Learning and Educational Technology) and 15 days practice teaching in a second Curriculum Area, or Double Method; and
Pure Mathematics III or Applied Mathematics III.
Honours strand continues with Honours A and Honours B.

Year IV
Secondary Education III(1) and Secondary Education III(2) comprising: Teaching and Learning (Reflective teaching and curriculum practice, Teacher curriculum ideology, and Curriculum evaluation and change) and Curriculum Studies in both (or double) curriculum area, and Across the curriculum studies (children with Special Education needs, Teaching sport in schools, and Health and personal development) and 10 days practice teaching in one curriculum area, followed by 20 days in both subjects, with an optional 15 days of special practicum.

BEd (Secondary Education) (Human Movement and Health Education)
Year I
Education I*; and
Science Foundation Course;
2 courses chosen from any of the following courses:
(a) Junior (Level 100) courses (year long 12 unit courses) offered by the Faculty of Arts, (e.g. History, English, Anthropology Religious Studies, French, Arabic, Japanese, Philosophy); and
(b) Junior courses offered by the Faculty of Science (e.g. Biology, Chemistry, Physics, Psychology); and
(c) First Year courses offered by the Faculty of Economics (e.g. Economics, Economic History, Government).

Year II
Education II(1) and Education II(2)*; and
Human Movement Education I(1) and Human Movement Education I(2) (if majoring in this area) or Health Education I(1) and Health Education I(2)* (if majoring in this area); and
1 course chosen from the following courses:
a Senior (Level 200) course (full year, 16 units) offered by the Faculty of Arts or Science, or a Second Year course offered by the Faculty of Economics.

Human Movement Education I consists of the following:
- Exercise Foundations
  - Exercise Science
  - Motor Learning
  - Anatomy and Physiology
- Curriculum Skills Courses
  - Gymnastics I
  - Dance I
  - Introductory Games
  - Netball or Rugby
  - Track and Field
  - Learn to Swim
  - Softball.

Human Movement Education II consists of the following:
- Biomechanics
- Exercise Physiology
- Curriculum Skills Courses, including Gymnastics II, Dance II and a selection of courses from those listed below.

Health Education I consists of the following:
- Personal Development and Health Education I
  - Growth and Development
  - Interpersonal Skills
  - Body Systems and Healthy Lifestyles
  - Nutrition
  - Safety
  - Foundations of Health Promotion.

Professional Preparation — (undertaken by all students, whichever major taken)
- Teaching Methods in Personal Development Health and Physical Education I
- Microteaching
- Teaching Practice.

Honours — Transition Unit (from Education II (2) Semester II).

Year III
Education III(1) and Education III(2)*; and
Human Movement Education II(1) and Human Movement Education IIQ)* and Health Education I(1) and Health Education I(2) or Health Education II(1) and Health Education II(2)* and Human Movement Education I(1) and Human Movement Education I(2).

Human Movement Education III consists of the following:
- Sport Psychology
- Sports Medicine
- Administration in Physical Education and Sport
- Curriculum Skills Courses
  - Gymnastics III
  - Dance III
  - and a selection of three courses from the following:
    - Coaching Concepts
    - Empirical Studies in Exercise Physiology
    - International Sport
    - Comparative Physical Education and Sport
    - Kinesiology
    - Sociology of Sport
    - Applied Sports Psychology
    - Outdoor Education
    - Contemporary Health Issues
    - Mental Health and Stress Management
    - School Health Promotion
    - Working with Particular Groups, Settings and Problems
    - Gender as a Health Issue
    - Aboriginality and Health
    - plus a selection of courses from those listed below.

Health Education II consists of the following:
- Practical Studies in Health Education and four courses chosen from the list above.

Professional Preparation — (undertaken by all students, whichever major taken)
- Teaching Practice.

Honours — Take course 'Research Seminar' and complete a 'Special Study and Report'

**Curriculum Skills Courses.

Students are required to complete the following combination of Curriculum Skills Courses by the end of Year IV:

- Sports, Leisure and Youth Policy (a required unit in Education III).
- Honours — strand continues with Honours A and Honours B.

Year IV
Human Movement Education III(1) and Human Movement Education III(2); or Health Education I(1) and Health Education I(2); or Health Education III(1) and Health Education III(2) and Human Movement Education II(1) and Human Movement Education II(2); and if doing the Honours program, Special Course Honours.

Human Movement Education III consists of the following:
- Biomechanics
- Exercise Physiology
- Curriculum Skills Courses
  - Gymnastics III
  - Dance III
  - and a selection of three courses from the following:
    - Coaching Concepts
    - Empirical Studies in Exercise Physiology
    - International Sport
    - Comparative Physical Education and Sport
    - Kinesiology
    - Sociology of Sport
    - Applied Sports Psychology
    - Outdoor Education
    - Contemporary Health Issues
    - Mental Health and Stress Management
    - School Health Promotion
    - Working with Particular Groups, Settings and Problems
    - Gender as a Health Issue
    - Aboriginality and Health
    - plus a selection of courses from those listed below.

Health Education III consists of the following:
- Practical Studies in Health Education and four courses chosen from the list above.

Professional Preparation — (undertaken by all students, whichever major taken)
- Teaching Practice.

Honours — Take course 'Research Seminar' and complete a 'Special Study and Report'

**Curriculum Skills Courses.

Students are required to complete the following combination of Curriculum Skills Courses by the end of Year IV:

- 4 team sports from the Year III and Year IV schedules
- one racquet sport in Years III or IV
- Dance II and III
- Gymnastics Hand either Gymnastics III or Rhythmic Sportive Gymnastics
- Hockey
- Badminton
- Basketball
- Tae Kwon Do
- Tennis
Volleyball
Touch
Waterpolo
Cricket
Soccer
Aussie Rules
Weight training
Teaching aerobics.

Additional Course Credits
Students are required to have completed the following combination of Course Credits by the end of Year IV:
- Austswim Certificate
- No less than 3 umpires', coaches' or examiners' certificates
- Purchase of relevant rules book prior to the start of each curriculum skills course
- Extracurricula activities (selected from the following: a swimming school, a camp, health agency work, or other approved activities involving teaching or leadership)
  - First Aid Certificate
  - Resuscitation Certificate.

BEd (Secondary Education) Technological and Applied Studies

year I
Core
Education I*
Design Foundations
Information Management
Science Foundations I.
Curriculum Areas (select 3)
Food Technology I
Textile Technology I
Life Management Studies I
Applied Design I
Applied Graphics I
Industrial Technologies I.

year II
Core
Education II(1) and Education II(2)*
Secondary Education I (comprising the following courses:
  - Audio Visual/Film and Television
  - Language and Learning
  - Teaching and Learning
  - Teaching Technological and Applied Studies I
  - Practicum)
Technology and Society I.
Curriculum Areas (select 3)
Computing Studies I
Applied Design II
Applied Graphics II
Food Technology II
Industrial Technologies II
Life Management Studies II
Textile Technology II.
Honours — Transition Unit (from Education II (2) Semester II).

year III
Core
Education III(l) and Education III(2)*
Secondary Education U (comprising the following courses:
  - Teaching and Learning
  - Teaching Technological and Applied Studies II
  - Health
  - Special Education: Policies and Perspectives
  - Practicum.
Management and Industry Studies A
Design Project A.
Curriculum Areas (select 2)
Computing Studies II
Applied Design III
Applied Graphics III
Food Technology III
Industrial Technologies III
Life Management Studies III
Textile Technology III.
Honours — strand continues with Honours A and Honours B.

Year IV
Core
Secondary Education III (comprising the following courses:
  - Teaching and Learning
  - Teaching Technological and Applied Studies III
  - Sport
  - Extension or option
  - Practicum
Technology and Society II
Design Project B
Management and Industry Studies B.
Curriculum Areas (select 2)
Computing Studies III
Applied Design TV
Applied Graphics TV
Food Technology TV
Industrial Technologies TV
Life Management Studies IV
Textile Technology IV.

Bachelor of Education (Primary)

(Conversion program)
The Faculty of Education offers a program to enable students who hold the qualification of Diploma in Teaching to convert that qualification to the degree of Bachelor of Education (Primary). Information concerning this course may be found in the Postgraduate Studies Handbook of the Faculty of Education, or by telephoning the Course Coordinator, Dr Paul Whiting, on 351 4122, or the Faculty of Education Office on 351 4605.

Graduate Diploma in Education (Primary Education)

Program Director
Ms Sharne Aldridge (tel. 351 4683)
The School of Teaching and Curriculum Studies provides courses leading to the Graduate Diploma in
Education (Primary), as a full-time postgraduate course designed to prepare students to teach in primary schools. The course covers major aspects of contemporary primary curriculum, including various modes of learning and teaching, and has an extensive practice teaching component. The program requires one year of full-time study (five days per week). The program is not offered part-time.

Application procedures*
Application forms for the Graduate Diploma in Education (Primary Education) may be obtained from the Faculty of Education Office. Applications received after the closing date will be considered only if there are places available in the course after offers have been made to those students who applied on time. Enquiries about the closing date for 1995 applications should be directed to the Faculty of Education Office. This includes students who are enrolled in the final year of a degree course in the University in 1994 even when completion of the degree depends on the passing of a deferred or supplementary examination. It should be noted that the course begins in late February 1995.

Applicants may be called for interview after the closing date for applications.

Documents submitted with applications
Documentary evidence (e.g. marriage certificate) must be supplied by applicants who have changed their name since undertaking their most recent university or tertiary course.

Applicants who have attended a university or tertiary institution other than the University of Sydney must supply an original or certified transcript of their complete academic record showing all subjects taken, grades obtained (including failures), date of conferring of degree and final academic standing.

Applications that are inadequately documented will not be considered. Applicants who submit copies of documents (which must have been certified by the issuing institution) must be prepared to submit the originals on request.

Enrolment for the diploma
During January 1995 successful applicants will be notified individually by post and will be provided with information regarding the procedures to be followed in order to accept the offer of a place and complete enrolment at the University.

Enrolment must be completed during the prescribed period otherwise the offer will be withdrawn. No information concerning this application will be given by telephone.

Members of the School staff will be available for consultation during the enrolment period.

Objectives of the program
This program aims to provide the first stage in an ongoing process of preparing teachers who have:
— an evolving personal theory of education, based on an understanding of contemporary society, children’s development, the variety of roles of teachers, and the purposes and functions of schooling;
— knowledge, skills, attitudes and attributes required for the effective performance of the complex tasks and responsibilities of primary teachers;
— a capacity to construct, implement and evaluate appropriate programs of learning experiences for primary school children;
— the maturity, humanity and breadth of interest necessary for professional teaching;
— an ability to maintain, enquire into, and evaluate their own professional development.

More specifically, the program attempts to prepare teachers who are:
— knowledgeable about content, and teaching strategies which enable children to become independent learners;
— able to communicate and collaborate effectively with children, parents and the community about the purposes of classroom policies and practices;
— able to make critical use of learning resources;
— able to foster children’s use of strategies for monitoring their own learning experiences;
— able to identify and provide support for the special needs of individual pupils;
— critically aware of new professional policy developments;
— concerned with social justice in the classroom, the school and the community, and who endeavour to exemplify, in practice, wise and just behaviour.

Components of the program
The program, comprising lectures, seminars and workshops, covers every area of the primary curriculum, as well as professional studies in Education. All courses are compulsory. The schedule of course units is as follows:

1. Teaching and Curriculum Studies
   Children Learning
   Classroom Teaching and Management
   Knowledge and Schooling in Social Context
   Technology in Teaching and Learning
   Teaching English to Speakers of Other Languages
   Aboriginal Studies.

2. Specific Curriculum Studies
   Art Education (1 semester)
   Craft/Design Education (1 semester)
   Drama in Education (1 semester)
   Health and Personal Development (1 semester)
   Language (2 semesters)
   Mathematics (2 semesters)
   Music (1 semester)
   Physical Education (1 semester)
   Science and Technology (1 semester)
   Human Society and its Environment (1 semester).

3. Practicum
   School-based Practice Teaching (9 weeks)
   Teaching Children with Learning Difficulties (1 semester).

There are three parts to the practice teaching component of the program: one-day visits to schools for the purposes of observation of teaching and/or practice teaching, two blocks of continuous practice
teaching, one of three weeks and one of four weeks, and working in the Evelyn McCloughan Children's Centre with a child who has special needs.

The two blocks will be undertaken in two different schools and, where possible, students will be given the opportunity for experience in teaching children in classes K-2 during one block, and children in classes 3-6 during the other.

Details of other courses, together with reading lists and assignment details, are included in the Handbook of the Graduate Diploma in Education (Primary Education). This handbook should be available at enrolment.

Assessment
Students must successfully complete every component of the course. The Graduate Diploma in Education (Primary Education) is awarded in two grades, Pass, and, in the case of outstanding students, Pass with Merit.

English language proficiency
Students intending to undertake the Diploma in Education should be aware that the program calls for a high level of competence in both oral and written English. During coursework there is a large amount of verbal interaction, and students are expected to participate fully in discussion of educational issues, presentation of papers, and peer teaching exercises. In periods of practice teaching, student teachers also need to use accurate and appropriate English in support of pupil learning and should be able to cope with the wide range of language needs and backgrounds which may be found in New South Wales primary schools.

Owing to this required standard of English language proficiency, the Faculty will require recipients of offers of a place in the Diploma program who have completed a major part of their education in a non-English speaking country or who have undertaken their relevant undergraduate degree in a language other than English, to undertake, or to provide evidence of satisfactory completion of, an appropriate English language proficiency test before they will be permitted to enrol. The Faculty reserves the right to deny enrolment to any person whose English language proficiency test result is considered by Faculty to be unsatisfactory.

If it becomes apparent that an individual is facing difficulties with English language either in the classroom or during coursework, then specific recommendations for remedial action will be made by staff teaching in the Diploma program. Additional work in oral and/or written English through the specialist assistance available within the University for students with specific problems (e.g. the Counselling Service, EMOS or ELICOS) might be suggested. Students will be expected to avail themselves of such assistance, so that they can perform satisfactorily in all components of the program, and communicate effectively with peers, teachers, school pupils and parents.

Resolutions of the Senate
Graduate Diploma in Education (Primary Education)
1. A course consists of lectures, together with such seminars, tutorial instruction, essays, exercises or practical work as may be prescribed. In these resolutions 'to complete a course' and derivative expressions mean:
   (1) to attend the lectures and the meetings, if any, for seminars or tutorial instruction;
   (2) to complete satisfactorily the essays, exercises and the practical work, if any; and
   (3) to pass the examinations of the course.
2. The Graduate Diploma in Education (Primary Education) shall be awarded in two grades, Pass and, in the case of outstanding candidates, Pass with Merit.
3. (1) Admission to candidature for the Diploma may be granted to:
   (a) a graduate of the University of Sydney; or
   (b) on the recommendation of the Faculty and with the approval of the Academic Board, to—
      (i) a graduate of a university other than the University of Sydney; or
      (ii) a person with qualifications obtained in an institution other than a university determined by the Academic Board on the recommendation of the Faculty to be equivalent to those required of such a graduate for admission to candidature.
(2) An applicant for admission to candidature for the diploma shall apply in writing to the Registrar for admission.
4. A candidate for the Graduate Diploma in Education (Primary Education) shall, except with the permission of the Faculty, complete the requirements for the diploma in one year of full-time study subsequent to the completion of the requirements for the award of the degree or equivalent qualification on the basis of which admission to candidature for the diploma was granted.
5. A candidate for the Diploma shall complete work in:
   (a) teaching and learning studies;
   (b) specific curriculum studies; and
   (c) the practicum.
6. A candidate whose conduct or work in relation to the courses for the Diploma is unsatisfactory may, on the recommendation of the Head of the School concerned, be refused permission by the Faculty to undertake or continue practical work in the schools.

*NOTE:
The Faculty notes that from 1996 the Diplomas in Education will be suspended, and a Master of Teaching be introduced. This will be a two-year, full-time postgraduate degree course in both primary and secondary areas. Enquiries should be directed to the Faculty Office (tel. 351 2634/4603).
Graduate Diploma in Education (Secondary Education)

Program Director
Mr Mike Horsley (Room 818/A35)
Ms Carmel Young (Room 920/A35)

Practicum Coordinator
Ms Jane Zemiro (Room 736/A35)

The Graduate Diploma in Education (Secondary Education) is designed for students who have completed their undergraduate studies and wish to gain further qualifications in order to teach in secondary schools.

The program consists of four components: Studies in Teaching and Learning, Specific Curriculum Studies, Across the Curriculum Studies and Practicum Experiences.

Studies in Teaching and Learning
This is a component embracing several sub-units: Teaching and Learning, studied throughout the year and based upon a number of themes designed to develop and extend the essential knowledge base for a beginning teacher (e.g. generic teaching skills; adolescent learners; classroom management).
Introduction to Computers in Education, a unit designed to develop minimal personal computing skills.
Educational Technology, a unit designed to develop skills in using basic classroom teaching resources.
Language and Communications Across the Curriculum, a unit designed to assist teachers to relate to and communicate with adolescent learners.
Special Education, a semester-length course focused on the teaching of students with particular educational needs (e.g. emotionally, intellectually or physically disabled).

Specific Curriculum Studies
This component of the program is concerned with developing competencies in the teaching of particular subjects which form part of the total secondary school curriculum.
Specific Curriculum Studies will integrate and build upon aspects of Studies in Teaching and Learning as appropriate.
Currently, courses in the following subjects are offered:

Single Method Courses
Arabic
Computer Studies
Drama
Economics/Commerce*
English
French
Geography*
German

* Any student selecting any two of these teaching subjects will be considered to have selected Social Education as their teaching subject.

Health and Personal Development
Hebrew
History
Indonesian
Italian
Japanese
Judaic Studies
Korean
Mathematics
Modern Greek
Music
Social Science/Asian Studies/Society and Culture*
Teaching English to Speakers of Other Languages.

Double Method Courses
Art
Mathematics
Music

Social Education (incorporating studies in Economics/Commerce, Geography, Social Science, Asian Studies, Society and Culture)
Science (Biology, Chemistry, Physics, Geology)
Science (Science/Agriculture)

Teach Technological and Applied Studies.

The content and activities of the curriculum area courses should address, using a critical perspective, the following issues as they relate to the specific subject areas:
• the nature of the subject and its method, and its historical development;
• subject matter knowledge for teaching;
• the contribution the subject makes to the aims of secondary schooling;
• knowledge of syllabuses and curriculum documents;
• appropriate and innovative teaching and learning strategies;
• principles of lesson, unit and program planning;
• assessment and evaluation procedures;
• the selection, use and evaluation of appropriate resources;
• the impact of policy documents upon the study of the subject.

Across the Curriculum Studies
Courses offered in this area will increase the potential value of students as prospective staff members by extending their knowledge and experience in aspects of importance to teachers and teaching.

Students will take two courses from this component. A compulsory course unit in Health and Sport will comprise half of the total time allocated to Across the Curriculum Studies. The remaining time will be spent on a course unit which builds upon either elements introduced in Studies in Teaching and Learning or in Health and Sport.

Courses from which students may elect include:
(a) those concerned with across school roles, that is those aspects of teachers' roles which cut across traditional subject boundaries (e.g. student welfare and pastoral care, personal development, first aid); and
(b) those concerned with across the curriculum issues (e.g. mixed ability teaching, computers...
in the classroom). These courses will reflect an awareness of current educational policies and assist students to develop practical skills needed to respond to such policies.

In certain circumstances, permission may be granted to allow a student to complete a course offered outside the Faculty, such a course to be taken instead of one in either across school roles or across the curriculum issues. It will still be necessary for the student to complete the one semester unit in Health and Sport.

Practicum Experiences
Within the time limitations of a one-year program this component seeks gradually to introduce students to the demands of becoming secondary teachers. The broad pattern of experiences will afford opportunities for involvement with schools as early in the year as is practicable. Specific activities should include most, if not all, of the following:

Orientation to Schools - group visits to specific schools in order that students might become familiar with layout and organisation, staff and their perception, and students' backgrounds. (Focus — the school domain)

Observation Week - in the fourth week of the course, students will undertake one week's observation in a school. It is planned that 20 schools will participate in this program. Approximately 15 students will attend each school.

Single Days in Schools or with School Students - for meeting cooperating teachers and students, observing experienced teachers in action and teaching single well-prepared lessons, or discussing and planning. Alternative approaches involving microteaching, small group work or structured observation may be included. (Focus - the classroom domain)

Introductory Teaching - initial continuous period in a school, teaching a sequence of lessons which have been discussed with the cooperating teacher, receiving feedback on efforts, with regular de-briefing. (Focus - the classroom domain)

Extended Block Practice - teaching about half a normal load over a period of at least four weeks, with systematic feedback, defining strengths and identifying areas in need of attention, leading then to careful evaluation of student progress. (Focus - the classroom domain)

either

Additional Experience - for any student whose progress is assessed as unsatisfactory, with remedial work including the possibility of microteaching, then further teaching with observation, systematic feedback and careful evaluation. (Focus - the classroom domain)

or

Second Practicum - for students whose progress has been assessed as satisfactory at the conclusion of the

Extended Block Practice, with opportunities to teach in one curriculum area where special experience is being sought, or in a setting different from that experienced previously. (Focus - the classroom, school and community domains)

In 1995 a five-week block practicum is planned in May to June and a three-week block in October to November.

Assessment
Students must successfully complete every component of the course. The Graduate Diploma in Education (Secondary Education) shall be awarded in two grades: Pass, and, in the case of outstanding students, Pass with Merit.

Application procedures*
All intending candidates for the Graduate Diploma in Education (Secondary Education) course in 1995 must lodge an application for enrolment in the course by early November 1994. Enquiries about the closing date for 1995 applications should be directed to the Faculty of Education Office (tel. 351 2634). This includes students who are enrolled in the final year of a degree course in the University in 1994 even where completion of the degree depends on the passing of a deferred or supplementary examination. It should be noted that the course begins in early February 1995.

Application forms for the Graduate Diploma in Education (Secondary Education) in 1995 may be obtained from the Faculty of Education Office. Applications received after the closing date will be considered only if there are places available in the course after offers have been made to those students who applied on time.

Documents submitted with applications
Documentary evidence (e.g. marriage certificate) must be supplied by applicants who have changed their name since undertaking their most recent university or tertiary course.

Applicants who have attended a university or tertiary institution other than the University of Sydney must supply an original or certified transcript of their complete academic record showing all subjects taken, grades obtained (including failures), date of conferring of degree, and final academic standing.

Applications that are inadequately documented will not be considered. Applicants who submit copies of documents (which must have been certified by the issuing institution) must be prepared to submit the originals on request.

Enrolment for the diploma
Early in January each year successful applicants will be notified individually by post and will be provided with information regarding the procedures to be followed in order to accept the offer of a place and complete enrolment at the University.

Enrolment must be completed during the prescribed period otherwise the offer will be withdrawn. No information concerning this application will be given by telephone.

Members of the School staff will be available for consultation during the enrolment period.
Resolutions of the Senate
Graduate Diploma in Education (Secondary Education)

There are two modes by which a Graduate Diploma in Education (Secondary Education) may be undertaken: one in which graduands or graduates undertake one academic year of study in teacher education after completion of an appropriate undergraduate degree (known as the Consecutive Mode) and the other which is undertaken concurrently with studies in the Faculties of Arts, Economics or Science (known as the Concurrent Mode).

Note: As from the beginning of the 1988 academic year admissions into the Graduate Diploma in Education (Secondary Education) (Concurrent Mode) have been suspended until further notice owing to inadequate resources.

Diploma in Education (Secondary Education) (Consecutive Mode)

1. A course shall consist of lectures, together with such seminars, tutorial instruction, essays, exercises or practical work as may be prescribed. In these resolutions 'to complete a course' and derivative expressions mean:
   (1) to attend the lectures and the meetings, if any, for seminars or tutorial instruction;
   (2) to complete satisfactorily the essays, exercises and the practical work, if any; and
   (3) to pass the examinations of the course.

2. The Diploma in Education (Secondary, Education) shall be awarded in two grades: Pass, and in the case of outstanding candidates, Pass with Merit.

3. (1) Admission to candidature for the Diploma in Education (Secondary Education) may be granted:
   (a) to a graduate of the University of Sydney;
   or
   (b) on the recommendation of the Faculty and with the approval of the Academic Board, to:
      (i) a graduate of a university other than the University of Sydney; or
      (ii) a person with qualifications obtained in an institution other than a university determined by the Academic Board on the recommendation of the Faculty to be equivalent to those required of such a graduate for admission to candidature.

   (2) An applicant for admission to candidature for the diploma shall apply in writing to the Registrar for admission.

4. A candidate for the Diploma in Education (Secondary Education) shall, except with the permission of the Faculty, complete the requirements for the diploma in one year of full-time study subsequent to the completion of the requirements for the award of the degree or equivalent qualification on the basis of which admission to candidature for the diploma was granted.

5. A candidate proceeding in accordance with section 4 shall complete work in:
   (1) teaching and learning studies;
   (2) specific curriculum studies;
   (3) the practicum; and
   (4) across curriculum studies.

6. A candidate whose conduct or work in relation to the courses for the diploma is unsatisfactory may, on the recommendation of the Head of the School or Department concerned, be refused permission by the Faculty to undertake or continue practical work in the schools.

Graduate Diploma in the Teaching of English as a Foreign Language

Applicants for admission to candidature for the Graduate Diploma in the Teaching of English as a Foreign Language (DipTEFL) normally should:
(a) be graduates of this or another recognised university or hold teacher training qualifications;
(b) in the case of graduates and non-graduates, have had at least two years' experience as teachers;
(c) possess a high level of competence in written and spoken English.

The courses are taken over one year of full-time study and candidates are required to complete courses in (a) linguistic theory: grammar, phonology and semantics, with particular reference to the learning of a foreign or second language; (b) principles and methods of teaching English as a foreign or second language; (c) English language; and (d) individual and social factors in language learning.

The courses for the diploma are given within the School of Teaching and Curriculum Studies in the Faculty of Education. Further information concerning this diploma may be obtained from the Director of the TESOL Program (tel. 351 4735) or the Faculty of Education Office (tel. 351 2634).

Resolutions of the Senate

1. Admission to candidature for the Graduate Diploma in the Teaching of English as a Foreign Language may be granted to a person who:
   (a) is a graduate of the University of Sydney or, in accordance with Chapter 10 of the by-laws, is a graduate of another university or a person with equivalent qualifications; or
   (b) holds other academic and teaching qualifications acceptable to the Faculty.
and the Academic Board for the purposes of the diploma, and who has-
(c) had, normally for at least 2 years, such teaching experience as the Faculty considers satisfactory; and
(d) satisfied the Faculty, by means of such tests as it may require, of the person's competence in written and spoken English.

2. (1) A course shall consist of lectures, together
with such seminars, tutorial instruction, essays, exercises or practical work as may be prescribed.
(2) In these resolutions 'to complete a course' and derivative expressions mean-
(a) to attend the lectures, and the meetings, if any, for seminars or tutorial instruction;
(b) to complete satisfactorily the essays, exercises and practical work, if any; and
(c) to pass the examinations of the course.

3. A candidate for the diploma shall complete the courses prescribed in a period of not less than one year.

4. A candidate for the diploma is required to complete the following courses:
   (a) linguistic theory; grammar, phonology and semantics, with particular reference to the learning of a foreign and second language;
   (b) principles and methods of teaching English as a foreign or second language;
   (c) English language; individual and social factors in language learning.

5. The Graduate Diploma in the Teaching of English as a Foreign Language shall be awarded in two grades: Pass, and, in the case of outstanding candidates, Pass with Merit.

Diploma in Aboriginal Assistants Education

There is a pressing need throughout New South Wales and also throughout Australia for teachers to have the advice and assistance of fully trained Aboriginal people in the development and implementation of a curriculum appropriate for Aboriginal students in schools and in the production of materials for Aboriginal education.

To this end, the Faculty of Education introduced an undergraduate diploma award entitled the Diploma in Aboriginal Assistants Education in 1990.

The aims of the diploma course are to meet national and local needs through a systematic training and education program designed specifically for Aboriginal Education Assistants appointed to schools which have a substantial enrolment of Aboriginal students and in most cases an identifiable Aboriginal community.

The duration of the award course will be equivalent to three years of full-time attendance (i.e. one year of the Certificate course followed by two years of the Diploma course) based on an academic teaching year of 28 weeks and including professional practice in schools over the three-year period. The course structure is made up of two components: attendance at the University of Sydney on block release and professional practice in schools. Both components are to be assessed and are requirements for the award of the Diploma in Aboriginal Assistants Education.

Background

Aboriginal Education Assistants (AEAs) have been appointed to schools with a high proportion of Aboriginal children in most states since the early 1970s. The training of AEAs, however, commenced in New South Wales in 1972 when two AEAs employed by the Aboriginal Education Council at Walhallow and Weilmaringre Primary Schools were included in a pilot training program run by Mr Alan Duncan who was at that time a Senior Lecturer in the Department of Adult Education at the University of Sydney.

The AEA Program commenced at the University of Sydney in 1975 with the first twenty appointees. At that time courses were conducted at three levels with a total duration of 24 weeks. Student attendance at courses was facilitated by block release and there was no assessment of professional practice.

Aboriginal Education Assistants are appointed to a school on the recommendation of the regional office of the N.S.W. Department of Education, the principal of the nominated school and members of the local Aboriginal community. Schools to which AEAs are appointed are selected by the regional office on the basis of the proportion of Aboriginal students, usually about 30 or more, or because of special need.

Aboriginal Education Assistants are eligible and may apply to attend the Program at the University at the commencement of the year following their appointment. Most students, therefore, have had at least one year of professional experience at the time of admission, but the average across all students at time of entry is about three years.

Taking into account the number of Aboriginal children in schools in New South Wales, the number and the proportion of AEAs are much smaller than in other states and territories. On the other hand, the AEAs in New South Wales receive a much more comprehensive training than is the case elsewhere.

The provision of Aboriginal Education Assistants in schools has been one step, but a very significant one, in improving access to education for Aboriginal children. The rewards will be appreciated in years to come when the children who have had their path through school facilitated by the AEAs enter higher levels of the education system.

A professional Diploma in Aboriginal Assistants Education will give formal recognition to the Aboriginal Education Assistants Program which has been expanded to encompass three years of combined block release and professional practice in schools. The diploma will also enable the most able students to proceed to further professional training as teachers, possibly through the University's own Bachelor of Education program.

Aboriginal people undergoing professional training as AEAs in other tertiary institutions have awards
granted at the associate diploma (two years) or diploma (three years) level.

The introduction of the diploma is consistent with other initiatives in the Faculty of Education: for example, the core course in Aboriginal Studies introduced in the BEd (Primary Education) degree program in 1989; the decision to grant admission to the BEd degree program to Aboriginal students completing the third year of the present Aboriginal Education Assistants Program; and the recent Faculty decision to credit components of the current AEA Program towards the requirements for the BEd degree.

The award of the diploma is also consistent with other initiatives within the University. These include the establishment of two undergraduate units in Aboriginal Studies within the Faculty of Arts; the establishment of the Koori Centre to serve the needs of Aboriginal students across the University; and the liberalisation of admission requirements for Aboriginal students adopted by all faculties in the University. In addition, an Aboriginal perspective is taken in many areas of teaching and research within the University (e.g. in Anthropology, Education, Fine Arts, History, Law, Music, Social Work and Social Policy).

Aims of the diploma course
The general aim of the diploma course is to equip Aboriginal Education Assistants with the knowledge, skills and attitudes:
1. to work successfully in schools with teachers and with the community as a team;
2. to present an Aboriginal perspective in the curriculum development process in schools;
3. to be a role model for children and actively support and nurture feelings of self-worth in children;
4. to further the AEA's professional, cultural, personal, social and academic development; and
5. to enable AEA's to maintain and enhance their Aboriginality within the context of education in New South Wales.

Admission
Students seeking admission to the diploma program may be assessed during their first year in the AEA Certificate Program. On the recommendation of the Board of Studies, other students may be admitted to the diploma course on the basis of completing work considered to be equivalent to Stage I of the AEA Certificate Program. Those students who are admitted to candidacy for the Diploma in Aboriginal Assistants Education will complete, after admission, the units for the Certificate courses (Stages II and III) as well as additional units for the diploma.

Enquirers about admission to the diploma program (or general enquiries about the program itself) should contact the Coordinator, Aboriginal Assistants Education Program, Mackie Building, The University of Sydney (tel. 351 2046).

Resolutions of the Senate
2. Admission to candidacy for the diploma may be granted to a person of Aboriginal descent who:
   (a) holds qualifications acceptable to the Board of Studies;
   (b) has completed the first year of the Aboriginal Education Assistants Certificate Program or equivalent; or
   (c) is currently employed as an Aboriginal Education Assistant appointed to a school or has Aboriginal Education Assistant experience or equivalent experience.

3. Except with the permission of the Board of Studies, a candidate shall complete the requirements for the diploma in not less than two years of enrolment and not more than five years of enrolment.

4. Except with the permission of the Board of Studies, a candidate shall complete the following courses:

   Foundation Studies: learning and teaching; communication; counselling; health education; reading; writing and mathematics; computers in education; Educational Studies I, II and III.

   Curriculum Studies: Aboriginal studies; Aboriginal arts (traditional, transitional, contemporary); social and political studies; curriculum development and evaluation.

   Introductory Research Techniques I and II: research methods, conduct of research; research project.

   School and Community Experience: practicum (a minimum of ten days' supervised professional work in schools); school and community relations; the role of the Aboriginal Education Assistant; Aboriginal and non-Aboriginal communities; community research project.

5. The Diploma in Aboriginal Assistants Education shall be awarded in two grades: Pass, and, in the case of outstanding candidates, Pass with Merit.

Koori Centre
Director

Lecturer/Coordinator
Rosemary Stack, RN

Senior Lecturer
Wendy Brady, BA

Lecturers
Janet Mooney, BA C.A.I. GradDipEd S.I.E.
Helen Ware, MA DipEd DipTEM Macq.
Phillip Veness, DipTeach PostgradDipEd Studies/ Aboriginal Education Armidale C.A.E. MEd

Research Assistant
Shayne Williams

Administrative Assistants
Noeleen Smith
Christine Simpson
Belinda Perry

Student Academic Support and Community Liaison
Maria Nugent
Lorraine Towers, GradDipEd S.I.E. BA
Vanessa Forrest, BA S.A.C.A.E.
Liaison
Christine Mumbler

The Koori Centre was established in 1990 to further the educational needs of Aboriginal and Torres Strait Islander (ATSI) communities and students. It aims to increase the participation of ATSI students across all disciplines in the University, including Education, with a view to meeting Australian community needs. The Koori Centre also engages in research and development activities pertinent to ATSI concerns.

The Faculty of Education is responsible for the Diploma in Aboriginal Assistants Education. This course is conducted in the Koori Centre and has its own Board of Studies. The qualification is a two-year undergraduate diploma designed to enhance the professional skills of Aboriginal Education Assistants employed in New South Wales schools. In addition, the Koori Centre offers a certificate course for Aboriginal Education Assistants. The Centre maintains an Aboriginal Studies Unit which assists in cross-University teaching in Aboriginal Studies. The Centre assists ATSI students with educational and support services as requested. It is administered by a management committee which has a majority of Aboriginal membership. The Centre is located in the Mackie Building (KOI). Tel. 351 2046 for enquiries.
4 Courses of study offered by the Faculty of Education

Courses are subject to alteration
Courses and arrangements for courses, including staff allocated, and assessment procedures, as stated in the Calendar or any other publication, announcement or advice of the University are an expression of intent only and are not to be taken as a firm offer or undertaking. The University reserves the right to discontinue or vary such courses, arrangements or staff allocations at any time without notice.

Books
You are expected to own all books listed as Textbooks. However, you are not required to buy books listed as Preliminary reading or Reference books.

Check departmental and school noticeboards before buying textbooks.

Additional information
Students seeking further details on courses may contact the Faculty of Education Office, Room 307, Ground Floor, Faculty of Education Building, A35.

Special note regarding practice teaching
Satisfactory performance in practice teaching is a requirement for the completion of both the Bachelor of Education degree program and the Diploma in Education program. Students in these programs should be aware of the following principles to be implemented in the supervision of their work in practice teaching:

1. All members of the School of Teaching and Curriculum Studies will undertake the supervision of practice.
2. Each student shall be visited, observed and receive feedback from a University supervisor at least four times during a practicum period of fifteen days or more.
3. University supervisors shall be responsible for writing the evaluative report on the student’s progress during a practicum period.
4. Cooperating teachers shall be responsible for returning their reports to respective practicum coordinators at the end of the practicum.
5. Where a student is to be failed in a practicum, or where there is doubt as to whether a student should be passed or failed in a practicum, a second University supervisor — the Program Coordinator or Head of School or nominee — shall observe the teaching and plans of the student concerned.
6. At the beginning of each practicum period a student is to present to both his/her University supervisor and cooperating teacher a copy of ongoing University lecturing, tutorial and practical work commitments. Where a student cannot find alternative times outside the school day to meet these commitments, it is his/her responsibility to meet those commitments as the practicum proceeds.

English language proficiency
Students intending to undertake a teacher training qualification at the University of Sydney should be aware that all programs call for a high level of competence in both oral and written English. During coursework, there is a large amount of verbal interaction, and students are expected to participate fully in discussion of educational issues, presentation of papers, and peer teaching exercises. Also, during periods of practice teaching, trainee teachers need to use accurate and appropriate English in support of pupil learning, and should be able to cope with the wide range of language needs and backgrounds which may be found in New South Wales schools.

Where it becomes apparent that an individual is facing difficulties with English language either in the classroom or during coursework, then specific recommendations for remedial action will be made by staff teaching in the programs. Included could be additional work in oral and/or written English through specialist assistance with specific problems (e.g. the Counselling Service, EMOS, ELICOS or the University's International Education Office). Students will be expected to avail themselves of such assistance, so that they can perform satisfactorily in all components of the course, and communicate effectively with peers, teachers, school pupils and parents.

Bachelor of Education

Early Childhood Education
Course coordinator Dr Stephen Juan
Owing to budgetary restrictions, the University has suspended admission to candidature in the Early Childhood Education program in the Bachelor of Education degree course.

Primary Education
Program Director Ms Robyn Cusworth
The program is designed to prepare teachers to work with young children in a variety of educational settings, including but not restricted to New South Wales primary schools. This preparation is achieved through extensive practical work in schools and university-based workshops, and through theoretical analysis relevant to practice. Both professional technique and scholarship are valued.

A strong general education in the sciences, social sciences and humanities is emphasised in the first years of the degree, in the belief that primary teachers do require an extensive base of knowledge in these fields. Professional learning is expanded from this
base, and from further theoretical work, in the second, third and fourth years. The structure assumes that primary teachers, as much as teachers of other age groups, are expected to select and use recent advances in knowledge in their construction of the curriculum.

Research activity by staff and students is highly valued in the design and teaching of the program. Graduates are expected to have a research orientation to local school policy formation, professional practice and curriculum development. Further, the Faculty expects that many graduates will subsequently contribute to research and development of policy at system level. The program itself is expected to contribute, through research and development activities, to knowledge about primary teacher education.

An assumed purpose of this program is development of increased equity in outcomes from educational systems and continuing improvement in educational attainments of school pupils. Graduates are encouraged to recognise that an individual child’s development is to a substantial extent the consequence of social context, and that a teacher’s understanding of the effects of social context informs all curriculum selection, planning, organisation and evaluation. Graduates are expected to be able to create learning contexts where there can be collaborative problem-solving, and where there is a lively concern for the interests of all participants.

The program offers opportunities for students to specialise in specific aspects of the curriculum and areas of professional practice, either through the Honours program or, in the Pass degree, through a Special Course or a selection of particular course sequences in other faculties.

In overview, the program aims to provide the first stage in an ongoing process of preparing teachers who have:

1. an evolving personal theory of education, based on an understanding of contemporary society, children's development, the variety of roles of teachers, and the purposes and functions of schooling;
2. knowledge, skills, attitudes and attributes required for the effective performance of the complex tasks and responsibilities of primary teachers;
3. a capacity to construct, implement and evaluate appropriate programs of learning experiences for primary school children;
4. the maturity, humanity and breadth of interest necessary for professional teaching; and
5. an ability to maintain, enquire into, and evaluate their own professional development.

More specifically, the Faculty attempts to prepare teachers who are:

1. knowledgeable about content and teaching strategies which enable children to become independent learners;
2. able to communicate and collaborate effectively with children, parents and the community about the purposes of classroom policies and practices;
3. able to make critical use of learning resources;
4. able to foster children’s use of strategies for monitoring their own learning experiences;
5. able to identify and provide support for the special needs of individual pupils;
6. critically aware of new professional and policy developments;
7. concerned with social justice within the classroom, the school and the community, and who endeavour to exemplify, in practice, wise and just behaviour.

The following course outlines are for 1995 only:

**Year I**

Education I includes an introduction to theoretical and professional issues relevant to Primary Education I, but full professional work commences in Second Year, in Primary Education Year I.

In the three professional courses, Primary Education I, II and III, students will engage in extensive work across all key learning areas of the primary school curriculum. They will also participate in extensive practical work with children and teaching in schools across the three professional courses.

**Primary Education I (2nd Year)**

This course provides an introduction to work with children in both school and non-school contexts, and to children’s development of knowledge in the key learning areas of Language, Mathematics and Creative and Practical Arts (Music).

**LECTURES, SEMINARS AND TUTORIALS**

**First Semester**

**Language in Education I**

This first unit is concerned with the beginnings of language development in the lives of young children, and uses this perspective to consider the nature of interaction between children and their care-givers which leads to the development of literacy and oral language competences. Differences between children’s development of speech and writing will be considered, together with effects of variation in children’s home language background.

Two complementary perspectives will be used:

(1) the positions of individual children entering the language system; and
(2) aspects of the language system itself and literacy practices in the culture relevant to young children’s development.

Students will work with a K-2 child over the semester.

**Mathematics Education I**

This unit aims to explore how children acquire mathematical concepts and processes from an early age. The focus is the child’s developing understanding of mathematical ideas and relationships both informally and in the primary school classroom. Teaching/learning strategies for promoting development of mathematical understanding will be investigated.

**Out-of-school care environments**

This component involves work with children in non-school contexts, providing an opportunity to understand background social and cultural factors
which may affect children's school learning, and to observe direct peer interaction between children in play situations. Each student will spend twenty hours working in situations such as after-school care centres, vacation play centres, or long-day care centres. (Groups such as Sunday schools or church fellowship groups are not suitable for this purpose.)

The work will be supported by one lecture designed to provide further information and examples of previously completed reports.

Second Semester
In-school experience
Students will be placed in schools for eight days, one day per week for eight weeks at the beginning of Semester 2. Initial practical classroom work will focus on observation and work with small groups of children. Students will be supported by their cooperating teachers, university-based Teaching and Curriculum seminars and liaison visits from tertiary supervisors.

Teaching and Curriculum 1
This unit is designed to support the in-school experience component, and to begin consideration of issues such as how to structure learning experiences, classroom organisation, and the analysis of linguistic interaction between teacher and learners.

The unit is taught for the first seven weeks of the semester.

Creative and Practical Arts (Music 1)
This unit introduces students to the current Primary Music Syllabus elaborating on the concepts and activities specified in the document. Contemporary trends in music education will be considered as well as theoretical issues, including recent research. Practical music skills will be developed to enhance the ability of students to teach classroom music. Both traditional instruments and computer generated sounds will be used for practical experiences.

Textbooks
G. Askew Music education in primary schools (Longman Cheshire, 1993)

Primary Education II (3rd Year)
This course in Primary Education II covers work in several related, though separate, fields. Specifically, each student undertakes: teaching practice; studies in a variety of theoretical and practical issues in primary education; and developing an understanding of children learning Drama, Language, Human Society and its Environment, Mathematics, Personal Development, Health and Physical Education, Science and Technology and Visual Arts.

Teaching and Curriculum 2
This unit continues to explore various ways in which the concepts of curriculum and evaluation have been defined. It examines current curriculum policies presently being implemented in New South Wales and theories of curriculum change. The phases of planning, development, implementation and evaluation in programming will be examined along with classroom organisation and management issues. Students will continue to explore the needs of individual children.

Textbook
D. Smith and T. Lo vat Curriculum: Action on Reflection (Social Science Press, 1991)

Teaching Practice
A total of 24 days this year is spent in practice teaching. During practice teaching there is an opportunity not only to teach but also to observe closely many different patterns of classroom interaction, teacher-developed and packaged curriculum materials and whole-school activities. Advice and assistance are offered by school staff, university staff and tertiary supervisors.

Curriculum courses
Drama
This unit is concerned with drama as a creative art and as a pedagogical strategy for use across all curriculum areas. Workshops in reader’s theatre, mime, improvisation, storytelling, role play, playbuilding and puppetry will enable students to plan for drama as both a special study and a powerful teaching and learning strategy in the primary classroom.

Human Society and its Environment 1 and 2
The course is intended to introduce students to this key learning area through:
- a general overview of the rationale, objectives, structure and scope of social education in the primary school;
- a consideration of areas of enquiry and focus questions as a frame of reference for content selection and planning;
- outlining and developing units to take into account sequencing, whole school planning and integration across the curriculum;
- examining a variety of enquiry-centred strategies such as simulation, role play, individual and group research, surveys, excursions;
- reviewing resource material appropriate to effective implementation including availability of current material from overseas and Australia;
- a discussion of appropriate evaluation procedures;
- developing factual knowledge and understanding of Aboriginal society;
- an introduction to environmental education.

Language in Education 2 and 3
Following on from Language 1, these components continue the examination of children’s literacy development in the context of classrooms. Language is considered both as a means of learning and as a distinct aspect of the curriculum. Students will examine:
- the role of literary texts in literacy development;
- approaches to the teaching of writing including 'process' writing and 'genre based' writing.

In second semester students will investigate planning for literacy development including the needs of individual children, classroom organisation, selection and use of resources and evaluation.
Mathematics 2 and 3
Mathematics 2 is designed to extend knowledge introduced in the previous unit. The focus will be on the development of mathematical thinking through the implementation of the Mathematics K-6 syllabus (1989) in the light of the National Statement on Mathematics for Australian Schools (1991).

Students will be encouraged to reflect on the implications of research and recent technological and social changes in their evaluation of the syllabus and the national statement. Workshops will encourage student participation in a broad range of mathematical investigations and involve exploration of teaching/learning strategies relevant to the development of mathematical thinking.

Mathematics 3 will introduce students to LOGO, a computer language which aids the development of problem-solving and spatial skills. Students will have the opportunity to introduce LOGO to children from nearby schools.

Textbook
T. Cooney and C. Hirsch (eds) Teaching and learning mathematics in the 1990s (NCTM, 1990)

Music Education 2
The aim of this unit is to increase knowledge and understanding of the current Music Syllabus and to further develop those practical music skills students acquired in Music I. Students will be introduced to the 3 stages referred to in the syllabus and explore how they relate to children's levels of musical ability and achievement. Instruments in the Micro Technology Music Laboratory as well as conventional classroom instruments will be used for practical experiences. Students will be introduced to the notion of music research as a fundamental tool for planning classroom experiences, and be required to investigate a topic of current investigation from the literature.

Textbooks
G. Askew Music education in primary schools (Longman Cheshire, 1993)

Personal Development, Health and Physical Education
Students will be introduced to this key learning area through an examination of their own health and fitness status. Selected content strands from the K-6 syllabus will be examined.

Science and Technology 1 and 2
The focus of these units is the nature and relationship of science and technology and the relevance of these to primary education. The units emphasise ‘hands-on’ experience and problem-solving activities. Planning of appropriate learning experiences will be considered. An introduction to the N.S.W. Board of Studies Science and Technology syllabus will also be included.

Visual Arts Education 1
In this unit students will look at the making of visual symbols by very young children. From this first expression of line, students will analyse the developing complexity of images which children use to record and interpret their environment and to express their reactions to it. Students will be involved in a lecture/studio workshop situation.

Primary Education III (4th Year)
The final professional course in the program is designed to extend work in curriculum and pedagogy, and to continue theoretical analyses of social contexts for learning relevant to primary-aged children.

It is expected that, through the core units and special courses, students will develop expertise in a particular aspect of primary education, as well as achieving a strong level of general professional competence.

Teaching Practice
There are two block teaching practice periods in this course, of seven weeks' duration and totalling 28 days for the year. The placement (taken in the final four weeks of Semester 1 and in the final three weeks of Semester 2) will allow for continuity of experience. The final ten days of the second link of the practicum allows the students to teach without the constant in-class supervision of the cooperating teacher.

Additionally, and by negotiation with the coordinator, students may take part in the practicum in New South Wales country schools.

Basic units
Aboriginal Studies
Since the European invasion of Australia, non-Aboriginal views have dominated writings of Aboriginal history and culture. This core unit will provide an Aboriginal perspective of the history of Australia and the impact of contact on Aboriginal society/societies.

Design/Craft
This course examines the role of design and craft education in the K-6 years. It emphasises practical experiences and problem-solving activities across a range of media.

Personal Development and Health
In this unit additional content strands from the Personal Development, and Health K-6 syllabus document will be examined. Further emphasis will be placed upon refining teaching skills and developing programming strategies necessary for the effective implementation of the syllabus.

Language in Education 4 and 5
This course will focus on language and learning across curriculum areas. Students will be provided with sufficient understanding of systemic functional
grammatic and discourse to enable them to implement a primary English syllabus based on a functional model of language.

Major reference
L. Unsworth (ed.) Literacy learning and teaching: Language as social practice in the primary school (1993)

Mathematics in Education 4
The focus of this course is on the development of a practical professional rationale for learning in mathematics and how teaching practices and organisation of the classroom affect learning. It is hoped that students will gain experience as autonomous learners and widen their competencies (and choices) as teachers of mathematics. Students will gain experience in the planning, implementation and evaluation of a program of work that is organised in a child-centred manner.

Music 2
The aim of this unit is for students to build on the knowledge and skills acquired in previous music subjects. Comprehensive understanding of the current Music Syllabus is expected. The curriculum concepts and activities which form the foundation for contemporary music education together with the three stages of development will be integrated within planning and programming. Students will have developed skills in the integration of computer technology within music teaching. They will be required to independently investigate a topic of current interest in music education literature.

Textbooks
G. Askew Music education in primary schools (Longman Cheshire, 1993)

Physical Education and Dance
This course is taught in two modules:
(1) Gymnastics and folkdancing
This module will further enable the student to teach fundamental movement skills, gymnastics and fitness activities. Folk dancing and the significance of dance in multicultural education will also be explored.
(2) Dance
This module provides an introduction to dance in the primary school. Students will learn some of the fundamentals of dance techniques and will be given a comprehensive overview of the creative aspects of dance applicable for the primary school child.

Major reference
D. Spurgeon Dance moves: From improvisation to dance (1991)

Science and Technology 3
This unit extends students' knowledge developed in previous Science and Technology units. The focus of this unit is on the teaching of Science and Technology in their social context.

Teaching and Curriculum 3
This unit seeks to provide students with an understanding of evaluation and assessment across the primary curriculum. It accompanies the Field Experience in the Children's Centre, providing both specific strategies to support the students' work with individual children and an overview of general issues in this area.

Teaching Children with Special Needs
In this course students will develop and implement a rationale for professional decision-making about the assessment and teaching of children experiencing learning difficulties. Students will work with individual children at the Evelyn McCloughan Children's Centre.

The Teaching of English to Speakers of Other Languages
This unit seeks to provide students with a foundation for the successful teaching of English as a second (or other) language in primary schools. The course will assist in implementing appropriate classroom strategies across the curriculum as well as give insight into current debates within the field and suggest a direction for future thinking.

Teaching and Curriculum 4: Beginning to Teach
This unit aims to provide a wide range of seminars and activities designed to assist the beginning teacher. The seminars are negotiated with students but include sessions on programming, coping with parents, the first week, casual teaching, legal and ethical responsibilities.

Visual Arts 2
Visual Arts is a unique field of knowledge essential to the education of children. Students will be provided with sufficient understanding of visual arts in education so they can confidently implement a primary visual arts syllabus. It is designed to enable students to develop perceptual and conceptual understandings and skills in visual arts as a medium of knowledge.

Special courses
Five special courses will be available in 1995:

• Aboriginal Education
The Aboriginal Education Special Course focuses on the application of Aboriginal Studies in primary education. The purposes of this course are:
— to advance skills in the development and implementation of Aboriginal Studies in the school and classroom;
— to increase current levels of knowledge of Aboriginal Studies issues; and
— to learn to evaluate critically resources for inclusion in Aboriginal Studies programs.
Participants will also be guided in the application of more extensive consultative mechanisms with Aboriginal communities, organisations and individuals.

• Educational Drama in the Primary School
This course is designed to enable students to build on the core unit undertaken in third year. Students will have an opportunity to:
— develop an understanding of the current issues in drama in education through critical reading and review of major drama theories and educationalists;
— participate in workshop sessions designed to develop their understanding of various drama concepts and forms;
— develop a research proposal based on a current issue in educational drama;
— undertake additional practicum and field experiences to further develop their understandings of the role of the teacher in developing drama experiences for primary aged children.

• Teaching English to Speakers of Other Languages
This course provides students with the opportunity to deepen their understandings of the issues related to learning English as a second (or other) language in the primary classroom. This TESOL perspective ensures that bilingual learners are not conceptualised as 'deficient' in either language or experience and consequently withdrawn from mainstream teaching. Rather they are seen as learners with a wide range of potentials. Developing teachers are positioned as problem-solvers within an enquiry-oriented framework (Zeichner, 1989) and this course draws upon the work of Bullough (1990) in employing processes of life history, metaphor analysis, classroom ethics and action research.

• Languages Other than English (LOTE)
*Prereq* Two/three years' tertiary study of a LOTE at Level A or B;
Mative-speaker or near native-speaker proficiency in the LOTE.

**Purposes**
This course is designed to enable students to:
— develop an understanding of LOTE Planning and Policies currently in place in Australia;
— understand the nature and scope of second language learning in education in a K-12 perspective;
— explore theories and practice of second language acquisition in children;
— investigate the various contexts for second language learning and the relevance of language maintenance programs for background speakers;
— explore the notion of the role of bilingual education;
— observe LOTE teaching demonstrations in primary classroom contexts;
— devise teaching and learning strategies for implementation in primary classrooms;
— work from their own experience to devise favourable environments and enlightened practices for teaching and learning LOTEs;
— reflect on practical experiences in the light of current linguistic and education theory.

**Teaching in Special Education**
This course is designed to enable students to gain knowledge in teaching and learning in the field of special education and to reflectively and critically evaluate their knowledge, understandings, skills and practices in order to provide for the educational needs of children with disabilities, learning difficulties and behaviour disorders. Students will have an opportunity to:
— develop an understanding of the current issues in assessment and evaluation in special education as a part of the teaching and learning process, curriculum and instruction for students in special education, behaviour management programs and the teaching of students with severe and multiple disabilities;
— participate in workshop sessions designed to develop skills in the above areas;
— develop and independent research study in an area of particular interest;
— undertake their practicum in special education setting and gain additional practicum experiences through organised visits to settings of particular interest.

**Prescribed texts**
M.E. Snell (ed.) *Instruction of students with severe disabilities* 4th edn (Merrill, 1993)
T.J. Zirpoli and K.J. Melloy *Behaviour management: Applications for teachers and parents* (Merrill, 1993)

**Secondary Education**
Program Directors
Bachelor of Education (Secondary)
• Humanities and Social Sciences and Mathematics
Ms Jennifer Simons (Room 805/A35)
• Technological and Applied Studies
Mr Rick Fletcher (Room 910/A35)
• Honours Program
Mr Len Unsworth (Room 525/A35)
• Human Movement and Health Education
Dr Catherine O'Brien (Room 2al6/A36)
• Graduate Diploma in Education (Secondary Education)
Mr Mike Horsley (Room 818/A35)
(see Chapter 3)

There are two secondary teacher education courses, BEd (Secondary Education) and GradDipEd (Secondary Education). The Bachelor of Education (Secondary Education) degree program is offered for students who are preparing to teach in:
- two of the following methods/majors:
  - English
  - History
  - Economics
  - Geography
  - TESOL
  - a Modern Language (LOTE)
- or one of the following double methods/majors:
  - Mathematics
  - Social Education
  - or
  - Languages other than English (LOTE)
The Bachelor of Education (Secondary Education) degree program is designed to prepare teachers to work with students in a variety of educational settings, in particular N.S.W. high schools, years 7-12. This preparation involves completing courses in the Faculty of Education, and in other faculties, such as Arts, Economics and/or Science, as well as extensive practical work in schools. The aim of the program is to develop expertise in both the content and practice of teaching subjects applicable to N.S.W. high schools, and includes a thorough theoretical analysis relevant to their practice.

In the first year of the degree students begin tertiary studies in their chosen area(s) of teaching, as well as beginning their studies in Education. They continue to develop their expertise in their content area(s) over the next two years. Professional studies in teaching begin in the second year, and continue until the end of the fourth year of the degree. This pattern allows for the development of a base of knowledge in the chosen subject(s), before undertaking professional studies in teaching.

Research activity by staff and students is highly valued: the program itself is expected to contribute, through research and development, to knowledge about secondary teacher education.

Students are offered the opportunity to specialise in specific aspects of curriculum or professional practice through the Honours program. Students are strongly advised to complete their studies in this pattern as summarised below, so that in their last year they can concentrate upon being as well prepared as possible for entry into the teaching profession.

**Degree structure BEd (Secondary) (Humanities and Social Sciences)**

**Year I**

Education I*; and

3 Junior/First Year courses chosen from those offered by the Faculty of Arts (e.g. History, English, Anthropology, Religious Studies, French, Arabic, Japanese, Philosophy), the Faculty of Economics (e.g. Government, Economic History) and the Faculty of Science (e.g. Physics, Chemistry, Psychology).

**Year II**

Education II*; and

Secondary Education I comprising: Teaching and Learning (Basic Teaching Skills and Managing the Classroom), and studies in your Curriculum Area (e.g. English), and 3 days Microteaching sessions and 11 days Introductory experience in practice teaching in one curriculum area; and

1 Senior/Second Year course offered by the Faculties of Arts, Science or Economics; and

1 Junior/First Year course or 1 other Senior/Second Year course offered by the Faculties of Arts, Science or Economics.

Honours — Transition Unit (from Education II (2) Semester II).

**Year III**

Education III*; and

Secondary Education II comprising: Teaching and Learning (Teacher Roles, Teacher-in-Role and Schools systems and policies), studies in the second Curriculum Area (e.g. History, or continue with double method, e.g. Social Education), and Across the Curriculum Studies (Language and Learning and Educational Technology) and 15 days practice teaching in a second Curriculum Area, or Double Method; and

1 Senior/Third Year course offered by the Faculties of Arts/Science/Economics — this must be a course in the subject you intend to teach.

Honours strand continues with Honours A and Honours B.

**Year IV**

Secondary Education III comprising: Teaching and Learning (Reflective teaching and curriculum practice, Teacher curriculum ideology, and Curriculum evaluation and change) and Curriculum Studies in both (or double) curriculum area, and Across the curriculum studies (children with Special Education needs, Teaching sport in schools, and Health and personal development) and 10 days practice teaching in one curriculum area, followed by 20 days in both subjects, with an optional 15 days of special practicum; and

a Special Course offered by the Faculty.

**Degree structure BEd (Secondary) (Mathematics)**

**Year I**

Education I*; and

Mathematics I, and

2 Junior/First Year courses chosen from those offered by the Faculty of Arts (e.g. History, English, Anthropology, Religious Studies, French, Arabic, Japanese, Philosophy), the Faculty of Economics and the Faculty of Science.

**Year II**

Education II*; and

Secondary Education I comprising: Teaching and Learning (Basic Teaching Skills and Managing the Classroom), and studies in your Curriculum Area (e.g. English), and 3 days Microteaching sessions and 11 days Introductory experience in practice teaching in one curriculum area; and

Pure Mathematics II or Applied Mathematics II; and

1 Junior/First Year course or 1 other Senior/Second Year course offered by the Faculties of Arts, Science or Economics.

* for explanations of these courses, please see the section 'Education I, II, III and IV later in this chapter.
Honours — Transition Unit (from Education II (2) Semester II).

**Year III**

Education III*; and Secondary Education II comprising: Teaching and Learning (Teacher Roles, Teacher-in-Role and Schools systems and policies), studies in the second Curriculum Area (e.g. History, or continue with double method, e.g. Social Education), and Across the Curriculum Studies (Language and Learning and Educational Technology) and 15 days practice teaching in a second Curriculum Area, or Double Method; and Pure Mathematics III or Applied Mathematics III. Honours strand continues with Honours A and Honours B

**Year IV**

Secondary Education III comprising: Teaching and Learning (Reflective teaching and curriculum practice, Teacher curriculum ideology, and Curriculum evaluation and change) and Curriculum Studies in both (or double) curriculum area, and Across the curriculum studies (children with Special Education needs, Teaching sport in schools, and Health and personal development) and 10 days practice teaching in one curriculum area, followed by 20 days in both subjects, with an optional 15 days of special practicum; and a Special Course offered by the Faculty.

### Year One

In the first year of the degree, students complete Education I within the Faculty of Education, and three other courses from the faculties of Arts, Economics, and / or Science. At least two of these courses will form the content background for subjects which the student intends to teach (e.g. English or Geography, etc.).

### Year Two

Students continue their study of Education, choosing courses from Education II. They also begin their professional studies with a course entitled Secondary Education I, and complete their first practicum, teaching for 11 days in a high school. In addition they continue their study of two of their chosen courses from the other faculties.

Secondary Education I comprises courses in Teaching and Learning and Curriculum Studies. In broad terms these focus on the classroom, and are designed to provide students with the basic skills of teaching which will help them make a successful beginning to their work with junior secondary classes. They will learn to analyse teaching skills and strategies, and will undertake work on lesson planning and preparation in one Curriculum Area initially. They will reflect upon their development through a consideration of specific aspects of classroom management.

### Year Three

Students complete courses in Education III and continue with one subject (their Major) in one of the other faculties. They also complete Secondary Education II, which focuses upon classroom and school, building upon the skills development of Year II, and taking a close look at the various roles teachers are called upon to assume, both as they work with their own classes and with other teachers in the wider school system. They will carry their understanding of teacher roles and tasks into the practicum, having prepared for junior secondary classes in a second Curriculum Area. Reflection after the practicum will involve analyses of classroom and school dynamics and policies.

### Year Four

In their fourth year, students complete only one course (Secondary Education III) which is demanding in terms of contact hours and practicum requirements. In the final year of professional studies the program focuses on preparing students for entry to the teaching profession.

The course focuses on Curriculum and Educational Policies, and Social and Political Contexts of Schooling. These topics cover issues such as planning for teaching, assessment and evaluation, excellence and equity and schools and educational systems.

### Overall course requirements

The courses entitled Secondary Education I, II and III are in fact made up of three integrated strands, namely Teaching and Learning Studies, Curriculum Studies, and Across the Curriculum Studies.

Students undertaking Secondary Education I, II and III over three years must complete the following minimum coursework requirements.

(a) nine units recognised as Teaching and Learning Studies, as prescribed for each successive year of the program;

(b) seven units in each of two Curriculum Area Studies (or fourteen units where a double method is taken) made up in each case of compulsory Basic Units plus additional Optional Units as recognised for that area of study;

(c) five units from Across the Curriculum Studies, made up of the introductory courses Language and Learning, Educational Technology, Learners with Special Needs, Sport in Schools, and Issues in Health Studies.

### Pattern of courses

In each year of the program, the course pattern is as follows.

**Secondary Education I (6 units total)**

3 Teaching and Learning units, namely Basic Teaching Skills 1 and 2, and Managing the Classroom;

3 Curriculum Area units, made up of Basic or Core courses in one method.

**Secondary Education II (8 units total)**

3 Teaching and Learning units, namely Teachers’ Roles in School, Teachers in Role, and School Systems and Policies;

3 Curriculum Area units, made up of Basic or Core
courses in a second method, or Additional courses for a double;
2 Across the Curriculum units, namely Language and Learning and Educational Technology Audio/Visual.

Secondary Education III (14 units total)
3 Teaching and Learning units, namely Knowledge, Ideology and Curriculum, Individual Teacher Decision-Making, and Curriculum Evaluation and Change;
8 Curriculum Area units, made up of 4 Basic or Core courses in both methods or in a double, plus 4 Additional courses;
3 Across the Curriculum units, namely Learners with Special Needs, Sport in Schools, and Issues in Health Studies.

Practicum Requirements
In addition to their coursework in Secondary Education I, II and III, students must successfully complete practicum requirements.
• In Secondary Education I this includes peer teaching, micro teaching and 11 days in high schools, teaching one of their subjects.
• In Secondary Education II this involves teaching either their Double Major (for Social Education or Mathematics or Languages other than English) or their second teaching subjects where students are following a two subject course. This practicum is of 15 days duration.
• In Secondary Education III students must complete 30 days practicum, teaching both subjects or their Double Major. Students also have the option of an additional 15 days special practicum.

Technological and Applied Studies
(1993 resolutions)
This program replaces the BEd (Home Economics) and BEd (Industrial Arts) formerly offered by the Institute of Education. The BEd (Technological and Applied Studies) prepares graduates to teach a variety of subjects in the Technological and Applied Studies key learning area. All graduates will be qualified to teach Design and Technology Years 7-12 as well as one or more of the following: Food Technology, Engineering Studies, Technics, Textile Technology, Graphics, Industry Studies, Applied Studies, Computing Studies. In addition options will be available to teach some subjects in the Personal Development, Health and Physical Education key learning area such as Life Management Studies and Personal Development, Health and Physical Education.

The program consists of five integrated components: Education, Core Studies, Professional Studies, Practicum and Curriculum Studies. Students undertake Education in Years 1, 2 and 3; Professional Studies (i.e. Secondary Education) and Practicum (60 days in total) are undertaken in Years 2, 3 and 4. Three Curriculum Studies are elected in first year. The same three Curriculum Studies are taken again in second year except that Computing Studies may be chosen to replace a first-year Curriculum Study. In third year two of the three Curriculum Studies chosen in second year must be studied except that one may be replaced by Health Studies 1. In fourth year students continue with the same Curriculum Studies they elected to study in third year. An honours program will be available to those students who pass with sufficient credits to warrant admission.

Program coordinator Mr Rick Fletcher (Room 910/A35)

Except with the permission of Faculty, a candidate for the degree in Secondary Education in the area of Technological and Applied Studies shall complete the following program of courses:

COURSE SCHEDULE

YEAR 1  hr/wk/yr
Education I  4
Core
Design Foundations  2
Information Management  1.5
Science 1 (initially in Faculty of Education but after 2 years in Faculty of Science)  6
Curriculum Studies  6
Three to be selected from:
Food Technology 1 (2hr/wk)
Textile Technology 1 (2hr/wk)
Life Management Studies 1 (2hr/wk)
Applied Design 1 (2hr/wk)
Applied Graphics 1 (2hr/wk)
Industrial Technologies 1 (2hr/wk)
Total hours  19.5

YEAR 2
Education II  4
Core
Technology and Society  1
Curriculum Studies  9
The same three to be selected again except Computing Studies may replace one:
Food Technology 2 (3hr/wk)
Textile Technology 2 (3hr/wk)
Life Management Studies 2 (3hr/wk)
Applied Design 2 (3hr/wk)
Applied Graphics 2 (3hr/wk)
Industrial Technologies 2 (3hr/wk)
Computing Studies 1 (3hr/wk)

Secondary Education 1
Teaching and Learning  1
Teaching Technological and Applied Studies  2
Audio-Visual/Film and Television  .5
Language and Learning  .5
Learners with Special Educational Needs  .5
Practicum
Total hours  18.5
YEAR 3

Education III
Core
Management and Industry Studies (including Case Study)

Curriculum Studies
Two to be selected from:
Food Technology 3 (5 hr/wk)
Textile Technology 3 (5 hr/wk)
Life Management Studies 3 (5 hr/wk)
Applied Design 3 (5 hr/wk)
Applied Graphics 3 (5 hr/wk)
Industrial Technologies 3 (5 hr/wk)
Computing Studies 2 (5 hr/wk)
Health Education 1 (6 hr/wk)

Secondary Education 2
Teaching and Learning
Teaching Technological and Applied Studies 2
Health
Special Education: Policies and Perspectives Practicum

Total hours 10

YEAR 4

Core
Technology and Society 2
Design Project

Curriculum Studies
Two to be selected from:
Food Technology 4 (5hr/wk)
Textile Technology 4 (5hr/wk)
Life Management Studies 4 (5hr/wk)
Applied Design 4 (5hr/wk)
Applied Graphics 4 (5hr/wk)
Industrial Technologies 4 (5hr/wk)
Computing Studies 3 (5hr/wk)
Health Education 2 (6hr/wk)

Secondary Education 3
Teaching and Learning
Teaching Technological and Applied Studies 3
Sport
Extension or Option
Practicum

Total hours 19

COURSE DESCRIPTIONS

Year 1
Core
Design Foundations
Classes Yr: 2hr/wk
A range of experiences in areas of product, process and system design will provide a broad foundation for further technology and applied studies. Various design processes and skills appropriate to technology education in a K-12 framework will be discussed, modelled and evaluated. Introductory design projects will be drawn from appropriate contexts and will begin to explore associated resource implications, environmental domains and social issues. An historical perspective will provide a background to the perceptive analysis of design and function.

Education I (see section on Education I, II and III)
Education I — Introduction to Computers in Education
Information Management
Classes Sem: 3hr/wk
Prereq Introduction to Computing in Education (a unit within Education I)

This core course is designed to provide students with a broad grounding in educational computing within a TAS framework through applied work in the use of applications software, study of concepts in hardware and software systems, and elective work chosen from desktop publishing, HyperCard, or programming.

Science Foundations 1
Classes Yr: 6hr/wk
The Science Foundations course will provide a basis for curriculum studies in the BEd TAS degree. The course is designed to encourage positive attitudes to science and to increase students' interest, enthusiasm and confidence. The course will allow students to develop clear understandings of some of the fundamental concepts and principles of science and to acquire some of the skills used in science. Most units will involve combinations of lectures, practical classes and workshops. Whilst units will be drawn from Geology, Chemistry, Physics and Biology, the structure is designed to provide a natural sequence and continuity from one topic to another. Units include: Earth as a Planet; Matter; Materials at Work; From Cells to Organism to Decay; Energy; Materials; Change through Time; From Diversity to Inter-relationships. Special interdisciplinary programs have been devised to focus on specific problems in areas such as regional planning, environmental management and health. Assessment will be by formal examinations and assignments/projects.

Curriculum Studies
Applied Design 1
Classes Yr: 2hr/wk
This course aims to develop a creative approach to problem-solving by applying design concepts and analysing the steps required in problem-solving. A range of technologies and materials will be employed and explored. Appropriate and safe laboratory techniques will be featured. Development of appropriate motor and manipulative skills relevant to the processes of problem-solving are fundamental. The course is designed to provide foundation knowledge and skills appropriate to a range of context areas in the Design and Technology course in secondary schools.

Applied Graphics 1
Classes Yr: 2hr/wk
The aim of this course is to establish a foundation of knowledge and techniques related to the graphics components of the secondary Technological and Applied Studies curriculum and to serve as a vehicle for design applications in the Technological and Applied Studies program.

Students will gain experience in a range of drawing methods, including sketching, freehand drawing, instrument drafting, standards and conventions, graphic design, computer-aided drafting and design drafting.

**Food Technology 1**
*Classes Yr: 2hr/wk*
*Coreq Science 1*

The course unit is designed to provide foundation knowledge and skills in food science to permit students to teach Food Technology and food options in the Design and Technology course in the secondary school.

The main emphasis of the course covers areas such as the Australian food supply including consumption and production, cultural aspects of foods (factors affecting food habits, particularly the changing ethnic mix of Australia), basic nutrition, and an examination of food commodities. This is an introductory course which presupposes no previous knowledge and leads on to further studies in Food Technology.

**Industrial Technologies 1**
*Classes Yr: 2hr/wk*
*Coreq Science 1*

This course aims to develop awareness and understanding, responsible attitudes towards, and application of a range of technological resources, systems and methods. Topic areas include resource choice and utilisation, elementary engineering concepts and principles, time management, workplace and work design, anthropometrics, ergonomic principles and methods, materials analysis, classification and testing, and presentation and reporting skills. A systematic problem-solving method will be developed and used in the analysis, investigation, evaluation, and reporting of multifaceted problems in a range of contemporary contexts including structures and construction, raw materials, and consumer goods.

**Life Management Studies 1**
*Classes Yr: 2hr/wk*

This course is designed to provide basic knowledge and skills related to the teaching of secondary school subjects such as Life Management Studies, components of Design and Technology and some sections of Personal Development and Health and Physical Education.

It explores the meanings of concepts related to studies of social experience and applies these concepts to experiences in the areas of family and community living, work and leisure, as well as the provision of food and housing. These are studied within a biosocial framework from a human ecological perspective.

**Textile Technology 1**
*Classes Yr: 2hr/wk*
*Coreq Science 1*

The course aims to introduce students to two related areas, textile arts and clothing construction, so that they may develop an understanding of textile concepts.

The course is designed to provide an introduction to garment construction, integrating creative and technical skills.

Students will study structural and decorative design, concepts of design, elements and principles of design as they apply to fashion, clothing technology resources and aspects of clothing design and construction.

**Year 2**

**Core**

**Technology and Society 1**
*Classes Yr: 1hr/wk*

This course aims to provide an historical and philosophical framework for the examination of the role of technology in the context of the development of human society. The focus will be on broad issues rather than specific technological developments, with guest lecturers contributing in specialist areas. Lectures, group discussions and topical essays will be utilised.

**Secondary Education I**

**Teaching Technological and Applied Studies I**
*Classes Yr:2hr/wk*

This course is designed to introduce students to the teaching subjects in the key learning area Technological and Applied Studies. Students will be introduced to the relevant syllabus documents, prepare lesson plans, develop resources for teaching, practice speaking in front of groups, use educational resources and technologies, and become reflective on and evaluate their own teaching skills. Students will also be introduced to the nature of teaching Technological and Applied Studies, in particular the planning and management of practical classes.

Presentations will be by lectures, small group discussions, seminars, workshops, field study and guest lecturers.

**Teaching and Learning** (see section above on Secondary Education)
*Classes Yr:1hr/wk*

**Audio-Visual/Film and Television** (see section above on Secondary Education)
*Classes Yr:0.5hr/wk*

**Language and Learning** (see section above on Secondary Education)
*Classes Yr:0.5hr/wk*

**Practicum**

3 weeks

School experience in a metropolitan high school teaching 14 periods per week and carrying out a program of observations. Students will be expected to
be able to negotiate a school position for themselves.

Some choice of schools will be provided and students may be able to negotiate a school position for themselves (not in the school last attended).

Curriculum Studies
Applied Design 2
Classes Yr: 3hr/wk
Coreq Applied Design 1
This course unit aims to develop the necessary knowledge, skills and attitudes appropriate to a range of materials and processes. Major emphasis is on the practicalities of design and problem-solving through the realisation and evaluation of materials-based projects.

The students will gain experience in designing for outcomes; graphical representation; practical metrology; use of fixed and portable machine tools; fabrication; workshop management; safety; surface finishing; material selection and utilisation; and environmental considerations.

Applied Graphics 2
Classes Yr: 3hr/wk
Coreq Applied Graphics 1
The aim of this course is to further develop knowledge and techniques related to the advanced graphics content of the secondary Technological and Applied Studies curriculum and to serve as a vehicle for extended design applications in the Technological and Applied Studies program.

Students will gain experience in a range of drawing activities including, freehand drawing, formal drawing, pictorial projection, graphic design, surface developments, computer drafting and graphical applications in areas such as the built environment, clothing and accessories, engineered systems, manufacturing, transport and distribution.

Food Technology 2
Classes Yr: 3hr/wk
Prereq Science (Chemistry A and B)
This course approaches food from the biological, chemical, biochemical and physical point of view. It describes the nature of biological organisms from which food is derived and discusses how this nature is responsible for the diversity of foods consumed. The course also discusses the chemical components of foods, particularly carbohydrates, proteins, lipids, water, vitamins and minerals, and investigates how changes occur during the processes of harvesting, slaughtering, processing and storage.

Industrial Technologies 2
Classes Yr: 3hr/wk
Coreq Industrial Technologies 1
This course aims to develop more comprehensive skills in the analysis, investigation and application of engineering concepts and principles in specific contexts. It seeks to expand further an awareness, appreciation and application of technological resources in the solution of a diverse range of problems. Ergonomic issues in the use of technologies are given particular attention in all contexts. Materials studies explore macro and micro features of materials in terms of a structure-properties-production-end use framework. The choice of specific technological systems including appropriate technologies are critically examined in terms of human, material, social, cultural and environmental impacts. Presentation and reporting skills will be enhanced using a variety of traditional and computer-based media systems. Teaching strategies will involve students in both group and individual tasks including project, experiential and problem-based learning.

Life Management Studies 2
Classes Yr: 3hr/wk
Coreq Life Management Studies 1
This course examines two approaches to the study of families: economic and socially constructed. Students will then bring these understandings to contemporary issues for individuals and families in Australia. These issues may include: work, leisure, personal and family finances, multi-culturalism, personal relationships.

Students will also explore ideas and assumptions influencing form and functions of Australian families in recent times. They will examine ideologies that influence role differentiation and allocation within Australian families. The course is practical in that it attempts to bring meaningful skills to real situations in people's everyday lives.

Textile Technology 2
Classes Yr: 3hr/wk
Prereq Textile Technology 1
This course is designed to extend student knowledge and experience in the design process, experience methods of fabric manipulation which relate to pattern design and applied construction, and provide a basis to teach textile options in the Design and Technology course in secondary schools.

The course will enable students to explore fabric manipulation, cultural influences on fashion, clothing as protection, safety regulations, e.g. children's nightwear. Students will experience fashion drawing, garment construction, and learn about current practices and procedures used in the textile industry.

Computing Studies 1
Classes Yr: 3hr/wk
Prereq Information Management
This course is designed for those students who wish to take their computing studies beyond the core of courses provided in the Year 1 schedule.

Computing Studies 1 introduces students to the fundamentals of computer programming. It is designed to enable students to demonstrate skills in creating well designed programs to solve a range of problems. Students are provided with appropriate knowledge and skills to select appropriate structures and techniques. The course includes work with LOGO, Basic and Pascal as well as other programming tools.
This course provides students with appropriate skills and understanding related to issues and techniques of management and of marketing in a variety of organisational situations. Broad issues such as key competencies identified in the Finn Review, development by the Mayer Committee, and the impact of the Carmichael Report will be explored.

Whilst an important focus will be on Industry Studies and the examination of the syllabus, students will learn about general principles and be involved in specific case studies in order to develop experience and to transfer learning across a variety of contexts.

**Secondary Education II** (see also the section 'Overall course requirements' above).

- Teaching and Learning
- Issues in Health Education
- Special Education: Policies and Perspectives

**Teaching Technological and Applied Studies 2**

*Classes Yr: 5hr/wk*

*Prereq* Teaching Technological and Applied Studies 1

This course aims to provide students with a range of information, skills and attitudes which will enable them to develop teaching/learning programs for specific subjects with the Technological and Applied Studies KLA. Historical foundations of the KLA will be examined as a basis for understanding development of the syllabus. Factors such as gender issues, political influences, National and State issues, and international influences will be explored.

Further exploration of the specific issues involved in the planning and management of practical classes will build on work commenced in second year with increasing emphasis on applications in senior classes. A specific focus will be on the Design and Technology (7-10) syllabus with experimentation on the development of written programs for portions of this syllabus.

Students will explore appropriate computer applications within the KLA.

**Practicum**

4 weeks

School experience in a metropolitan high school teaching 14 periods per week and carrying out a program of observations. Students will be expected to develop further their teaching in Design and Technology and in up to two other areas consistent with major studies. Some choice of schools will be provided and students may be able to negotiate a school position for themselves.

**Curriculum Studies**

**Applied Design 3**

*Classes Yr: 2hr/wk*

*Prereq* Applied Design 2

This course unit aims to expand knowledge, skills and attitudes necessary for the application of advanced design principles to the solution of problems based on materials-based projects. Emphasis will be placed on industrial and market needs as well as contexts appropriate to the Design and Technology syllabus.

Students will gain experience in areas related to engineering systems and manufacturing contexts; research, marketing and management; the application of ergonomic and anthropometric principles; impact of design and material selection on the environment; machine skills and processes appropriate to schools and industry; safe work practices with machine tools; and the basic computer control of machine tools.

**Applied Graphics 3**

*Classes Yr: 5hr/wk*

*Prereq* Applied Graphics 2

The aim of this course is to develop knowledge and skill in specialised areas of graphics and extend drawing and design skills.

In the technological drawing strand, students will gain experience in a range of drawing activities including formal drawing, spatial drawing, computer drafting, rendering and design drawing. A study of graphic design and the principles of printing technology will form the second strand of the course.

**Food Technology 3**

*Classes 3hx/wk*

*Prereq* Food Technology 2

This course is designed to provide an overview of the fundamental concepts of human nutritional biochemistry and food science. The course provides students with knowledge and skills required to teach food technology and nutrition in secondary schools. The course covers food microbiology, food processing, marketing, food packaging, product development, physiology of nutrition, commercial food operation and food and nutrition education. Practical skill development will integrate the principles discussed in the course.

**Industrial Technologies 3**

*Classes Yr: 5hr/wk*

*Prereq* Industrial Technologies 2

This course is composed of three strands: Electronics, Materials Technology and Industrial Systems 2.

The **Electronics** strand extends the theoretical and practical base of the electronics component of Science 1. The course aims to develop the skills required to teach electronics in junior and senior areas of technology education. Curriculum implementation, logistical management, computer applications and design implications will be particular focus areas. A strong emphasis is to be placed on developing structures appropriate to classroom application.

The **Materials Technology** strand aims to explore contemporary manufacturing components and processes in a wide range of materials and within a range of technological contexts. An industry-based case study approach using project teams is used in a
qualitative, in-depth investigation of manufactured goods. This in-depth investigation is balanced by a broad range of experiences in and with current materials technologies and manufacturing processes.

The Technological Systems strand aims to develop understanding, awareness and application of industrial technologies and systems at an elementary level. A critical reasoning and problem solving framework is specifically developed using an embedded curriculum to facilitate the investigative and design processes adopted during the course. Environmental, ethical, materials, mechanical, costing, marketing and management issues as they relate to selected technologies will be given special emphasis. The nature, role and responsibilities of the workforce will be explored in the technologies strand.

Textile Technology 3

Classes Yr: 5hr/wk
Prereq Textile Technology 2

This course is designed to involve students in a range of fibre crafts, computer-aided design for textiles and garment construction and in particular designer fashion wear. The students will be involved in planning, participating in, and evaluating a fashion parade. Students will also explore the variations in the properties of fabrics as a result of varying manufacturing parameters of fibres, yarns and fabrics.

Students will examine the properties and manufacturing methods of textile materials and will analyse relationships between the design and properties of textile materials through a study of variations in processing technology. In addition, students will investigate the fashion industry, construct a designer garment, use computer-aided machines and study computer-aided design.

Life Management Studies 3

Classes Yr: 5hr/wk
Coreq Life Management Studies 2

This course is designed to support the teaching of Life Management Studies in the KLA Personal Development, Health and Physical Education. Topics range across family studies, parenting, development and socialisation of children, family law, and normative influences on families. Theoretical assumptions and concepts related to life management and family, including an ecosystems approach will be explored.

Health and well-being of children and others in families form the focus of this Life Management course. Students will approach family as a group of people who coexist, share resources, are related in some way and form an integral part of the foundations of society. Life-span and ecosystems models will also be used. Resource management, life-span development, interpersonal relationships as well as how they affect health and well-being will be covered.

Computing Studies 2

Classes Yr: 5hr/wk
Prereq Computing Studies 1

This course considers in detail the range of computing courses taught in N.S.W, secondary schools and is directed towards providing students with the knowledge and skills to teach secondary school computing subjects. Computing Studies II examines in particular the courses in Years 7-10. (Computing Studies III considers Years 11-12 in more depth.) Students will undertake study of each content area of the computing curriculum as well as consider issues of appropriate teaching methodologies and practical procedures.

Human Movement and Health Education

Program Director Dr Catherine O'Brien (Room 2a16/ A36)

Human Movement Education I, II and III and Health Education I, II and III*

Students will elect to follow either a Human Movement Education stream or a Health Education stream according to the pattern below.

Year 1
Education I; and Science Foundations Course; and two choices from courses in the Arts, Economics or Science faculties.

Year 2
Education II; and one choice from Second Year/Senior courses in the Arts, Economics or Science faculties; and Human Movement Education I

HM201 Exercise Foundations
HM208 Curriculum Skills

or

Health Education I

HE201 Personal Development and Health Education I
HE202 Foundations of Health Education and Professional Preparation for both HME and HE majors
HM/HE206 Teaching Methods in PDHPEI
HMHE207 Teaching Practice
and
the Honours Transition unit in Education II for Honours students.*

Year 3
Education III (including the option 'Sports Leisure and Youth Policy' (ED3112); and Human Movement Education II

HM301 Biomechanics
HM303 Exercise Physiology
HM308 Curriculum Skills
and Health Education I (see above)

or

Health Education II

HE301 Personal Development and Health
HE302 Planning for Healthy Behaviour
and
Human Movement Education I (see above)

* See the Bachelor of Education Honours program (chapter 6) and the Honours Coordinator (Dr Catherine O'Brien) for more information on these aspects of the Human Movement and Health Education program within the BEd degree. Education II
Professional Preparation for both HME and HE majors
HM/HE304 Tests and Measurements in PDHPE
HM/HE305 Adapted and Corrective Physical Education
HM/HE306 Teaching Methods in PDHPE II
HM/HE307 Teaching Practice
ED3112 Sports, Leisure, Youth Policy (this is a unit in Education III)

and
the Honours A and B options in Education III for Honours students.*

Year 4
Human Movement Education III
HM401 Sport Psychology
HM402 Administration in PE and Sport
HM404 Sports Medicine
HM408 Curriculum Skills
and three options from HM/HE 411-422

and
Health Education II (see above)
or
Health Education III
HE402 Practical Studies in Health Education
HE411 Mental Health and Stress Management
and three options from HM/HE 411-422

and
Human Movement Education II (see above)
and
Professional Preparation for both HME and HE majors
HM/HE407 Teaching Practice
HM/HE409 Honours Seminar (for Honours students)*

Course credits.**

Curriculum Skill Requirements
HME I — all skills courses are required with one choice: between Netball and Rugby.
HME II/III — 6 skills courses per year including:
(a) Gymnastics 2 (a or b) and Gymnastics 3
(b) Dance 2 and Dance 3
(c) One racket sport
(d) 2 individual sports
(e) choose one of: weight training, tae kwondo, skills camp.

"Additional requirements"
(1) Except with the permission of the Program Director, all students must take a minimum of six courses in curriculum skill units in Human Movement II and III. All Human Movement I courses must be taken.
(2) The minimum standard for swimming, to be attained by all students, will be the Austswim certificate.
(3) Students are required to obtain no less than three umpires’, coaches’ or examiners’ certificates before the completion of Year IV.
(4) In all curriculum skill courses where books of rules have been published, students are requested to purchase these prior to commencing the course.
(5) Extracurricular activities. Students are reminded that, except with the permission of the Human Movement/Health Education lecturers, they must have participated in at least two of the following before completing Human Movement Education III:
• a swimming school;
• a camp;
• health agency work; or
• other activities involving teaching or leadership as approved by the lecturers. Students may acquire specific information about these areas from the Human Movement/Health Education lecturers.

COURSE DESCRIPTIONS

Year 1
Science Foundations Course
Classes Yr: 6 lec/wk
Assessment exams, assignments, reports, practical classes and workshops

This introductory Science course will cover units on Physics, Chemistry, Biology and Geology. It can be studied concurrently with other Junior courses offered by the Faculty of Science such as Biology I, Chemistry I, Psychology I, Physics I or Physics I (Life Sciences).

Reference books
Open University Technology: A Foundations Course: Living with Technology Block 4: Chemistry (Milton Keynes: Open University, 1989)
B Selinger, Chemistry in the Marketplace (Harcourt, Brace Jovanovich, 1989)

Education 1 (see section on Education I, II and III)

Arts, Science and Economics courses (see section on course outlines for other faculties)

Year 2
Human Movement Education I
HM201 Exercise Foundations
Mr Rockwell, Mr Knight, Dr Tremayne
Classes Yr: 3 lec/wk
Assessment three 2hr class tests

The course has three major units:
1. Fundamental principles of human anatomy and detailed descriptions of the major bones, nerves and muscles of the body;
2. A concentrated overview of all systems of the body, with the major emphasis given to the skeletal, nervous, muscular, respiratory and circulatory systems; and
3. Recent research and theory in learning and performance in the psychomotor domain, with particular application to the acquisition of motor skills. A central theme assesses the effect on the individual of internal (learning theories), external (practice conditions and techniques) and individual differences (abilities, skills, capacities).

Textbooks
HE201 Personal Development and Health Education I

Staff Ms Pickup
Classes Yr: 4 lec/wk
Assessment assignments, class presentation, exam

This course is the first of two courses which examine health issues relevant to today's society. It provides the content for Health Education and covers six units:

- Growth and development
- Interpersonal skills
- Body systems and related health issues
- Healthy lifestyles
- Nutrition
- Safety.

Textbooks
J. Davy et al. Personal and Community Health (Heinemann, 1993)
M. Pickup and G. Sunderland In Great Shape! Book 1 (Heinemann, 1993)
G. Sunderland and M. Pickup In Great Shape! Book 2 (Heinemann, 1993)

Reference books
A. Davis and J. George States of Health in Australia (Harper & Row, 1992)

HE202 Foundations of Health Education

Staff Ms Sunderland
Classes Yr: 2hr/wk
Assessment 1 major, 2 minor assignments, 1 presentation

This course serves as an introduction to the whole program of Health Education. It provides a sound knowledge and understanding of the theories and concepts that underpin the current philosophy and practice of health education. This course will assist students to plan and conduct programs that will be effective in enhancing positive health behaviours and preventing or changing those behaviours that compromise health.

Reference books
R. Howell and M. Howell Foundations of Health (Brooks Waterloo, 1987)

Professional Preparation Courses

HM/HE206 Teaching Methods in PDHPE 1

Staff Ms Pickup
Classes Sem:1: 3 lec/wk

An introduction to fundamental teaching skills and curriculum design in the Key Learning Area PDHPE with particular reference to primary school practices. The course will include peer teaching and teaching small groups of primary school children in preparation for HM/HE206.

Reference books
Billanook Primary School Healthwise: learning about deciding and acting in everyday life (Montrose, Victoria, 1990)
J.M. Harrison Instructional Strategies for Physical Education (Brown, 1983)
Health Education Unit Bibliographic Series #7 Health and drug education resources years K-6 (University of Sydney, 1992)
Health Education Unit Health self series K-3 (9 booklets) (University of Sydney, 1992)
Health Education Unit Healthy self series 4-6 (6 booklets) (University of Sydney, 1992)

HM/HE207 Teaching Practice

Practicum in PDHPE in primary schools will commence in week 14 for three weeks.

Year 3

Human Movement Education II

HM301 Biomechanics
Classes Sem:1: 2 lec/wk & labs
Assessment one 2hr exam, other assignment/sem
The relations of physics principles to human movement. Topics include: force, levers, gravitational pull, motion analysis and momentum under varied physical conditions.

Textbook
J. Hay *The Biomechanics of Sports Techniques* 3rd edn (Prentice-Hall, 1985)

**HM303 Exercise Physiology**

Ms O'Connor  
*Classes* Sem: 2 lec & labs  
*Assessment* one 2hr exam, prac and other assignment/sem

A lecture/laboratory course to study the effects that take place in the body when exercise is practised. The central theme is energy production. Related aspects will include cellular physiology, energy production, aerobic and anaerobic metabolism, work capacity, the respiration and circulatory system under exercise; effects of altitude, hyperthermia and dehydration, fitness and training schedules for selected groups.

Textbook

Reference book

**HM308 Curriculum Skills**

Prereq HM208  
*Classes* Yr: 6 prac/sem

Students are required to gain further experience and skill through participation in various motor activities. Six units must be completed. The gymnastics and dance are required with balance selected from options such as those listed below. Preference will be given to students in fourth year for courses offered in third year and fourth year.

- Gymnastics 2  
- Cricket  
- Dance 2  
- Basketball  
- Hockey  
- Tae Kwan do  
- Badminton  
- Tennis  
- Volleyball  
- Aussie Rules  
- Touch  
- Water Polo  
- Weight training  
- Rhythmic Gymnastics  
- Teaching aerobics

**Health Education II**

**HE301 Personal Development and Health Education II**

Ms Sunderland  
*Prereq* HE201,HE202  
*Classes* Yr: 4 lec/wk  
*Assessment* assignments, class presentation, exam

This course is the second of two courses which examine health issues relevant to today’s society. It provides the content for Health Education and covers six units:

- Drug education  
- Sexuality education  
- Adolescent health issues  
- Health consumerism  
- Community health  
- Global health.

Textbooks
J Davy et al. *Personal and Community Health* (Heinemann, 1993)  
M. Pickup and G. Sunderland *In Great Shape! Book 1* (Heinemann, 1993)  
G. Sunderland and M. Pickup *In Great Shape! Book 2* (Heinemann, 1993)

Reference books
A. Davis and J. George *States of Health in Australia* (Harper & Row, 1992)  
R. Dirks *Disease and Society* (Australian Academy of Science, 1989)  

**HE302 Planning for Healthy Behaviour**

Dr Rowling  
*Prereq* HE201,HE202  
*Classes* Yr: 2hr/wk  
*Assessment* assignments, class presentation, fieldwork

Explores how contemporary issues in health education which influence teenagers are incorporated into the planning of health promoting schools. Particular reference is made to action to create healthy school communities.

Reference books
Central Sydney Area Health Service and N.S.W. Health *Program management guidelines for health promotion* (Bettei Health Centre, 1994)  
D. Colquhoun et al. (eds) *The health promoting school* (Harcourt Brace, 1994)  

**Professional Preparation Courses**

**HM/HE304 Tests and Measurements in PDHPE**

Ms O'Connor  
*Classes* Sem: 1 lec/wk  
*Assessment* one hr exam, other assignment, coursework

A lecture/laboratory course on tests and testing procedures for school and community use. Topics include tests of physical ability, fitness, sports skills, knowledge and understanding, norms and standards, interpretation and grading, organisation and administration of a testing program; evaluation of school programs and school reports.
Reference books
Johnson, Barry and Nelson *Practical Measurements for Evaluation in Physical Education* 4th edn (Burgess, 1986)

HM/HE305 Adapted and Corrective Physical Education
*Classes* Sem 2: 2 lec/wk
*Assessment* one 2hr exam, other assignment, coursework

An examination of the basic body mechanics related to good posture and healthy feet from early childhood to adults. Methods of analysing faulty mechanics and techniques for applying remedial programs of exercise and practice as well as special adaptations required for children with a history of epilepsy, heart malfunction, and respiratory disorders.

Textbook
D. Auxter and J. Pyfer *Principles and Methods of Adapted Physical Education and Recreation* 5th edn (Mosby, 1985)

ED3112 Sports, Leisure, Youth Policy
*Assoc. Prof. Sherington, Dr O'Brien*
*Classes* Sem 2: 2 lec/wk
*Assessment* 1 essay, other assignment/sem

See Education II, III courses.

HM/HE306 Teaching Methods in PDHPE II
*Ms Pickup*
*Prereq* HM/HE204, HM/HE206
*Classes* Sem 1: 2 lec/wk
*Assessment* one 5000w essay, coursework, other assignment/sem

Advanced teaching skills and behaviours and curriculum design for secondary schools, including discussion of current issues in PDHPE in secondary schools, professional preparation and personal philosophy in teaching.

Textbooks
R. Pangrazi and P. Darst *Exyndical Physical Education Curriculum and Instruction for Secondary School Students* (Burgess, 1985) and/or

Reference books
R. Cassidy and S.F. Caldwell *Humanising Physical Education* 5th edn (Wm. C. Brown, 1974)
G. Daughtrey and C. Lewis *Effective Teaching Strategies in Secondary Physical Education* 3rd edn (Saunders, 1979)
P.C. Souper *About to Teach* (Routledge & Kegan-Paul, 1976)

HM/HE307 Teaching Practice
Practicum in PDHPE in secondary schools will commence in week 13 for four weeks.

Reference books
R. Cassidy and S.F. Caldwell *Humanising Physical Education* 5th edn (Wm. C. Brown, 1974)
G. Daughtrey and C. Lewis *Effective Teaching Strategies in Secondary Physical Education* 3rd edn (Saunders, 1979)
P.C. Souper *About to Teach* (Routledge & Kegan-Paul, 1976)

Year 4

Human Movement Education III
HM401 Sport Psychology
*Dr Tremayne*
*Classes* Sem 1: 2 lec/wk
*Assessment* one 2hr exam, other assignment, coursework

To provide an overview of several psychological variables that might influence the performance and learning of individuals engaged in physical activity. Includes such topics as intrinsic and extrinsic motivation, level of aspiration, arousal (theories and mechanisms), competition and cooperation, aggression, attributions and self-esteem, personality, social facilitation, achievement and motivation, cohesion-affiliation.

Textbook
R.H. Cox *Sport Psychology: Concepts and applications* 2nd edn (Brown, 1990)

HM402 Administration of Physical Education and Sport
*Mr Rockwell*
*Prereq* HM302, HM306
*Classes* Sem 1: 3 lec/wk; Sem 2: 1 lec/wk
*Assessment* one 2hr exam, other assignment, coursework

The principles of administration and administrative techniques and procedures appropriate for physical education. The course moves from a sound base of administrative theory to precise issues and skills required for the school program.

Textbook

Reference books
C.R. Jensen *Administrative Management of Physical Education and Athletics Programs* (Lea & Febiger, 1988)
E.F. Zeigler and G.W. Bowie *Management Competency Development in Sport and Physical Education* (Lea & Febiger, 1983)

HM404 Sports Medicine
*Ms O'Connor*
*Prereq* HM201
*Coreq* F.A. Cert.
*Classes* Sem 2: 2 lec/wk
*Assessment* one 2hr exam, other assignment/sem

Basic understanding of the principles in the prevention and care of injuries that result from sports participation, and a more general overview of current topics in the field of sports medicine. A course requirement is the possession of a current St John's First Aid Certificate.

Textbook
D. Arnheim *Essentials of Athletic Training* (Times Mirror/Mosby, 1987)

HM408 Curriculum Skills
*Prereq* HM308
*Classes* Yr: 6 prac/yr
*Assessment* coursework and assignments per lecturer

Selected physical skill studies in dance, games and gymnastics for the physical education teacher and
sport leader. Dance 3 and Gymnastics 3 are required. Other choices are given from those listed under HM308.

Health Education III

HE402 Practical Studies in Health Education
(This course will be offered for the first time in 1996.)

HE411 Mental Health and Stress Management
Dr Rowling
Classes Sem: 2hr/wk (10 weeks)
Assessment: assignments, class presentation, fieldwork
Examines mental health and stress in the community. Resources for management of stressful life experiences will be reviewed.
Reference books
A. Puckett *Community Mental Health* (Harcourt Brace, 1993)
B. Youngs *Stress in Children: How to recognise and overcome it* (Thomas Nelson, 1986)

Professional Preparation

HM/HE409 Honours Seminar
Dr O'Brien
Classes Yr: 1lec/wk
Assessment: other assignment/sem,
Development of the full-year research project, continuing work in methodology and analysis leading to an individual research project with staff supervision.

HMHE407 Teaching Practice
Prereq HM306
The practicum for PDHPE will commence in week 10 for six weeks.

OPTIONS

The options offered each year depend upon staff availability and will be drawn from those outlined below. Students will be notified of the options to be offered in 1995 at the registration meeting prior to enrolment at the beginning of the year. Pass students must take three options and Honours candidates take three options and five skills units or two options and six skills units, plus the Research Seminar.

Optional units including those listed as HM411-HM422, HE411.

HM411 Comparative Physical Education and Sport
Dr O'Brien
Prereq HM205
Classes Sem: 2hr/wk (10 weeks)
Modern physical education and sport in various countries of the world in terms of their philosophy, educational practices, facilities and financing. Participants will see the effects of geography, government, religion and tradition of programs in various countries.
Reference books
B. Bennett *et al. Comparative Physical Education and Sport* 2nd edn (Lea & Febiger, 1982)
B. Lowe *et al. Sport and International Relations* (Stipes Publishing, 1978)
D. van Dalen and B. Bennett *A World History of Physical Education* 2nd edn (Prentice-Hall, 1971)

HM412 Sociology of Sport
Dr Tremayne
Prereq HM205 and/or Education 140
Classes Sem: 2hr/wk (10 weeks)
The sociological aspects of sport are examined including the following topics for discussion and research: sport and socialisation, sport and the competitive ethic, sport and collective violence, sport and politics, sport and social differentiation, and rationalisation and bureaucracy in sport.
Textbook
Reference books
J. Coakley *Sport in Society* (Times Mirror/Mosby, 1986)
E. Snyder and E. Spreitzer *Social Aspects of Sport* (Prentice-Hall, 1978)
B. Stoddart *Saturday Afternoon Fever* (Angus & Robertson, 1986)
G. Watson *Sport Socialisation and Education* (ACHPER Inc, 1986)
A. Yannakis *et al. Sport Sociology: Contemporary Themes* 3rd edn (Kendall/Hunt, 1987)

HM413 Empirical Studies in Exercise Physiology
Ms O'Connor
Prereq HM300, HM303
Classes Sem: 2hr/wk (10 weeks)
A demonstration/practical course of several testing procedures used in the assessment of physical performance. Each student will be individually tested for somatotype, max C02, anaerobic capacity, strength, flexibility, blood pressure, respiration and body fat. Students will also be required to assess selected subjects and to prescribe appropriate training schedules.
Reference book

HM414 Coaching Concepts
Mr Rockwell
Prereq HM301, HM302, HM303
Classes Sem: 2hr/wk (10 weeks)
Special organisational and administrative responsibilities of the athletic trainer, the varied areas he or she must manage, including teaching, the organising of practices, competitions and trips, public relations, counselling, accounting, sports medicine, etc.
Textbook
Reference books
R. Martens *et al.* *Coaching Young Athletes* (Human Kinetics, 1981)
R. Sabock *The Coach* 3rd edn (Saunders, 1982)

**HM417 International Sport**
Dr O'Brien
Pre-req: HM205 and/or Education 150 or 350
Classes: 2hr/wk (10 weeks)
The course will investigate the sport of various countries played indigenously or internationally. The organisation of sports around the world will be considered as well as the Olympic Movement. Issues concerning international sport today will be discussed.

Reference books
B. Bennett *et al.* *Comparative Physical Education and Sport* 2nd edn (Lea & Febiger 1982)
B. Lowe *et al.* *Sport and International Relations* (Stipes Publishing, 1978)
D. van Dalen and B. Bennett *A World History of Physical Education* 2nd edn (Prentice-Hall, 1971)

**HM418 Motor Behaviour Research**
Pre-req: HM300, HM301, HM304
Classes: 2hr/wk (10 weeks)
An examination and use of several measures to assess motor behaviour, both for determining levels of skill and attributes which enhance sporting performance.

**HE419 Leadership and Outdoor Education**
Mr Rockwell
Classes: 2hr/wk (10 weeks)
Assessment: assignments, class presentation, fieldwork, class test
This course develops an understanding of the roles of outdoor educators by studying specific skills that extend and enhance the learning environment beyond the classroom. The theory of outdoor education will be experienced in a variety of settings.

Textbook

Reference books
Gregory's National parks of N.S.W. (Gregory's Publishing Company, 1992)
E. Kynaston *Book of the bush* (Reed Books, 1990)

**HM421 Applied Psychology of Sport and Exercise**
Dr Tremayne
Pre-req: HM401
Classes: 2hr/wk (10 weeks)
Psychological skills applicable to sport psychology specialists, physical educators, sport scientists, exercise leaders, athletes and exercisers will be examined at both the theoretical and practical level.

Textbook

**HE411 Mental Health and Stress Management**
Dr Rowling
Classes: Sem: 2hr/wk (10 weeks)
Assessment: assignments, class presentation, fieldwork
Examines mental health and stress in the community. Resources for management of stressful life experiences will be reviewed.

Reference books
A. Puckett *Community Mental Health* (Harcourt Brace, 1993)
B. Youngs *Stress in Children: How to recognise and overcome it* (Thomas Nelson, 1986)

**HE/HM451 Special Study**
Special courses are offered when staff are available. Eligible students contemplating admission to the course should contact members of the Human Movement Education staff prior to the end of second semester of Year II or Year III.

**Education I, II, III and IV**
(Bachelor of Education degree generalist courses in Education also offered in the Faculties of Arts, Science and Economics. The course Education I is currently offered only to candidates for the degree of Bachelor of Education.)

**Noticeboards**
Education I noticeboard is on level 2 of the Faculty of Education Building, A35
Education II noticeboard is on level 4 of the Faculty of Education Building, A35
Education III no noticeboard is on level 4 of the Faculty of Education Building, A35.

**Course coordinators**
Education I Assoc. Prof. Philip Jones (Room 402/A36)
Associate Dean (Undergraduate Programs) Dr Stephen Crump (Room 429/A35)
Associate Dean (Undergraduate Student Matters) Assoc. Prof. Lloyd Dawe (Room 445/A35)

Education II Ms Darcy Anderson (Room 610/A35)

Education III Ms Dianne Butland (Room 632/A35)

Honours Mr Len Unsworth (Room 525/A35)
Educational Psychology, Measurement and Technology Dr Jennifer Bowes (Room 515/A35)
Social and Policy Studies in Education Dr Marjorie O'Loughlin (Room 528/A35)

**Advice on courses**
Members of staff will be available in the Faculty of Education Complex before the commencement and in the middle of the academic year to give advice on planning units and sequences of units. Students should consult the relevant noticeboards for information.
Courses in Education

Education 1

Course Objectives and Themes

Designed for those who intend to pursue a career in education, the course provides a basis for the study of Education as a social science and for entry into the range of professional courses in the various strands of the Bachelor of Education degree program. The course explores four related themes, each examined from a range of perspectives. These themes also relate to two additional course components: Computers in Education, and In-school Experience. The four themes examined are:

Theme 1: Perspectives on Education, Culture and Society

This theme will take up broad issues in education which ultimately relate to meanings and purposes in education. It will examine such questions as: What is meant by education and schooling? What are the ultimate purposes of schooling, and how do these relate to democracy, culture and nation-building? By what authority do we educate? How are conflicts interpreted and resolvable? How does education relate to themes of equity, gender and ethnicity? How can such matters be informed by reference to the humanities and social sciences, and what do they say about the condition of education both in Australia and overseas?

Theme 2: Human Development and Classroom Teaching

This theme begins by introducing the learners in the educational process. Children and adolescents spend much of their youth in schools, where teachers attempt to motivate them to learn. The concepts of childhood, adolescence, development and learning will be explained, in order to address such questions as: How do children learn? What various learning and teaching processes are used from the early through to the late school years? How do these processes relate to the educational goals specified by or for educators? What motivates children and adolescents to learn?

Theme 3: The Curriculum

This theme will explore changing concepts of curriculum, principles of curriculum development, system-based and school-based curriculum, and curriculum for children with special needs. It will examine such questions as: How has curriculum organisation and content changed in recent years? What kinds of knowledge are important? What are the 'given' and the 'hidden' curricula? What principles need to be considered in curriculum development? How might curriculum relate to a given social context? What are the roles of teachers, learners and communities in curriculum development? How might curriculum be adapted to children with special needs and backgrounds (e.g. special education, multicultural education, and Aboriginal education)?

Theme 4: Introduction to Teaching

This theme takes up questions related to classroom teaching. It explores such matters as: What are the various roles of teachers in classrooms, schools and communities? What tasks are teachers expected to perform? What are some major skills of teaching? How may teachers best apply their skills? How are lessons best planned and evaluated?

In addition to these major themes, two special course components are undertaken:

A: Computers in Education

This component addresses the development of computer productivity skills in word processing (including referencing) and information management, and introduces students to the roles of computers in teaching and learning. The personal productivity skills developed will enable students to use computers effectively (in writing reports and essays, in preparing for teaching, and in managing subject matter, information and learning).

B: In-school Experience

Two weeks of lectures and tutorials in Semester two are replaced by observations and mini-teaching experiences. Reflection on teaching, on the students, and on the culture of the school will relate to the major themes of the course.

Assessment

Assessment will proceed with a range of work required throughout the year, including tutorial activities and assignments, a major essay, and a final examination.

Education II, III and IV

In 1995 the courses Education II, III and IV will be offered jointly by the School of Educational Psychology, Measurement and Technology and the School of Social and Policy Studies in Education.

There is a variety of course options, arranged to allow the maximum flexibility in selection consistent with the achievement of some depth of study.

Education II

Students in the course Education II in 1995 are required to complete three semester-length components over the year. Of the three:

(a) Two components are offered by the School of Educational Psychology, Measurement and Technology (2002)(2001) each 2 hours per week; and

(b) One component is offered by the School of Social and Policy Studies in Education (2100) of 4 hours per week.

Students seeking to be included in the honours program must take Honours Transition (2200) in Semester II as an additional component.

Education III

Students in Education III are required to complete four semester-length options over the year. Each option is two hours per week. The usual pattern is to complete two options each semester.

NOTE: Students intending to teach in the New South Wales government school system are required as a condition of employment to have completed satisfactorily the option 3004.
School of Social and Policy Studies in Education

The attributes of graduates who have undertaken generalist Education programs within the School of Social and Policy Studies in Education are outlined below in a policy statement which links outcomes to assessment. Students undertaking generalist Education courses - currently Education II, Education III, and Honours - include those undertaking professional teacher training through a Bachelor of Education degree as well as students from other degree programs such as Bachelor of Arts, Bachelor of Science and Bachelor of Economics.

It is expected that students from the University of Sydney who have studied within the School of Social and Policy Studies in Education will demonstrate a high level of scholarship, and a capacity to develop and apply insights from educational research and theory in a way that displays an awareness of ethical considerations. These attributes should also reflect a responsiveness to socio-cultural diversity in Australian society and the implications of this diversity for work and practice in education.

According to the choice of options, and each student's pathway to complete this segment of their candidature, a graduate who has undertaken Generalist Education courses is intended to develop the key attributes listed below. The specific assessment of the attributes listed in this statement are identified explicitly in each option outline in the Undergraduate Handbook of the Faculty of Education.

SKILLS
1. Understanding of theories and concepts in at least one field of study (sociology of education, philosophy of education, history of education, or comparative education) as a basis for problem-solving in a variety of educational levels and contexts; and applying this understanding to practical educational problems and policies.
2. Ability to submit literate and numerate essays that use relevant, recent educational research and scholarship that has been critically and reflectively evaluated and appropriately cited.
3. Development of skills in contributing to seminar, tutorial, lecture and colloquia situations, using both oral and written modes that indicate an understanding of educational practices and theory.
4. Ability to work cooperatively and democratically with others in learning activities and team contexts reflecting school and training expectations (from preschool to adultsituations).
5. Development of skills in the various methods of criticism and skills of appraisal and critique.
6. Development of an ability to listen carefully to the argument of others and respond to them in their strongest form.

KNOWLEDGE
1. Knowledge of Australian and international systems of education and awareness of differences and similarities with the students' own educational experiences.
2. Knowledge of the socio-historical impact of state and national education policies on various levels of education both in Australia and overseas.
3. Knowledge of the needs, interests and concerns of those immediately responsible for educational instruction (for example, teachers, lecturers, textbook authors, business and union training) and of the careers and professional context of such work.
4. Knowledge of individual and group-specific interests and concerns of those receiving educational instruction.
5. Knowledge of the relationship between political, social and economic context within and outside education sites.
6. Knowledge of specific education policies related to gender, ethnicity, class and the environment and of how to analyse these policies in a professional context.
7. Knowledge of links between one's own view of knowledge and culture and that of other groups in the society being studied.
8. Knowledge of education-community connections and their relation to recent policy expectations and implementation.
9. Knowledge of the internationalisation of education, particularly links between Australian and other educational systems.
10. Knowledge of the life-long nature of learning which may include a developing awareness of educational issues arising from a philosophy of knowledge.

ASSESSMENT OF ATTRIBUTES

The School of Social and Policy Studies in Education uses a variety of assessment procedures designed to measure the performance of candidates for the attributes outlined in the preceding statement. These procedures build on the Social Sciences first year foundation courses.

A number of on-going, spoken, written and/or performance tasks are set and undertaken as the assessment for each option in Education II and Education III in order to ascertain the progress of students (refer to specific option outlines). Where necessary, these guide remedial and supportive action (both internal and through University facilities such as the Learning Assistance Centre). Some options set a formal end-of-semester examination. There are procedures for assisting students who are at risk for failing and students who fail an option.

School of Educational Psychology, Measurement and Technology

A graduate who has undertaken generalist education courses within the school will be expected to have developed the key attributes listed below. The ways in which these specific attributes are assessed are indicated explicitly in each course component outline in this handbook.
1. BASIC SKILLS
1.1 Communicating ideas and information in a written form;
1.2 Communicating ideas and information verbally;
1.3 Using computers to collect, analyse and organise information;
1.4 Planning time and resources to achieve work goals;
1.5 Solving problems in an independent and/or cooperative way depending upon the demands of the problem.

2. GENERAL KNOWLEDGE
2.1 Knowing the quantitative and qualitative methods of educational research;
2.2 Interpreting educational research and theory critically;
2.3 Applying the findings of educational research to educational practice;
2.4 Being aware of ethical aspects of educational research;
2.5 Understanding the role of educational research in the development of educational policy.

3. SPECIFIC KNOWLEDGE
3.1 Knowing the current research and theory in a specialist field of educational psychology, measurement and technology;
3.2 Understanding the course of human development from conception to adulthood;
3.3 Understanding constructivist and social constructivist perspectives on learning;
3.4 Explaining the implications of constructivist and social constructive approaches for teaching and learning;
3.5 Applying key concepts in a specialist field to solving educational problems.

4. GENERAL ABILITIES
4.1 Evaluating the reliability and validity of educational statements;
4.2 Extracting important concepts from educational material;
4.3 Locating, organising and presenting information;
4.4 Applying existing knowledge to new areas;
4.5 Recognising the scope of problems in relation to existing knowledge;
4.6 Recognising gaps in knowledge of particular topics;
4.7 Searching for knowledge independently.

ASSESSMENT OF ATTRIBUTES
In terms of linking student outcomes with the assessment all staff members in the school will build into their assessments the following criteria for evaluating student work:
1. Knowledge of facts, concepts, generalisations, methods and theories in the field of the course;
2. Ability to apply these facts, concepts, generalisations, methods and theories in the field of the course, especially in relation to educational practice;
3. Ability to express ideas in both a written and oral form;
4. Ability to use resources to analyse and synthesise the key elements of an educational question; and
5. Ability to gather evidence to solve educational problems.

A range of learning tasks is utilised in order to assess the progress of students through each course component. (See specific course component outlines.) Where necessary, the assessment of these tasks guides remedial and supportive action both internally and through external facilities such as the Learning Assistance Centre. There are provisions for assisting students who are at risk academically.

The options available to Education II, III and IV candidates in 1995 are listed below.
Component and Option Outlines

Educational Psychology, Measurement and Technology

A full sequence in Educational Psychology, Measurement and Technology must include 2001, 2002, 3001 and one other 3000 or 4000 level course.

2001 Human Development
Assoc. Prof. Ian Smith
Classes Yr: (1 lec & 1 tut)/wk
Assessment one 2hr exam, one 2000w essay

This course introduces the developmental changes that occur in the individual from conception to adulthood. The course emphasises the interactive processes of maturation, physical growth and experience. Topics covered include: pre-school and school socialisation; the development of language and thought; the growth of physical competencies; moral and self-development; intelligence and creative family influences on development. At the completion of this course students will be able to:

• describe the changes in human development from conception through adolescence;
• employ developmental theories and research to explain these changes; and
• apply the concepts, generalisations and theories of human development to educational contexts.

Textbook
I. Smith. Human Development and Education (Sydmac Press, 1992)

2002 Psychology of Teaching and Learning
Mr Walker, Mr Anderson
Classes Yr: (1 lec & 1 tut)/wk
Assessment one 2hr exam, one 2000w essay, tut presentation

This course provides an introduction to current theory and research in educational psychology. Insights from cognitive theory and constructivist and social constructivist approaches in educational psychology will be explored and will provide a broadly unifying perspective. From this perspective the course considers such topics as learning, attention and memory, problem-solving and critical thinking, intelligence, cooperative and group learning, and motivation for learning. At the completion of the course students will be able to:

• demonstrate an understanding on constructivist and social constructivist perspectives on learning;
• explain the implications of constructivist and social constructivist approaches for teaching and learning;
• understand how key concepts in the course provide an integrated conception of the nature of self-regulated learning.

These outcomes will be assessed through integrative essay and examination questions and tutorial presentations based on constructivist/social constructivist principles.

Textbook
D. McIlnerney and V. McIlnerney. Educational Psychology: Constructing Learning (Prentice-Hall, 1994)

3001 Contemporary Issues and Research in Psychology of Learning and Teaching
Assoc. Prof. Debus, Assoc. Prof. Sinclair, Mr Walker
Prereq 2001 and 2002
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment one take home exam, one 2500w essay, tut presentation/paper

This course examines three themes from current research on teaching and learning which have significant implications for enhancing learning outcomes in educational settings.

i) Teacher Knowledge, Beliefs, Expectancies and the Learning Context
ii) The Self-System, Learning and Academic Achievement
hi) Cognition, Technology and Classroom Teaching.

Each of these themes is defined by a central question which is examined through consideration of several bodies of related recent research. Additionally three current issues in educational research (Classroom Management and Instructional Goals; Gender Issues in Learning; The Impact of Media on Learning) are examined through panel discussions. At the completion of the course students will be able to:

• analyse, synthesise, and draw conclusions from theory and research in each of the themes/issues considered;
• derive educational implications and applications;
• demonstrate competence in oral and written communication skills;
These outcomes will be assessed through tutorial work, integrative essay and take home exam questions, and an optional self-directed learning unit.

Students undertaking Honours in EPMT are required to take this course.

3002 Adolescence
Dr Bowes, Mr Anderson, Ms Morgan
Prereq 2001 and 2002 or Psychology II
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment 3 quizzes, one 2000w essay, one tutorial assignment

This course examines theoretical approaches to and research findings on adolescence, with particular reference to the fundamental changes of adolescence (puberty and cognitive development), the contexts of adolescent development (family, school, peers, work and leisure), and the main psychosocial issues of adolescent development (identity, autonomy, values, sexuality and personal adjustment).

By the end of the course, students will have developed a broad knowledge and understanding of the key concepts in adolescent development and their theoretical and research origins (tested through quizzes), skills in group work through the tutorial assignment, and skills of literature search, analysis and synthesis and written communication in the preparation of the major essay.

Textbook
Santrock Adolescence (W.C.B. Brown & Benchmark)

3003 Evaluation and Measurement in Education
Dr Bailey
Prereq any level 2 option from any program
Classes: one 2hr seminar/wk
Assessment one assignment, one 2000w essay

This course provides some theoretical background in traditional and current assessment and reporting practices. It deals with some of the current issues in assessment, and emphasises critical reflection on students' own extensive experience of being evaluated.

Students who complete the course successfully should be able to plan effective evaluation processes for courses, and to make informed judgements about existing schemes as well as developing their own schemes. They should also have developed some skill in objective test development.

The outcomes are assessed directly by asking students to demonstrate the relevant capacities.

Textbook
Griffin and Nix Educational Assessment and Reporting (Harcourt Brace Jovanovich)

3004 Children with Special Needs
Ms Rivers
Prereq 2001
Classes Yr. 2 hours (1x1) see Note below
Assessment one 2hr exam and field study experience/or 2000w essay

This option introduces students to the study of the psychology, development and education of students with special needs in accordance with mandatory requirements of the N.S.W. Department of School Education for pre-service teacher education. Children classified as having special abilities, developmental delay, physical disabilities, intellectual impairment, learning disabilities or emotional/behavioural disorders will be given particular attention, as will educational policy and practice.

At the end of the course, students will:
(a) become familiar with the major categories of disability and the characteristics of students with such disabilities;
(b) be informed regarding the N.S.W. Department of School Education policies and practices relating to students with special needs;
(c) become aware of basic constructs in the field and of the terminology appropriate for their discussion
(d) be introduced to a range of strategies used when educating students with special needs.

NOTE:
1st hour: all students must attend one of the weekly lectures and pass an examination based on these and on reading of the set text.
2nd hour: after attending the first three weeks of the tutorial program students may either, (a) complete an individual field placement experience in a class, school, or agency for children with special needs and compile a report on this experience for evaluation, or (b) attend weekly tutorial/seminars, presenting one seminar session based upon an academic paper on an allocated seminar topic. The presentation will be evaluated.

4001 Research Practicum in Educational Psychology
Assoc. Prof. Smith, Dr Harvey, Mr Anderson
Prereq 2001, 2002, 3001 or Psychology II
Classes Sem 2: (one 2hr seminar)/wk
Assessment a literature review and a report on a research project

Students will be introduced to educational research in selected areas of educational psychology through active participation in a research project. This participation will normally include planning the study, writing a review of literature, gathering and analysing data and writing a research report. The experience is designed to increase understanding of the research process. At the completion of the course students will be able to:
• review research literature
• design a research project
• implement the research design
• write a report on the investigation.

These outcomes will be assessed by the items noted above. Research areas will be drawn from the topics listed below and the availability of each will be determined by numbers of students choosing particular topics as well as by availability of lecturers.

The research area will be:
1. Self-concept and school achievement
2. Gifted and talented children
Education II — Social and Policy Studies in Education

2100 Social Perspectives on Education

SPSE staff

Classes: Sem 1 or Sem 2: (2 lec & 1 twohr seminar)/wk
Assessment: one 2hr exam, one 1500w essay, one 3000w essay, classwork (or equivalent)

The course unit examines key social themes in the understanding of education, and how these relate to: the practice of education, the solving of educational problems, and the analysis of educational theory, policy and practice. The concept of the State is analysed, from which perspectives on specific educational contexts (schools, communities, systems) are derived. Three additional themes are examined in detail, each permitting comparative insights into how various disciplines can contribute to the study of education: equity and diversity; knowledge and the information revolution; education and work. The unit is presented through a multidisciplinary lecture series, and attendance at a seminar series representing one of the following fields of study: Comparative and International Studies; History of Education; Philosophy of Education; Sociology of Education.

3111 Knowledge and the Curriculum

Dr Mackenzie

Classes: Yr: (1 lec & 1 tut)/wk
Assessment: one 2hr exam, one 2000w essay, classwork

An examination of some questions about the nature of knowledge, its structure and transmission. Will include the slave-boy passage in Plato’s Meno, axiomatics, the projected curriculum for Plato’s ideal Republic, and the development of the curricula in medieval universities. In their oral and written work, students will be expected to show familiarity with various concepts of knowledge, opinion, science, art, and liberal education; and an ability to appreciate internal and external relationships in interpreting documents from remote historical periods.

3112 Sports, Leisure and Youth Policy

Assoc. Prof. Sherington

Classes: Sem 1: (1 lec & 1 tut)/wk
Assessment: one 2hr exam, one 2000w essay, classwork

This option deals with the role of schools and other institutions in fostering physical education and preparing youth for leisure pursuits. Phenomena such as Greek athletics, athleticism in the Victorian age, and sports in twentieth-century Australian education are discussed; as well as such organisations as the Boy Scouts, Girl Guides, YMCA, YWCA, German and Russian youth movements and the Olympic Games. There is a special focus on the history of sport and youth policy in Australia. Students are encouraged to develop arguments on an area of sport, leisure, and youth policy through written assignments and tutorial situations. The tutorial program complements the lecture topics and provides for cooperative learning and developing skills of critique. On completion of the course, students should have an ability to evaluate critically the social role of physical education and the social construction of such concepts as ‘youth’, sports and leisure.

3113 Ethnic Relations and Education

Dr Inglis

Classes: Yr: (1 lec & 1 tut)/wk
Assessment: one 2hr exam, one 2000w essay, classwork

Through successful completion of this course students will gain an understanding of recent trends in immigration and the nature of ethnic and cultural diversity, particularly in Australia. Among critical areas of ethnic relations on which students will be expected to demonstrate familiarity of both theoretical issues and debates, an ability to assess the relevance of empirical studies are: the nature of ethnic identity, the characteristics of ethnic communities, the relationship between class, gender and ethnicity, the role of the State in ethnic relations and the construction of specific policies such as Multiculturalism. In particular, they will be expected to develop the ability to demonstrate familiarity with the relationship of these areas to educational concerns, including policy formulation and implementation, curriculum, pedagogy and the social organisation of the school.

3114 Educational Policy and Programs in Industrialised Nations

Assoc. Prof. Jones

Classes: Sem 2: (1 lec & 1 tut)/wk
Assessment: one 2hr exam, one 2000w essay, classwork

This course focuses on major trends arising in OECD member countries. A prominent aim is to explore ways in which educational theory, policy and practice are being influenced by the demands of economic, technological and industrial changes. Education and labour market trends (including unemployment) are a particular consideration. The course will look at changes taking place in France, Spain, Great Britain, West Germany and Canada.

3122 Traditions and Policies in Secondary Education

Mr Campbell, Assoc. Prof. Sherington, Ms Varvaressos

Prereq: 2100

Classes: Sem 2: (2 lec & 2 tut)/wk
Assessment: one 2hr exam, one 2000w essay, classwork
This course places Australian secondary education in perspective as the local adaptation of traditions of secondary education stemming from Britain, Europe and North America. Important themes are the transformation of secondary schooling as it ceased to become an education for the few and became compulsory for all; and the relationships between secondary education and social relations including those of class and gender. The European traditions of the humanist grammar schools, the Catholic teaching orders and Protestant churches, together with secular and state traditions in post-primary education are traced and related to Australia. The rise of the modern High School is also examined.

Special emphasis is given to the historical development of Australian secondary schooling in the late nineteenth and the twentieth centuries. Issues include:
- the origins and development of curricula;
- the role of public examination systems;
- competing value systems in secondary schooling;
- the relationship between school systems and the social origins of their students;
- the emergence of new technologies of differentiating between students;
- the role of the state and economic policies in shaping secondary schooling;
- coincidence of modern adolescence with the emergence of mass secondary schooling.

Students, on completion of this course, should have developed the capacity to analyse critically policies and historical developments concerning Australian secondary education with reference to other national traditions. Students should also develop the capacity to relate educational theories and traditions to the historical sociology of secondary schooling. The course also seeks to develop student skills in contributing to and learning from seminars and lectures, both in oral and written modes. The assessment tasks are designed to extend and test the knowledge and skills developed during the course.

3123 Science, Technology and Educational Change
Dr Welch
Classes Sem 1: 2hr (1 lec & 1 tut)/wk
Assessment 2500w essay, seminar work, exam

The course examines the rise of science in society, and considers some of the developments of science, especially in the context of education. Topics include secularisation and the rise of science in the modern world, the influence of science in educational theory and practice, technocracy, the fragmentation of knowledge, the role of rationality in the modern era, the control and management of scientific knowledge, debates in the sociology and philosophy of knowledge, science and public interest, and the role of science and technology in economic development.

Assessment is in the form of an essay, a tutorial paper and an exam. Essays in 3123 elicit the ability to integrate and distil relevant research into a literate form, which also calls upon skills of critical argumentation and reflection. In their tutorial papers, students are required to demonstrate oral and literary presentational skills, as well as the ability to employ contemporary and relevant educational research in the preparation of their paper. In the exam which is in essay form, students are called upon to integrate data and arguments in diverse ways which calls upon their ability to (re)conceptualise, appraise and critique.

3124 International and Development Education
Assoc. Prof. Jones, Mr Bagnall
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment one 2hr exam, one 2500w essay, classwork

This unit explores the relationships between education and development in the less-developed areas of the world. The course acknowledges the importance of a broad-ranging view of development, including its economic, cultural and technological dimensions. The course begins with a range of theories of development, and the differing views of education that stem from these theories. The major part of the course examines several key issues facing many less-developed countries today. A major underpinning theme is this: if so many people are questioning the relevance of western education in non-western cultures, then why does the demand for western education remain insatiable?

Students will be assessed on the basis of:
- tutorial participation
- examination
- essay.

The emphasis, in all aspects of assessment, will be on demonstrating a sound understanding of the theories developed within this course and applying these to the less-developed areas of the world. The use of educational research to support students' work, combined with a critical integration of all information used, is an integral component of the course.

3131 Gender Issues in Philosophy of Education
Dr O'Loughlin, Ms Robinson
Classes Sem 2: 2hr/wk (lec & tut)
Assessment seminar presentations, 2000w essay

Why is gender seen as a significant category when educational theory and practice are discussed? What kinds of criticisms have been made about earlier ideas on gender? What is the sex/gender distinction? This course will examine some of the key concepts relating to gender (sex stereotyping, sex role socialisation, sexism, power, curriculum). The underlying philosophical assumptions of beliefs, attitudes and practices, both in society at large and within education in particular, will be examined. Recent critiques of earlier approaches to gender equity will be explored to build up to a discussion about current views on 'difference' in relation to the social, moral and intellectual development of males and females. This course and the coursework, consisting of seminar presentations and an essay, will require that students develop a sophisticated understanding of the concept 'gender' so that they will be able to productively deal with the complex gender issues which will confront them in their role as educators.
This course aims at developing students' critical awareness of some of the best-known ideas about individuals, e.g. human beings as 'national selves', the social construction of identity, what it means to be a 'person', the notion of social roles, the self as constituted through various theoretical discourses, and the idea of citizenship. Certain key ideas related to accounts of the individual (freedom, awareness, conscience) will be explored and students will be encouraged to draw out their implications for education in general and the analysis of classroom practices. The topics covered invite students to examine recent developments in educational policy in light of the ways in which we gain knowledge and develop attitudes and values within society. The assessment is designed to extend student skills in developing foundational knowledge, critical reflection and applied analysis.

3133 Education and Equity
Ms Butland
Classes Sem 1: 2hr/wk (lec & tut)
Assessment one 2000w essay, seminar presentations, field report

This option examines the relationship between schooling and social equity, with particular reference to the dimensions of social class and gender. Students will develop skills to evaluate critically educational policies and practices in terms of their implications for equity. An understanding of the way in which the social, economic and political climate will influence whether and the way in which the problem of equity is addressed, will be examined.

There will be an opportunity for students to negotiate the particular issues to be explored, but such issues as choice, vocational education, girls' and boys' education, gifted and talented policy, disadvantaged schools, funding and privatisation are likely to be addressed.

Through field work visits students will develop skills in data collection and report writing.

3143 Education, Work and the Economy
Ms Barlow
Classes Sem 1: (1lec & 1 tut)/wk
Prereq 2103

The course will consider three theories which have recently become dominant in western industrial countries in explaining the education/work/economy relationship. Elements of human capital, post-fordist and economic rationalist theories appear to underpin current thinking about education and training. This course will introduce students to these three theories and indicate how they have been influential in policymaking in compulsory and post-compulsory education in Australia in recent times.

Students will be expected to demonstrate in the class poster sessions, the essay writing task and in the keeping of a weekly diary their developing competencies in the following knowledge and skill areas:

- an understanding of the wider economic and political, Australian and international, context of educational policy-making;
- an understanding of some of the theoretical assumptions behind specific policy decisions in educational contexts, and to develop their analytical skills in this area;
- an ability to recognise where there are patterns in the general direction of policy-making in education.

Graduate Diploma in the Teaching of English as a Foreign Language

Program Director Mr Paul McGillick (Room 732/A35)
The areas of study for the diploma are divided into two groups:
(1) specific professional training in English language teaching and language studies; and
(2) broader training on related professional issues.

The first of these study areas consists of training for language teaching by means of introductory general and applied linguistics, the structure of English, language teaching methodology and techniques, the English sound system, and criteria for selection and adaptation of texts and material.

Core courses

Applied Linguistics
Mr McGillick, Ms Swan
Classes Yr: (1 lec & 1 seminar)/wk
Assessment 2 assignments/sem

This course gives a broad introduction to linguistics, examining what modern linguistics is, its aims and methods, how it came to be what it is and some of its applications, especially to language teaching.

Topics include an introduction to the nature of language, a brief survey of the history of modern linguistics from Saussure to Functional Linguistics as well as an outline of the methods of Structuralism, Transformational-Generative Grammar and Systemic Functional Linguistics.

Other topics include language development, language variation, contrastive and error analysis, the application of linguistic descriptions to foreign language teaching and an evaluation of the relevance of contemporary linguistics to language teaching.

One component of the course is an examination of key aspects of the English language with special emphasis on text grammar and discourse analysis.

Reference books
S. Pit Corder Introducing Applied Linguistics (Penguin, 1973)
M. Gregory and S. Carroll Language and Situation (Routledge & Kegan Paul, 1978)
M.A.K. Halliday An Introduction to Functional Grammar (Edward Arnold, 1983)
G. Yule The Study of Language (Cambridge U.P., 1985)

The Description and Analysis of English
Mr McGillick
Classes Yr: (2 lec & 1 tut)/wk
Assessment 1 assignment/sem, 4 class tests/sem

This core unit integrates several levels of linguistic description and analysis. It examines the phonetics, phonology, grammar and syntax of the English language, as well as methods used in teaching these in the ESL/EFL context.

Topics covered include: the process of speech production; description of the sounds of English; coarticulation; suprasegmentals of English; pronunciation learning/teaching; English grammatical structure; function of the grammatical units; reference, choice and constraint in the use of language; stylistic analysis; the teaching/learning of grammar.

Reference books
A.C. Gimson An Introduction to the Pronunciation of English (Edward Arnold, 1980)
P. Ladefoged A Course in Phonetics (Harcourt Brace Jovanovich, 1975)
J.C. Wells and G. Colson Practical Phonetics (Pitman, 1978)

Principles and Methods
Dr Perrett, Ms Swan
Classes Yr: (2 lec, 2 tut & 1 seminar)/wk
Assessment one 2hr exam, 2 assignments/sem

Topics covered include: principles of language teaching and learning; methods of language teaching; techniques of English language teaching; communicative approaches to language teaching; specific techniques in the macro-skills; syllabus and course planning; classroom organisation for language learning; selection and grading of materials; evaluation and adaptation of materials; tests and testing; teaching English to meet specific needs; role play, communication games, songs.

Textbooks
J. Harmer The Practice of English Language Teaching (Longman, 1983)

Reference books

Other courses
Psychology of the learner
Assoc. Prof. Sinclair, Assoc. Prof. I. Smith
Classes Yr: (1 lec & 1 tut)/fn
Assessment one 2hr exam/sem

Textbooks and reference books
Details may be obtained from the Department before the beginning of semester.

Cross-cultural matters
Dr Perrett
Classes Yr: 1 seminar/wk
Not assessed

Psychology and sociology of language
Mr McGillick
Classes Yr: (1 lec & 1 seminar)/wk
Assessment one 2500w essay/sem, two assignments/sem

Topics covered include: the origins of language; animal language; neurology and theories of language learning; language development; speech pathology, errors in the language; classroom and learning strategies; factors in second language learning: intelligence, affect; issues in bilingualism; language and individual and social identity; language variation; language policy and planning.

Reference books
M.A.K. Halliday Language as Social Semiotic (Edward Arnold, 1978)
Insup Taylor Introduction to Psycholinguistics (Holt Rinehart & Winston, 1976)

Peer teaching
Dr Perrett, Ms Swan
Classes Yr: 18hr
Assessment one report, two lessons

This lecture/seminar provides both the theoretical framework for peer teaching and the practical component. Participants’ lessons are videotaped, discussed and amended. Areas covered include general teaching skills, specific EFL/ESL teaching techniques, analyses of peer group interaction, lesson planning and execution.

Language skills
Classes Yr: 4 seminars/wk
Listening to lectures and note-taking (Swan).

Academic Reading (Swan)
Writing workshop (Swan)
Language laboratory (Swan)
Cross-cultural discussion (Perrett).

Electives
Classes Yr: 1 seminar/wk

Students are required to take two electives. Electives are tailored to students’ interests, but usually include:
Literature and EFL/ESL (McGillick)
Media and the teaching of English as a foreign language (Hatton)
Role-play and simulation in foreign language teaching (McGillick)
Error analysis (Swan)
English for Specific Purposes (Swan)
Learning strategies (Perrett).

Semester work
Exercises on certain areas of the course will be given during each semester. Assignments in material preparation and evaluation will also be set and students must reach a satisfactory standard in practical aspects of teaching as well as in written assignments.

School visits
Arrangements will be made for students to view some of the following classes: English Language Colleges, English classes conducted for the Adult Migrant English Scheme and classes in selected State and private schools in the metropolitan area.

Library
There is a sublibrary of EFL books and journals in the TESOL secretary’s office. Students are expected to take advantage of this facility and use the library as much as possible. Borrowing conditions are generous, but books and journals must be returned on time.
Students should note that these are outlines only, to assist in the selection of courses. Information concerning honours, or programs of study in individual departments, should be sought from the department concerned.

Normally, a course with a number starting with 10 will be a Junior course, those designated as 200 or 300 courses, are Senior courses. Courses with the numbers 290 and 390 are special entry or honours courses.

The Table of Courses, from the Senate resolutions, follows the course descriptions.

**Aboriginal Studies** (A)

*Course coordinator* Dr F. Merlan (Anthropology)

Aboriginal Studies 201 and 202  each 8 units
Registration: Anthropology  
_Prereq_ 24 junior units from no more than two subject areas.  
_Note:_ 201 is the prerequisite for 202.

In Semester 1, students take the introductory unit *Aborigines in Australia*. In Semester 2, they take two options out of *Archaeology of Aboriginal Australia, Health and Community in Aboriginal Australia* and *Aboriginal Language and Culture*.

*Aborigines in Australia* Full option
Dr Cowlishaw, Dr Merlan  
.Classes Sem 1: (3 lec & 1 tut)/wk  
_Assessment_ essay, exam

The unit will focus on contemporary Aboriginal social life. It will introduce several main kinds of colonising influences to which Aborigines have been subject (such as missionisation, pastoralism, welfareism and others).

*Archaeology of Aboriginal Australia* Half option
Mr Clegg, Dr Colley, Dr White  
.Classes Sem 2: 3hr/wk for 7 wks  
_Assessment_ details from department lecturers

The course introduces students to the archaeology of Aboriginal Australia. It covers the origin and timing of human settlement in Australia, physical anthropology, megafaunal extinctions, Aboriginal manipulation of the environment, and Aboriginal rock art. The course also provides a critical overview of the history, nature and development of Aboriginal archaeology with particular reference to Aboriginal cultural heritage and the politics of the past. Students who have taken PHA 102 may not take this course.

**Textbooks**
D. Frankel *Remains to be seen. Archaeological Insights into Australian Prehistory* (Longman Cheshire, 1991)  
J. Hood *Archaeology of the Dreamtime* (Collins, 1989 rev. ed.)  
P. Stanbury and J. Clegg *A Field Guide to Aboriginal Rock Engravings with Special Reference to the Sydney Area* (Sydney U.P., 1992)

*Aboriginal Language and Culture* Half option  
Dr Rumsey  
.Classes Sem 2  
_Assessment_ details from department lecturers

An introduction to the anthropological study of the relations between language and other aspects of social life, with special emphasis on Aboriginal Australia. Matters addressed include: language differentiation and territoriality; stylistic variation as an index of different kinds of social interaction; embodiment (sign language, gesture, deixis, etc.); and the nature and socio-political significance of various forms of Aboriginalised English.

*Textbook*

*Health and Community in Aboriginal Australia* Half option  
Ms Brady  
.Classes Sem 2: 2hr/wk  
_Assessment_ essay

This course will focus on the historical and contemporary influences on Aboriginal and Torres Strait Islander health status. There will be a concentration on the nature of indigenous health issues as raised by Aboriginal people and how this can often be in contrast to the development and delivery of health programs by non-indigenous cultures. The relationship between Aboriginal and Torres Strait Islander communities and the health and well-being of community members will also be considered. Other topics to be discussed in the course include: ageing, ethical practices in indigenous health research, Aboriginal child-rearing, Aboriginal mental health, and traditional medicines.

*Textbook*
No textbook is prescribed

Aboriginal Studies 301 and 302  each 8 units  
_Prereq_ Aboriginal Studies 201 and 202

Students will be required to take the one-unit *Aboriginal Ethnographies*, and one other unit.

- Departmental headings include the letter (A), (S) or (E), denoting the faculty which is offering the course.
Aboriginal Ethnographies Full option
Dr Merlan, Assoc.Prof. Austin-Broos
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

Section 1: This section will critically examine the way Aboriginal society has been written about by anthropologists, both in classic ethnographies (e.g. W.L. Warner, A Black Civilization 1937, P. Kaberry, Aboriginal Woman, Sacred and Profane 1939, M. Meggitt, Desert People 1962), as well as in contemporary works (e.g. F. Myers, Pintupi Country, Pintupi Self 1986, B. Morris Domesticating Resistance 1989 etc.).

Section 2: The Western Aranda have been an icon of the primitive in western thought. They also now constitute a social group that has experienced significant transformation. Writers on the Aranda range from the missionary ethnographer Carl Strehlow to novelist Bruce Chatwin. The course will consider a number of these writers and the changes that have occurred in Aranda society.

Textbook
No textbook is prescribed

Contemporary Aboriginal Art: Race and Representation Full option
Assoc Prof. Smith, Prof. Spate
Classes Sem 2: (2 lec & 1 tuQ/wk
Assessment essay/project, visual test

A study of the development of contemporary Aboriginal art, particularly since 1970, in the context of recent Australian social history, with special reference to the colonised position of Aboriginal peoples, and to anthropological studies of traditional forms of visualisation. Areas to be explored will include contact art forms, the emergence of acrylic painting in the Desert, the revival of bark painting in Arnhem Land, and the growth of Koori and Murri art cultures. The course will examine the discourses surrounding this art, from those of tribal elders to the mass media, with special attention to the discursive structures of the art market, of art museums, art criticism and art history/theory. The issue of speaking positions will be given priority, with parts of the course being presented by Aboriginal artists.

Textbooks
G. Bardon Pcpum/a Tula: Art of the Western Desert (Richmond, 1991)

Aboriginal History: Australia and the Pacific Full option
Dr Kociumbas (History)
Classes Sem 2: (2 lec & 1 optional video)/wk
Assessment one 1000w tut paper, one 2000w take-home exam

Long before the Pacific was officially 'discovered', it had captured the European imagination. Pacific people have continued to be represented according to changing Western priorities. During this process, it has become customary to classify Pacific people into a racial hierarchy and to isolate Aboriginal people as a separate case. In this course we seek to reintegrate Aboriginal experience into the Pacific, problematising the assumptions and conceptual representations of the area as a whole. In doing so we pay particular attention to Aboriginal oral and written accounts, including fiction, autobiography and film. Thus we begin with oral tradition, including Aboriginal art. Other major themes are European perceptions of the 'noble savage'; missionaries, beachcombers and trade, resistance and how it was broken; labour, forced and free; treaties and their absence; scientific racism; stereotypes of Pacific people in modern Australian literature and film; decolonisation and land rights.

Australian Aboriginal Religions Full option
Mr Swain
Classes Sem 2: (2 lec & 1 tut)/wk

Underlying principles and change are equally emphasised in this course which provides a broad ranging introduction to Australian Aboriginal religions. Basic understandings of land and spirit as well as the maintenance of cosmos and life are initially discussed. Secondly, the impact of various kinds of 'outsiders' on Aboriginal beliefs and practices is examined. An overview of Aboriginal religious life on missions and in rural and urban environments concludes the course.

Department of Anthropology (A)

The Department of Anthropology offers courses in the discipline of Social Anthropology. Social anthropology maybe described as the study of human societies and cultures. Although it shares much of its theory and method with a Wide range of social and humanistic disciplines, it remains distinct in its emphasis on comparison, in its interest in the full range of human social and cultural diversity, and in its use of prolonged fieldwork in small communities as its primary research method. While often associated with the study of small scale stateless societies, contemporary social anthropology is increasingly concerned with the investigation and analysis of modern nation states. Anthropology is also concerned with general issues of human cognition and communication, with religion, performance, semiotics and representation. Courses currently offered by the Department focus on various aspects of both Aboriginal and immigrant Australians, as well as a wide range of Asian, Pacific and other cultures and societies.

Location
The department office is at the south-west corner of the Main Quadrangle, down the stairs to one level below that of the quadrangle.

Noticeboards
All noticeboards are in and around the foyer. Students should note that there are two sets of notice boards relevant to each year of their course.

Registration
All students should register with the department during the orientation period, if they have not done so earlier.
Students who for any reason have not registered with the Department by the first day of classes should do so on that day.

Students will also need to register for tutorials. Announcements as to procedures will be made in the first lecture of the year and posted on the appropriate noticeboard.

**Course structure**

Social Anthropology 101 is a year long junior course of twelve unit value. Social Anthropology 101 is a prerequisite for all other anthropology courses. The 200 courses are senior courses and consist of a pool of options, all one semester long, and all of eight unit value. Two of these options are 'starred courses' especially designed for students intending to major in Anthropology. In addition to the 200 courses there is a pool of options designed for students who intend to proceed to fourth year honours, or are already doing so. These are the 390 and 391 courses, in addition to the Honours level IV courses. All these latter courses take the form of a semester-long two-hour weekly seminar.

**Social Anthropology 101** 12 units  
**Classes** Yr: (3 lec & 1 tut)/wk  
**Assessment** two 2hr exam; 4 written assignments  
The Junior course is designed to introduce students to the concepts, methods and theories developed by social anthropologists in seeking some understanding of the immense variety of human social and cultural forms. Students take all the following components:

**First semester**

*Discoveries in anthropology*  
Dr Feil  
This section is a general introduction to the course. It asks how scholars in the western world became interested in other cultures and describes how they set about studying them through the fieldwork method and the formulation of concepts and theories that enables them to compare and contrast.

**Textbook**  
No textbook is prescribed

*Ritual and symbols in Bali*  
Assoc. Prof. Alexander  
The spectacular ceremonies of 'Hindu' Bali are the context of a discussion of anthropology's contribution to the study of religion.

**Textbook**  
No textbook is prescribed

**Second semester**

*Polity and economy in Highland Papua New Guinea*  
Dr Feil  
A comparative look at Highland Papua New Guinea societies focusing on the evolution of economic organisation, political forms and social structure.

**Textbook**  
No textbook is prescribed

**Male and female in Aboriginal Australia**  
Dr Merlan  
Surveys anthropological interpretations of relations between men and women, and contrasts between male and female, in Australian Aboriginal societies; examines practices relating to maturation, marriage and parenthood; and considers the transformation of all of these since European colonisation.

**Textbook**  
V.K. Burbank *Aboriginal Adolescence: Maidenhood in an Australian Community* (Rutgers, 1988)

**Social Anthropology 201, 202, 203, 204, 205, 206 and 207** each 8 units  
**Classes** 4hr/wk/unit in varying combinations of lectures, tutorials and seminars  
**Prereq** Social Anthropology 101

**Social Anthropology 210 and 211** each 8 units  
**Prereq** 201 or Credit results in 101

Each of these Social Anthropology Senior courses consists of any one or more of the following options with a total value of eight units (note that some are full options and some half options). For those students who do not intend pursuing Social Anthropology beyond second-year level, no restriction is placed on the kind of options selected. However, in order to obtain a major in Social Anthropology students must pass at least ONE of the two 'starred' options ('Histories of Anthropological Theory', 'Theory and Ethnography'). Students who intend progressing to Social Anthropology TV must successfully complete a minimum of 48 Social Anthropology Senior units, including TWO 'starred' options and 390 and 391. Students taking the 'starred' options enrol in Social Anthropology 210 and 211.

**First semester options**

*Histories of anthropological theory* Full option  
Assoc. Prof. Alexander, Dr Feil  
**Classes** Sem 1: (3 lec & 1 tut)/wk  
**Assessment** essay, exam  
This section will examine the emergence of cultural anthropology in the USA. In particular, we will address the continuing 'dialogue' between evolutionary and anti-evolutionary proponents in the rise and definition of 'culture' and the position of cultural anthropology 'versus' social anthropology as practiced in Great Britain and elsewhere. From these starting points, we will move on to look at modern theories of culture including 'cultural materialism', 'cultural ecology', and 'interpretive anthropology' among others.

**Textbook**  
No textbook is prescribed  
Students will read from *High Points in Anthropology* (Bohannan and Glazer (eds), 1973)

*Aborigines in Australia* Full option  
Dr Merlan, Dr Cowlishaw  
**Classes** Sem 1: (3 lec & 1 tut)/wk  
**Assessment** essay, exam
The unit will focus on contemporary Aboriginal social life. It will introduce several main kinds of colonising influences to which Aborigines have been subject (such as missionisation, pastoralism, welfarism and others), with discussion of the consequences for Aboriginal people in the kinds of life they lead and their interaction with people and agencies of the dominant society. Contemporary forms of racism and cultural forms of resistance will also be considered.

**Textbook**
No textbook is prescribed

**Aboriginal ethnographies**
Dr Merlan, Assoc. Prof. Austin-Broos
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

Section 1: This section will critically examine the way Aboriginal society has been written about by anthropologists, both in classic ethnographies (e.g. W.L. Warner, A Black Civilization 1937, P. Kaberry, Aboriginal Woman, Sacred and Profane 1939, M. Meggitt, Desert People 1962), as well as in contemporary works (e.g. F. Myers, Pintupi Country, Pintupi Self 1986, B. Morris Domesticating Resistance 1989, etc.).

Section 2: The Western Aranda have been an icon of the primitive in western thought. They also now constitute a social group that has experienced significant transformation. Writers on the Aranda range from the missionary ethnographer Carl Strehlow to novelist Bruce Chatwin. The course will consider a number of these writers and the changes that have occurred in Aranda society.

**Textbook**
No textbook is prescribed

**The anthropology of performance**
Dr Lewis
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

In the past decade, ‘performance’ has emerged as a central concept in several disciplines of humanistic study. Work in anthropology has been influenced by similar interests in theatre, linguistics, the fine arts, gender studies, and sociology, to name a few. Initially, the class will examine bodies of theory which have been used to focus these interests, including: semiotics, discourse, communication, social action, interaction, frame analysis, ritual, play, and so forth. The key question will be how these theoretical perspectives can converge to help (or hinder) ethnologists describe and understand given performance genres and culture in general. The class will use films and, when possible, observe live performances as part of this analytical project, and we will also read some recent performance-centred ethnographies to confront special problems in the written representation of partially or wholly non-verbal events.

**Textbook**
No textbook is prescribed

**Gender in Melanesia**
Dr Feil
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

Examines gender, male/female relations and sexual antagonism in Melanesian societies.

**Textbook**
No textbook is prescribed

**The ontologies of Papua New Guinea existence**
Dr Mimica
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

The topic explores the meanings of Papua New Guinea modes of being-in-the-world through the analysis of indigenous cosmologies. The traditional categories of kinship, social organisation, exchange, ritual etc. are placed in the perspective of Papua New Guinea realities and accounted for in terms of the indigenous understanding. Special attention is paid to the constitution of the body, self and the experience of reality. The prevailing anthropological theories are subjected to critical scrutiny and assessed in terms of a phenomenological-existential understanding.

**Textbook**
No textbook is prescribed

**Oratory and the language of disputes in Highland Papua New Guinea**
Dr Rumsey
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

This unit opens with a consideration of the relationships among language, ideology, and politics in societies of various kinds. Attention is then focused on a particular ethnographic case: oratory and disputation in the New Guinea Highlands.

**Textbooks**
M. Bloch (ed.) Political Language and Oratory in Traditional Society (Academic, 1975)

**Colonialism and post-colonialism in Papua New Guinea**
Dr Maclean
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

This course will compare and contrast the history of colonialism, and the transition to a post-colonial nation state, in East New Britain and the Western Highlands of Papua New Guinea. There will be two central themes: colonialism as a history of the appropriation of land and labour; the distinctive quality of the articulation of gift and commodity forms of circulation in modern Papua New Guinea. In theoretical terms the course addresses itself to the legacies of Marx and Mauss.

**Recommended reading**
C. Gregory Gifts and Commodities (Academic, 1982) provides a coherent discussion of these themes in the Papua New Guinea context.
S. Dorney Papua New Guinea: People, Politics and History since 1975 (Random House, 1990) is recommended as introduction to the post-independence era.
Second semester options

*Theory and ethnography* Full option
Assoc. Prof. Austin-Broos, Dr Rumsey
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment essay, exam

The aim of this course is to examine the relation between theory and description in selected ethnographic works. The course will open with a general discussion of the relation between thinking and seeing, knowledge and experience, theory and description. We will then turn to the concept of 'system' and explore some of its uses in the description of 'societies' and 'cultures'.

In the second part of the course we will consider how politics and religion articulate, or if they are even distinguishable in some cultural contexts different from the tradition of western Europe. In the course of our discussions we will also consider the relative strengths and weaknesses of phenomenological and sociological approaches to religion.

Works to be discussed include Evans-Pritchard's *The Nuer*, Roy Wagner's *Curse ofSouw*, Clifford Geertz's *Religion ofJava* and *Negara*, and Jean Comaroff's *Body ofPower, Spirit ofResistance*.

Textbook
No textbook is prescribed

*Discourses of power in Southeast Asia* Full option
Assoc. Prof. Alexander, Dr Hinton
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment essay, exam

The first section describes the wide variety of ethnic, class and gender divisions which characterise the societies of Java and Borneo. Although the theoretical focus is on the social and cultural conditions for the reproduction of inequality at local, regional and state levels, the main aim of the lectures is to provide a comprehensive introduction to the societies and the cultures of these two major Indonesian islands.

The second section explores the structures of dominance and subordination in Thailand, Burma, Laos and southwestern China. It will show how actual structures are an outcome of an interplay between Buddhist, Hindu, Confucian and Western notions, and how competition between rival centres and resistances from peripheries are enacted through appeal to complex reconstitution of these discourses. A significant part of this section will explore the consequences of the recent re-emergence of China as an economic and political actor in the region.

Textbook
No textbook is prescribed

*Anthropological approaches to national, regional and global politics* Full option
Dr Hinton, Dr Kondos
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment essay, exam

This unit will demonstrate that an anthropological perspective is not restricted to local and community levels. It will look at theories dealing with state formation, their interconnection with culture, nationalism and the exercise of power. It will proceed to assess the utility of common global classification such as 'first' and 'third' world, of 'centre' and 'periphery' of 'modern' and 'traditional'. It will then discuss contemporary notions of globalisation and the uses of macro-anthropology.

Textbook
No textbook is prescribed

*The ethnography of mainland Southeast Asia* Full option
Dr Basham
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment essay, exam

The course will focus on the lowland populations of Burma, Thailand, Vietnam and Malaysia.

Textbook
No textbook is prescribed

*Comparative cosmologies* Half option
Dr Mimica
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment essay, exam

This course deals with selected non-western and western cosmologies and explores the structures of human desires and cognition which create cosmological representations. A special aim is to elucidate the modern scientific cosmologies in their socio-cultural and historical situation.

Textbook
No textbook is prescribed

*Race and ethnic relations in cross-cultural perspective* Half option
Dr Basham
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment essay, exam

A comparative study of race and ethnic group relations. The unit will concentrate on India, Japan and Southeast Asia, South Africa and Canada, and will consider group relations in Europe, the United States and Australia in the light of cross-cultural enquiry.

Textbook
No textbook is prescribed

*Australian Aboriginal language and culture* Half option
Dr Rumsey
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment essay, exam

An introduction to the anthropological study of the relations between language and other aspects of social life, with special emphasis on Aboriginal Australia. Matters addressed include: language differentiation and territoriality; stylistic variation as an index of different kinds of social interaction; speech genres and modes of oral performance; language and embodiment (sign language, gesture, deixis, etc.); and the nature and socio-political significance of various forms of Aboriginalised English.

Textbook
M. Walsh and C. Yallop (eds) *Language and Culture in Aboriginal Australia* (Canberra, 1993)
Social Anthropology 390 and 391  
**Each 8 units**

*Contact hours* one 2hr seminar/wk for each half-unit option

Prereq Credit results in 101 and 210

390 and 391 each consist of any TWO of the following options selected from either semester. Students who intend proceeding to Social Anthropology IV must take both 390 and 391. The normal procedure will be to take one unit in the second year and one in the third year. Third year students may also include ONE of the Honours options listed below. Honours units may also be taken by students who do not wish to proceed to Social Anthropology IV, provided the entry requirement is met.

**First semester options**

**Introduction to structural anthropology and semiotic theories of culture**  Half option

Dr Rumsey  
*Classes* Sem 1: one 2hr seminar/wk  
*Assessment* one 4000w essay

Matters discussed will include:

- the rise of distinctly synchronic perspectives on social phenomena; variants of this within anthropology.
- the proto-structuralism of Saussure; his vision of a science of 'semiology' as a generalisation from synchronic linguistics.
- Levi-Strauss' structural anthropology as an attempt to realise Saussure's vision, mediated via the organic binarism of Roman Jakobson.
- the (non-linguistically-based) semiotic theory of C.S. Pierce; how, unlike Saussure, he allows for non-arbitrary signs, and consideration of their relationships to contexts of use.
- Levi-Straussian 'culture theory' as a (mutant?) species of Saussurian semiology.
- practice-oriented approaches to semiosis, and their avowed or potential relation to Pierce.

Textbook  
No textbook is prescribed

**Second semester options**

**Subversive voices**  Half option

Dr Cowlishaw  
*Classes* Sem 2: one 2hr seminar/wk  
*Assessment* one 4000w essay

This course looks at studies of cultural politics in the realms of race, youth, indigenous groups and feminism. What forms of power are mobilised in struggles for a social identity? We will focus on ethnographic studies of cultural and political practices of marginalised or inferiorised groups at the level of everyday practice and examine the historical and cultural specificities involved. Changing theories about the conceptualisation of cultural groups will be outlined and humanist assumptions about the realm of politics, the meaning of inequality and the nature of freedom will be examined. The emergence of cultural hybridity; the production of 'inferiorising discourses' will be considered. Australian material will be the major focus.

**Textbooks**


**The person in American society and culture**  Half option

Dr Merlan  
*Classes* Sem 2: one 2hr seminar/wk  
*Assessment* one 4000w essay

The course will focus on several themes which frequently emerge in the social science literature as understandings of dominant orientations in North American life: individualism, autonomy, self enhancement, and the concept of the voluntaristic, jointly produced collectively. We will examine how anthropologists (and some other observers) have identified and interpreted these orientations, and how they attempt to understand their reproduction in the contemporary United States.

Textbook  
No textbook is prescribed

**Honours options (all in First Semester)**

**The constitution of human sociality: narcissism, identification and imagination**  Half option

Dr Mimica  
*Classes* Sem 1: one 2hr seminar/wk  
*Assessment* one 4000w essay

The focus of this topic is on the structures of human sociality as constituted through the modalities of productive imagination and identification. These are investigated in relation to a critical assessment of the contributions by J.-P. Sartre on imagination, S. Freud, J. Lacan and H. Kohout, on the narcissistic structures of human identity, and C. Castoriadis who represents a specific theoretical synthesis of phenomenology, Marxism, and psychoanalysis. The aim is to radicalise the anthropological understanding of the social being which, in spite of such an acclaimed achievement as Levi-Strauss's *The Elementary Structures*, anthropology is regrettably lacking.

Textbook  
No textbook is prescribed

**Custom and law: local society and the state**  Half option

Dr Maclean  
*Classes* Sem 1: one 2hr seminar/wk  
*Assessment* one 4000w essay
Despite the radical critiques of the functionalist paradigm anthropologists remain relatively happy to talk about the religious, the political and the economic. The legal, as a general category, has been left in a backwater. This course explores the question of whether the 'legal' is specific to state organisation, and the implications of the discovery of law in non-state societies. The relationship between 'customary law' and the post-colonial nation state will provide the ground on which the current relevance of these questions is considered.

Textbook
No textbook is prescribed.

**The moral imagination in social life**  
Assoc. Prof. Austin-Broos

*Classes* Sem 1: one 2hr seminar/wk

*Assessment* one 4000w essay

What is it to be a moral being? What is it to be a social being? Notions of the moral subject are central to our ideas of enculturated social life. The course will consider some examples of different types of moral imagination in different cultural traditions. It will also address the problem of the relation between ethical order and the articulation of power. The issues will be clarified in general discussion and then examined through intensive study of some selected ethnographies and histories.

Textbook
No textbook is prescribed.

**The social production of space**  
Dr Hinton

*Classes* Sem 1: one 2hr seminar/wk

*Assessment* one 4000w essay

The spaces on maps — the nations, the regions — are not given by nature, they are constructions of human society. So too are the spaces of private property, the home, the city, 'personal space'. These are all concrete expressions of the metaphysical and ideological constructions. The way in which claims over space are acted out in everyday life (varying from the interpersonal to the inter-national level) are fundamental in human social existence. This course takes as central David Harvey's critique of postmodernism, and will look also at writers like Lefebvre, Bourdieu, de Certeau and Foucault. As these are all Western thinkers, the course will assess their value when looking at Asian constructions of space.

Textbook
No textbook is prescribed.

**Social Anthropology IV Honours**

*Prereq* Credit results in 48 Senior units of Social Anthropology including 210, 211, 390 and 391

*Thesis.* All students are required to write a thesis as well as undertake coursework. Students should have their thesis topic approved by a supervisor before beginning detailed work on it; they may be required to present a preliminary paper on their topic at a seminar during the year. It should be noted that, in determining the class of honours finally awarded, primary attention is given to a student's performance in Social Anthropology IV, and that no student will be downgraded because of poorer results in earlier years. 70% of the year's mark is allocated to the thesis and 30% for coursework.

**Coursework.** Consultation with the Department is required. Students are required to take two of the options in 390, 391 and IV.

**School of Archaeology, Classics and Ancient History**  

The School of Archaeology, Classics and Ancient History has the following major teaching strands: (i) Archaeology (Classical, Near Eastern, Prehistoric and Historical), (ii) Classics (Greek, Latin, Greek and Roman Literature), (iii) Ancient History (Greek, Roman, Near Eastern), (iv) Classical Civilisation.

There are full sequences through to Fourth Year Honours in all these strands except Classical Civilisation which for the moment has only pass courses through to 300 level. It is possible for a student to take as many sequences as desired within the School.

Study of an ancient language is not compulsory for pass students in Classical Archaeology, Ancient History or Classical Civilisation. It is however strongly encouraged for those who are serious about these subjects. Reading in modern foreign languages is a valuable asset in all courses, especially at senior levels, and students should take special note of the language requirements for entry to Ancient History 390s courses and Ancient History IV, and Archaeology (Classical) TV and Archaeology (Near Eastern) IV.

**ARCHAEOLOGY**

The Archaeology section of the School comprises a number of departments each of which presents sequences of courses. Some joint courses are also under development.

**CLASSICAL ARCHAEOLOGY**

The sequence of courses in Classical Archaeology aims at providing pass students with a well-rounded knowledge of Mediterranean, and especially Classical archaeology, and some insight into archaeological methods and the philosophy of the subject. The courses deal with all aspects of material culture and its interpretation but there is a special emphasis on the evidence of art and architecture. The courses have a strong focus on pictorial material, and all lectures are illustrated with slides.

Level 100, 200 and 300 courses are taught in one semester per year. It is recommended that students combine Classical Archaeology with courses in other areas of Archaeology (for those interested primarily in the discipline of Archaeology, including field archaeology), Classical Civilisation or Ancient History (for those primarily interested in the cultures of Ancient Greece or Italy), or Fine Arts (for those with interests...
in ancient and more recent art). Other relevant combinations would include ancient languages, Social Anthropology or Religious Studies.

Students intending to proceed to Archaeology (Classical) IV Honours should read the entry requirements carefully, and structure their courses accordingly.

All courses are offered subject to the availability of staff.

Registration
Students must register with the Archaeology secretary (Room S455, above the Nicholson Museum) at the beginning of the academic year before lectures begin. Reading lists may be obtained from the secretary or from the respective lecturers during the first week of lectures of each semester.

Noticeboards
Notices for students are placed on two noticeboards which are situated as follows:
— outside the Nicholson Museum
— outside room S455 above the Nicholson Museum

Head of Archaeology (Classical)
Professor R. Green, tel. 351 2759.

JUNIOR LEVEL

Archaeology (Classical) 101  6 units
Prereq Nil
Classes (2 lec & 1 tut)/wk
Assessment one 3 hr exam, two visual tests, one take-home assignment, one 3000w or two 1500w essays

Introduction to the archaeology of the Mediterranean and especially the Classical World. Greek, Etruscan, and Roman art and archaeology from the Bronze Age to the age of Constantine.

SENIOR LEVEL

Archaeology (Classical) 201  8 units
Prof. Green
Prereq see Table of Courses
Classes (3 lec & 1 tut)/wk
Assessment one 3 hr exam, one visual test, one 3000w essay

Athens in the fifth and sixth centuries B.C.

Textbooks
J. Boardman Athenian Black Figure Vases (Thames & Hudson, 1974)
J. Boardman Athenian Red Figure Vases: The Archaic Period (Thames & Hudson, 1975)
J. Boardman Athenian Red Figure Vases: The Classical Period (Thames & Hudson, 1989)
J. Boardman Greek Sculpture: The Archaic Period (Thames & Hudson, 1978)
J. Boardman Greek Sculpture: The Classical Period (Thames & Hudson, 1985)
M. Robertson A Shorter History of Greek Art (Cambridge)

Archaeology (Classical) 290  8 units
Prof. Green
Prereq Credit result in Archaeology (Classical) 101
Coreq Archaeology (Classical) 201
Classes one 2hr seminar/wk
Assessment one 3hr exam, one 3000w essay, one seminar presentation

ARCHAEOLOGY (NEAR EASTERN)

Archaeology (Near Eastern) offers the student abroad background in the archaeology of the ancient Orient, from Iran, Arabia and Mesopotamia to Egypt, the Levant and Cyprus. Topics and themes include the...
honours courses are designed to teach critical method beginning of the academic year, before the start of registration.

In 1995 examinations will be held at the end of the Second Semester.

Teaching schedule
In 1995 all units in Archaeology (Near Eastern) will be taught in Second Semester.

Examinations
In 1995 examinations will be held at the end of the Second Semester.

Registration
Students must register with the Archaeology secretary (Room S455) above the Nicholson Museum at the beginning of the academic year, before the start of lectures. Reading lists may be obtained from lecturers or tutors during the first week of lectures.

Noticeboards
Notices for students are placed on the board outside Room S455. Enquiries may be made on 351 2759.

Archaeology (Near Eastern) 101 6 units
Dr Berts
Prereq nil
Classes two 3hr exams, two take-home assignments, two 1500w essays

Introduction to the archaeology of the Near East (Western Asia). Students will be introduced to the following major topics in the archaeology of Western Asia: archaeological methodology, climate and natural environment, historical background, plants and animals, technology, structures and settlements, writing and communication, social order and warfare, religion and burial customs, trade and international relations, art, and ethnoarchaeology.

Archaeology (Near Eastern) 202 8 units
Prof. Potts
Prereq see Table of Courses
Classes two 2hr lec/wk
Assessment one 3hr exam, one tut paper, one 3000w essay

Ancient Mesopotamia from the origins of writing to the fall of the Sasanian Empire
This course will examine the archaeology and early history of Mesopotamia, focusing on: climate and the evolution of landforms; evidence for early settlement; subsistence, natural resources; production; kinship; religion; mortuary practices; writing and recording; and contacts with adjacent neighbours, particularly concentrating on Iran, the Gulf and the Indus Valley.

Archaeology (Near Eastern) 291 8 units
Prof. Potts
Prereq see Table of Courses
Coreq Archaeology (NE) 202
Classes one 2hr seminar/wk
Assessment one take-home exam, one 3000w essay

Material culture: theory and interpretation
This is a seminar concentrating on a particular category or field of material culture in Western Asia and its archaeological interpretation. The course is designed to train students in the rigorous collection and presentation of data and to give students a basic introduction to research formulation, writing and delivery.

Archaeology (Near Eastern) 391 8 units
Dr Berts
Prereq 16 Senior units of Archaeology including a Credit result in Archaeology (NE) 291
Classes one 2hr seminar/wk
Assessment one take-home exam, one 3000w essay, one seminar presentation

Special topics in the archaeology of Western Asia
In this course students are asked to research a topic on a theme relating to current problems and debate in the archaeology of Western Asia.

Archaeology IV (Near Eastern)
See the Table of Courses for entry requirements
Classes Yr: one 2hr seminar/wk
Assessment one 3hr exam (Classical) or one take-home exam (Near Eastern), one viva voce exam, one 5000w plus one 12 000w essay, seminar papers

Courses
Students may select one of the three following options:

1. Special topics in Classical and Near Eastern archaeology
2. Special topics in Classical archaeology
3. Special topics in Near Eastern archaeology

In each of the options students must complete coursework and a long essay. The coursework will comprise seminars on selected topics, the presentation of seminar papers and an essay of not more than 5000 words based on one of the seminar papers. The long essay should not exceed 12 000 words, including footnotes; this part of the course will include seminars on the subject matter and progress in the writing of the thesis. The viva voce examination will be on all four years of the course in Classical Archaeology, and on the long essay in Near Eastern.

ARCHAEOLOGY (PREHISTORIC AND HISTORICAL)(P&H)
This section of the School uses archaeological data to study the whole range of the human past. Throughout all courses there is a focus on archaeological methods, techniques and theory, with an emphasis on the special nature of the material record, the scales at which it can be studied and the contribution archaeology makes to our knowledge of the past. Prehistory covers most of the period of human existence — the last 5 million years — and it is primarily through archaeology that we can discover and understand human physical and cultural evolution. Prehistoric archaeology also studies other material manifestations of the human experience, such as artistic traditions, urban societies, settlements and tool assemblages. The archaeology of Australia and Oceania is a special interest of the section and this interest is also a feature of historical archaeology,
which focuses on Australian society of the last 300 years. Historical archaeology combines the study of material evidence with written, oral and visual sources and provides a new perspective on some major issues in the European colonisation of Australia.

Structure
Archaeology (Prehistoric and Historical) (P&H) offers Junior and Senior courses towards a Pass degree and as a precursor to an Honours degree.

Archaeology (Prehistoric and Historical) offers two six-unit Junior courses. The first semester course, P&H 101, consists of an introduction to the methods, theory and history of archaeology, which is considered desirable for further archaeological studies. The second semester course (P&H 102) of Australian and Pacific prehistoric and historical archaeology. Students may take either or both courses towards their degree. P&H 101 is a prerequisite for entry to all Senior P&H courses.

Junior Level
First semester
Archaeology (P&H) 101 6 units
Introduction to archaeology
Assoc. Prof. Fletcher and staff of Archaeology
Classes 3 class/wk, one 1 day excursion
Assessment nine exercises, two 1500w essays, two 1hr tests
An introduction to archaeological methods and practice providing a good basis for further archaeological studies.

Second semester
Archaeology (P&H) 102 6 units
Archaeology of Australia
Classes 3 class/wk, one 1 day excursion
Assessment nine exercises, two 1500w essays, two 1hr tests

Senior P&H courses
Seven Pass level and four special entry courses are offered in 1995. Students meeting the entry requirements may enter any Pass level course. P&H 290 is a special entry course open to students who have obtained at least Credit passes in P&H 101 and either P&H 102 or Archaeology (NE) 101 or Archaeology (Classical) 101; there is a corequisite of 16 Senior units of Archaeology including at least 8 in P&H. P&H 390, P&H 391 and P&H 392 are open to students who have Credit results in 24 Senior units of P&H including P&H 290. Each 300 level course has a corequisite of 16 Senior units of Archaeology including at least 8 in P&H.

Entry to Honours (P&H IV)
Students are expected to have undertaken at least three weeks of approved fieldwork before entry to this level and to have gained at least Credit level passes in 48 Senior units of Archaeology (P&H) including P&H 290 and P&H 390. From 1996, Credit results in 64 Senior units of (P&H) will be required.

Location
The P&H office is located in the southwest corner of the Main Quadrangle, in Room S272, off the MacLaurin Hall stairs vestibule. The noticeboards (and Assignments box) are located in the foyer adjacent to the Department of Anthropology, down one flight of stairs.

Telephone
The telephone numbers for enquiries are: 351 2364 or 351 2763, fax 351 4889. Members of staff will be available to answer specific questions during enrolment and in Orientation Week.

Registration
All students (including those repeating a course and those not enrolled for a degree) are required to register with P&H by completing a registration form in the first class of each course (see noticeboards for location).

Students who for any reason have not registered with the department on the first day of classes should do so as soon as possible afterwards.

Junior Level
First semester
Archaeology (P&H) 101 6 units
Introduction to archaeology
Assoc. Prof. Fletcher and staff of Archaeology
Classes 3 class/wk, one 1 day excursion
Assessment nine exercises, two 1500w essays, two 1hr tests
An introduction to archaeological methods and practice providing a good basis for further archaeological studies.

Textbook
C. Renfrew and P. Bahn Archaeology: Theory and Method

Second semester
Archaeology (P&H) 102 6 units
Archaeology of Australia
Classes 3 class/wk, one 1 day excursion
Assessment nine exercises, two 1500w essays, two 1hr tests

Senior Level
See Table of Courses for entry requirement.

First semester
Archaeology (P&H) 201 8 units
Contact and colonisation
Assoc. Prof. Birmingham
Classes 3hr/wk
Assessment one in-class test, two 2000w assignments, five days fieldwork/labwork and assignment

Reading and discussion course on selected themes in the investigation of contact, colonisation and settlement in 18th to early 19th century Australia using historical archaeological techniques. Reading supplied. Attendance at a 5-day field program, weather permitting, is required in the mid-semester break: lab days may be substituted.

Archaeology (P&H) 203 8 units
Sedentism
Assoc. Prof. Fletcher
Classes 3hr/wk
Assessment two 2000w essays, one take-home exam, one project

A global introduction to the processes and issues
involved in the major transformation of human settlement behaviour since the end of the last glacial phase.

Archaeology (P&H) 208 8 units
Archaeological philosophy and ethics
Classes 3hr/wk
Assessment two 2000w essays, one project, one take-home exam

ARCHAEOLOGY AND SOCIETY
Dr Colley
The practice of archaeology in the public domain, where the archaeologist has responsibilities to indigenous peoples, clients and government. The concept of 'heritage'.

PHILOSOPHY OF ARCHAEOLOGY
Assoc. Prof. Fletcher
An overview of contemporary archaeological theory and its philosophical content.

Second semester
Archaeology (P&H) 202 8 units
Australian rock art: the archaeology of prehistoric pictures
Mr Clegg
Not offered in 1995.

Archaeology (P&H) 204 8 units
European archaeology
Dr Cremin
Classes 3hr/wk
Assessment two 2000w essays, one tut paper, one 2hr test
Stonehenge was not built in a day but over a millennium. That period was marked by significant changes in settlement patterns and social structures, technological innovation, the discovery and exploitation of new materials (jet, amber, gold, copper and tin) and an explosion in trade. We shall study Stonehenge as a prehistoric monument but will also analyse its role as an icon of British popular culture.

Archaeology (P&H) 205 8 units
Urbanisation and consumerism
Assoc. Prof. Birmingham
Classes 3hr/wk wk
Assessment one in-class test, five assignments, classwork
The application of historical archaeological techniques to the study of later nineteenth-century Australia, particularly the study of urban sites and the proliferation of consumer goods and artefacts. Reading supplied. Attendance at a 5-day field program, weather permitting, is required in the mid-semester break: lab days may be substituted.

Archaeology (P&H) 206 8 units
Australian and Pacific archaeology
Dr White, Dr Colley
Classes 3hr/wk
Assessment two 2000w essays, six exercises, two in-class tests
Within the Australian region we examine research questions in Australian Aboriginal archaeology (e.g. settlement, environmental impact, gender, intensification) through critical assessment of recent publications. We discuss why these questions are significant. The Pacific sections discuss the archaeology of the island Pacific, especially Melanesia. We will focus on major discoveries, such as early settlement and marine exploitation, agricultural development, traditional navigation, as well as on issues and problems such as dating, trade and exchange, the Lapita phenomenon.

Archaeology (P&H) 209 8 units
Looking at drawings
Mr Clegg
Classes 3hr/wk
Assessment two 2000w essays, two projects or tests
An introduction to the theory behind representational drawing and its application to the archaeology of all kinds of drawings.

SENIOR LEVEL SPECIAL ENTRY COURSES
Full year
Archaeology (P&H) 290 8 units
Practical research methods
Mr Wilson and staff
Classes 3hr lab/wk, fieldwork in mid-semester breaks and/or semester break, as available
Assessment 8 assignments each based on a component of the course
This course introduces a wide variety of practical research methods used in most branches of archaeology. These include mapping, survey, excavation and recording, computing, laboratory analysis of soils and artefacts, and recording rock art. Readings and manual supplied. Included in the course are ten days of archaeological fieldwork including excavation.

Archaeology (P&H) 390 8 units
Research principles
Assoc. Prof. Fletcher, Dr White
Classes two 2hr class/wk (Semester 1), one 2hr class/wk (Semester 2)
Assessment one 8000w essay, three seminar papers
The preparation, organisation and presentation of research. This course is designed to prepare students for research by long essay and thesis.

Second semester
Archaeology (P&H) 391 8 units
Archaeological applications
Dr White and staff
Classes one 3hr lab/wk, one day excursion
Assessment three tests, class workbook
Detailed training in the analysis of archaeological data including some of: stone artefacts, ceramics, human skeletal remains, animal bones, dating and elemental analysis. Places are limited.
Archaeology (P&H) 392 8 units

Data management
Mr Wilson, Dr Johnson
Classes one 3hr lab/wk, classwork
Assessment three projects, classwork

An introduction to the range of techniques for recording, managing, analysing and presenting archaeological data, primarily through the use of computers. Places are limited.

Archaeology (P&H) IV Honours

Prereq Credit passes in 48 Senior units of Arch (P&H) including Archaeology (P&H) 290 and Archaeology (P&H) 390. From 1996, 64 Senior units of Archaeology (P&H) will be required

First semester
Case studies in archaeological research
Dr Cremin, Assoc. Prof. Birmingham, Mr Clegg, Prof. Potts
Classes one 2hr class/wk, one 2hr senior seminar
Assessment one 3000w and one 5000w essay

The in-depth study of current archaeological theory, with particular attention to archaeological problems and site reports, both historical and prehistoric, particularly focused on the relationship between aims, methods and results.

Year
Thesis
A supervised piece of research on an approved topic leading to a 25 000 word (max.) thesis.

ANCIENT HISTORY

We teach the discipline of history and use it to offer a wide range of courses on the history of the ancient Near Eastern, Greek, Roman and early Byzantine civilisations to undergraduate and postgraduate students at all levels. We look at all the remains of this world: literature, documents on stone, metal, clay or wooden tablets, papyri; visual images and material sources. A full sequence of courses is offered. If you are interested in taking Ancient History 290, 390 and IV Honours, you are urged to consult members of the Ancient History staff about what is involved.

While knowledge of an ancient language (e.g. Greek, Latin or a Semitic language such as Hebrew or Arabic) is not necessary for a full sequence of undergraduate courses in Ancient History it is desirable and students with a particular interest in Ancient History might consider taking an ancient language among their first year courses. In particular, ability to use ancient text becomes more important with research work in the area and students should note the pre- or corequisites set for 390 and 4th year courses in Ancient History. Ancient History staff are happy to advise on this matter.

Note that it is possible to (a) take as many Ancient History courses as you wish provided there is no significant overlap in content; (b) enrol in Ancient History courses as courses in History. If you do the latter, note that you are governed by the rules which apply to History students, including that on diversification which limits the number of courses that may be taken in any one area: for details, see the History entry.

Location
Ancient History staff are to be found on the 7th Floor of the Mungo MacCallum Building and Room 395 Brennan. Students may also contact Robyn Doohan in Room S664, Western Tower (phone 3512156).

Noticeboard
This is on the 7th floor of the Mungo MacCallum Building between rooms 734 and 735.

Registration
There is no separate departmental registration apart from Faculty enrolment. Consult the noticeboard for the time and place of lectures.

JUNIOR LEVEL

Students may take either 6, 12 or 18 Junior level units of Ancient History. Students should note that the prerequisite for entry to Senior level Ancient History courses is at least 12 units of Ancient History, History or Economic History; or at least 12 units of a Classical Civilisation course which itself contains an Ancient History component. Students planning to do Senior level courses in History should note the corresponding prerequisites.

First semester
Ancient History 101 6 units
Dr O'Neil
Classes Sem 1:(3 lec & 1 tut)/wk
Assessment one 3hr exam, one 2000w essay, one 1000w tut paper

Patterns of Ancient Greek life
Aims and objectives: We aim to cover the history of the rise and development of Ancient Greek history from the first emergence of literate records with the Homeric poems and proceeding to the development of various key institutions down to the high point of Greek life in the fifth century. We will then treat the history of the fourth century, leading up to and concluding with Alexander's conquest of the Persian Empire. Our objectives are to give students an understanding of the general pattern of Greek history, a detailed knowledge of periods and institutions within it and a good grasp of the procedures of historical problem solving.

This course will examine the development of Greek civilisation from the time of Homer to that of Alexander. We shall examine the changes in society, political organisation and military affairs over this period. Particular areas of study will be Spartan society, Athenian democracy, the Persian and Peloponnesian Wars, the Theban hegemony and Philip and Alexander of Macedon.

The main emphasis of the course is political and military history but social history will also be included.
Textbooks
O. Murray Early Greece (Fontana, 1980)

Second semester
Ancient History 102 6 units
Mr Stone, Dr Welch
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper

The Roman Republic and its leaders (218-27 B.C.)
Aims and outcomes: (1) To help students read critically; write effectively; participate confidently in discussion.
(2) To encourage students to think historically and to enter into the consciousness of other societies across great distances of space and time. (3) To interest students in the Roman Republic as being one of the most remarkable and successful experiments in politics and government in the history of the World.

Leadership was not incompatible with legitimate government at Rome though the leader was carefully circumscribed in his activities by Republican theory and practice and was held responsible for his actions. Who might become leader? What scope might he have? Who were his followers? What could be done if he got out of hand? What republic was there if he were not brought to book? This is a study of tension.

The course will treat the ideology and image of leadership and the promotion of these by the leader's own efforts. Specifically it will look at not only the notorious militarists (the Scipios, Marius, Sulla, Pompey, Caesar, Octavian) but also senatorial leadership (Fabius, the Catios, Lepidus, Scaurus, Catulus, Cicero) and the 'champions' of the People (the Gracchi, and their successors down to Clodius, Curio and Antony). When the tension between leader and constitution was resolved by the leader's victory, what did he put in place of the constitution, and did tension come to an end?

This course is posited on the belief that the Romans tell us more if we ask them nicely.

Textbooks
(Worth purchasing though this is not required)
H.H. Scullard From the Gracchi to Nero (Methuen 5th edition, 1982)
D.C. Earl The Moral and Political Tradition of Rome (Thames & Hudson, 1984)
D.L. Stockton (ed.) From the Gracchi to Sulla: Sources for Roman History, 133-80 BC (LACTOR13,1981)
Polybius Rise of the Roman Empire (Penguin, 1979)
Plutarch Fall of the Roman Republic (Penguin [Revised 1972])
Plutarch Makers of Rome (Penguin, 1965)
Cicero Selected Political Speeches (Penguin, 1969)
Sartre: Juartirhine War, Conspiracy of Catiline (Penguin, 1963)
J. Sabben-Clare (ed.) Caesar and Roman Politics 60-50 BC (O.U.P., 1971)
Caesar Civil War (Penguin, 1967)

Ancient History 103 6 units
Dr Weeks
Classes Sem 2: (3 lec/wk, 1 tut/fn)
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper

Ancient Near East: from the bureaucratic state to the military state
Aims and outcomes: To provide an overview of Ancient Near Eastern history and to introduce the problems faced in the study of the area.

The historical period begins with the states of Sumer and Egypt already displaying a strong central organisation. Temple and palace are the dominating institutions. By the mid first millennium B.C. the role of these institutions has been overshadowed in a series of great military empires. This option studies the transformation of society in the great centres of civilisation and the response of other countries (like Israel) whose history took place against this background.

Textbooks
A.H. Gardiner Egypt of the Pharaohs (Oxford UP., 1961)
J.B. Pritchard The Ancient Near East (Princeton UP., 1958)
G. Roux Ancient Iraq (Penguin, 1992)

SENIOR LEVEL

Pre-req 12 Junior level units of Ancient History, History, Economic History or of a Classical Civilisation course containing an Ancient History component.

Ancient History 201/202/203/204
Each of these courses consists of one option from the pool below

Course 1. The world turned upside down: transformations of society in the Roman and barbarian worlds, between the second and the eighth centuries A.D.

8 units
Dr Brennan, Dr Olson
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper: 60% for classwork, 40% for exam

Aims and objectives: Students will gain a knowledge of the transition from the late antique to early medieval periods, expressed in terms of social analysis (authority structures, identities and frontiers) which are transferable to the study of other periods of history, including the present, and conducive to improved cultural understanding. Students will also develop their ability to comprehend written and visual material from a distant past as well as modern, often interdisciplinary, scholarly works, to formulate ideas, develop them through group discussion and express them cogently in writing.

The change from the unitary, ordered world of the Antonine Roman Empire to the fragmented, embryonic kingdoms of early medieval Europe will furnish the historical basis for an analysis of social transformation via three linked subjects: authority structures; identities; frontiers. The authority structures are those of public office, military command, religion, patronage, law, gender, as articulated, interrelated, dissented from, ignored; identity is defined by ethnic group, region, family, religion, occupation and seen as a fluid concept; the frontiers are those between the Roman and barbarian, barbarian and barbarian, town and country, soldier and civilian, pagan and Christian. A major theme will be whether
the 'Roman' underworld and the 'barbarian' auteworld turned the old world upside down in the formation of medieval culture. Another will be whether there is a structural continuity from late antique to very early medieval society despite all the changes in this world.

Textbook
P. Brown The World of Late Antiquity (Thames & Hudson)

Course 2. Despots, priests and people: the political forms of the Ancient Near East  8 units
Dr Weeks
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay, two 750w tut papers: 50% for classwork, 50% for exam

Aims and objectives: To provide a knowledge of representative Ancient Near Eastern political forms so that students may grapple with general issues of political power, its variety and its theoretical justification.

The popular image of the Ancient Near East emphasises despots and powerful priests. Was the reality? Or was there a necessity to accommodate popular feelings and needs? Can the diverse societies be seen in terms of one paradigm?

The course explores thematically and comparatively the political structures of representative Ancient Near Eastern states. It looks at the distribution of power through society and considers the ideological justifications of political power.

Course 3. The world Alexander made  8 units
Dr O'Neil
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper: 50% for classwork, 50% for exam

Aims and objectives: Students will gain knowledge of the later sections of Greek history, to add to knowledge of Classical Greece and acquire skills at interpreting ancient evidence and add to their values in such interpretation.

This course examines the development of Greek civilisation from the time of Philip's development of a strong Macedonian state and his son Alexander's conquest of the Persian Empire. We will look at Alexander's career, the breakup of his world-spanning Empire and subsequent developments, political and cultural. We will examine the development of the successor kingdoms, city-states and federations and the reaction of different cultures within the Hellenistic world. Finally we will study the arrival of the Romans within the Greek world and the Greek response to it.

Textbook
F.W. Walbank The Hellenistic World (H.U.P.)

Course 4. The Roman arts of government: theory and practice from Polybius to Tacitus  8 units
Vliss Hayne
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 3hr formal exam, one 3000w essay, one 1000w tut paper: 50% for classwork, 50% for exam

Aims and objectives: Students will gain an understanding of how contemporary Greek and Roman writers and politicians saw society in which they lived, during a period of profound change.

In the mid second century B.C. Polybius praised Rome for her constitution, which he said ensured success and stability, at the same time forecasting that deterioration could occur. There followed a century of civil war, culminating in a new form of government (or an old form revised?), the principate. The emphasis in this course is on writers: how they saw Rome's government, how they thought Rome should be governed, and how their theories compared with reality. Authors to be studied include Polybius, Cicero, Sallust, Tacitus and Pliny.

SENIOR LEVEL SPECIAL ENTRY COURSES  8 units

Ancient History 290
Prereq Credit or above in 12 Junior units of Ancient History, History or Economic History 101
This is a year-long unit with two components: (i) (first semester) Rethinking history, and (ii) (second semester) either Sovereigns and saints, vandals and virgins or Monarchy from Alexander to Augustus. Each semester represents 50% of the final result

First semester
Rethinking history
Coordinator Dr MacLachlan
Classes (1 lec & 1 tut)/wk
Lectures Carslaw Lecture Theatre 5, Tuesday 1 pm
Assessment one 1500w take-home exam and one tut and one essay total 2500w: 40% for exam, 60% for essay
Attendance at both lectures and tutorials is compulsory

This unit aims to introduce Ancient History and History students to some fundamental concepts, approaches, terminology and paradigms useful for historical analysis. Lectures and tutorials will be integrated and will focus on the following major themes: how and why history is related to theory; traditional approaches for historians; classic challenges to traditional history, recent historical work and the theoretical approaches of those historians.

Second semester
Either

Sovereigns and saints, vandals and virgins
Dr Brennan, Dr Olson
Coreq The world turned upside down
Classes Sem 2: 2hr seminar/wk
Assessment one 2hr exam or equivalent, one 2000w seminar paper, one 2000w essay: 60% for classwork, 40% for exam

Aims and objectives: Knowledge of late antique and early medieval ideas and representations of various kinds of power; skills in close textual analysis (written and archaeological), research techniques and written and oral presentation; an ability to understand cultural, gender and social differences of societies in transformation.

This course will be about rulers and other figures of authority in the Roman and Byzantine empires, and in the Germanic kingdoms, especially of the Ostrogoths,
Visigoths, Vandals and Merovingian and early Carolingian Franks: emperors, empresses, kings, queens, local lords and strong men, bishops, holy men and women, including those who aspired unsuccessfully to such authority. It will be about the location of authority in these different societies; its nature; its sources, charismatic and institutional; the images which conveyed it. It will look at the articulation of authority (through a number of models - Weber, Mary Douglas, Peter Brown) in various terms: the family, war, the supernatural world, the ideal virtues, the law, the social order. Its material will include traditional histories, biographies, hagiographies, panegyrics, titles, legislation, ceremonial, art.

Aims and objectives: Students will gain knowledge of imperial history of Rome and her Empire as it changed from a republican city state acquiring an empire to an autocratic world state (in the period c. 100 B.C. to A.D. 200). The focus will be on the changing characteristics of the soldier in war and in peace: social and ethnic origins, functions, distribution, values, rewards during and after service, discipline, religion, relationships with civilians. How did the nature of the military affect the history of Roman civilisation in its political system, in its foreign policy and in its development in provincial and frontier regions? Was the military the pawn or the puppeteer of the Roman ruling order?

Or

Monarchy from Alexander to Augustus
Dr O'Neil
Prereq or Coreq The world Alexander made
Classes Sem 2: 2hr seminar/wk
Assessment one 2hr exam, one 4000w essay: 60% for classwork, 40% for exam

Aims and objectives: Students will gain knowledge of Greek history in its later phases and of its influence on the early Roman principate as well as understanding of the skills and values which they will need to proceed to Honours work.

We shall examine the style(s) of monarchy developed by Philip and Alexander and those of his better documented successors, principally those around 200 B.C., considering the interaction of Greek, Macedonian and Persian ideas, the styles of the administration and the role of the court (including both the royal women and the generals). Finally we shall examine the influence of Hellenistic ideas on the Romans, most notably Augustus.

Ancient History 390/391 each 8 units
Each of these courses consists of one option from the pool below
Prereq Credit or above in 24 Senior units of Ancient History or History including Ancient History 290 or History 290 391 has a corequisite of Ancient History 390

The Roman soldier and his world
Dr Brennan, Miss Hayne
Coreq (additional) HSC Latin, Latin B 101 or equivalent
Classes Yr: 2hr seminar/wk
Assessment one 8000w essay, one 3000w seminar paper: 60% for classwork and 40% for exam

Aims and objectives: Students will acquire knowledge of the military role in the socio-political process of the particular but changing historical milieu of the Roman world, conceptual and analytical skills in the organisation and evaluation of complex issues and different types of information, and advanced research techniques.

This is a study of the military in the political and imperial history of Rome and her Empire as it changed from a republican city state acquiring an empire to an autocratic world state (in the period c. 100 B.C. to A.D. 200). The focus will be on the changing characteristics of the soldier in war and in peace: social and ethnic origins, functions, distribution, values, rewards during and after service, discipline, religion, relationships with civilians. How did the nature of the military affect the history of Roman civilisation in its political system, in its foreign policy and in its development in provincial and frontier regions? Was the military the pawn or the puppeteer of the Roman ruling order?

Democrats, kings and cities
Dr O'Neil
Prereq (additional) HSC Greek, Greek B 101 or equivalent
Classes Yr: 2hr seminar/wk
Assessment 3hr exam or equivalent, one 8000w essay, one 3000w seminar paper: 60% for classwork and 40% for exam

Aims and objectives: Students will gain knowledge of Greek history over four centuries and the skills to evaluate ancient evidence (including in the original Greek) and understanding of the values of the Ancient Greeks.

This course is a study of leadership in the Greek world. We shall look at the role of leaders within democracies such as Athens, of the hegemones in the league of city-states which dominated the Greek world and of kings within Macedonian and Hellenistic kingdoms. We shall also examine the social background with which these leaders functioned.

Assyrian imperialism
Dr Weeks
Prereq (additional) HSC Hebrew, Hebrew B 101 and 103, Arabic B 101 or equivalent in these or another Semitic language
Classes Yr: 2hr seminar/wk
Assessment one 3hr exam, one 6000-8000w essay, one 3000w seminar paper: 50% for classwork and 50% for exam

Aims and objectives: To enable students to use primary sources, and in particular the Assyrian royal annals, to understand Assyrian imperialism and its impact upon the surrounding world.

The image conveyed by the Assyrians themselves was one of brutality combined with great energy and efficiency. To understand the impact of their march to empire one must understand how they themselves portrayed it. This course is designed to lead students to an understanding of a significant imperialism through reading Assyrian texts.

Amarna age
Dr Weeks
Prereq (additional) Assyrian imperialism or equivalent
Classes Yr: 2hr seminar/wk
Assessment one 3hr exam, one 6000-8000w essay, one 3000w seminar paper: 50% for classwork and 50% for exam

Aims and objectives: To make students aware of the problems of historical reconstructions based largely on correspondence and to enable them to work with the linguistically complex Amarna Letters.

A study of the Amarna period, focusing on Syria-Palestine and making primary use of the Amarna Letters. Examples of topics which come within the scope of the course are: Egyptian imperialism, great power dynamics and the Hapiru/Hebrew question.
Ancient History IV Honours
See Table of Courses for entry requirement
Students taking Ancient History IV Honours in 1995 are required to write a thesis on an approved topic in Ancient History and attend two courses, one from the list of Ancient History 390/391 courses described above and the other an approved seminar from the list below of General Seminars offered in History IV Honours. For further information see 'History IV Honours' under the Department of History section in this handbook.

Ancient History General Seminars
Classes Yr: one 2hr seminar/wk
Assessment one 3hr exam or equivalent, two seminar papers totalling 8000w
Student choose one of the General Seminar options below:

GS8 Writing women's history
Dr Shiga, Assoc. Prof. Caine
Students will acquire an understanding of how various historians and theorists understand the situation of women and of how to write women 'into' history.

GS14 Comparing histories: Australians, Canadians, South Africans and New Zealanders make the history of the new societies of settlement — late 18th Century to recent times
Prof. Fletcher, Prof. Schreuder
NOTE: this course is open to final year Honours students at Macquarie University as well as those at the University of Sydney. Approximately half the meetings will be held at Macquarie University, the other half at Sydney University
Students will gain a deeper understanding of the nature of history, a wider framework of knowledge and an appreciation of the social importance of their own world.

GS17 Arms and the man
Prof. MacLeod
This course will, by using thematic cases and independent research, enlarge students' understanding of the changing nature of war in Western society, and equip potential historians with frameworks within which to analyse and interpret the causes of conflict in the modern world.

GS20 Writing history: the ancient, medieval and renaissance perspectives
Miss Hayne, Dr Ward and others
Students will gain intimate insight into what historians do and why, will develop the skill of analysing complex documents from other cultures and making sense of them on their own terms and in terms of modern requirements, and will develop the ability to respect the historical perspective in its broadest ramifications over time.

GS23 Postmodernity and the challenge to history
Assoc. Prof. Reynolds
Students will acquire critical reading skills and a sense of how different disciplines have changed the study of history.

CLASSICAL CIVILISATION
Noticeboard
Notices for students are placed on the noticeboard situated in the northern vestibule of the Main Quadrangle, next to the ante-room of the Great Hall.

Timetable
Students are advised to check the timetable details for all semester units taken since each unit has its own times.

Enquiries
Enquiries should be directed in the first instance to the Classics secretary (under the Clock Tower, telephone: 351 2368). Further information about the courses in the Classical Civilisation sequence may be sought from the course coordinator, whose name will be posted on the noticeboard.

Registration
Registration will be in the Greek Room (Main Quad) during Orientation Week.

CLASSICAL CIVILISATION, JUNIOR LEVEL
These courses provide an introduction to the mythology, literature, history, art and archaeology of the ancient world. They also serve as useful background for the study of classical texts, whether read in the original language or in translation. They consist of a core course in Classical Mythology to be taken in first semester (101) plus a further course (102) in one of Ancient History, Classical Archaeology, or Classics. A second course from this pool of options may also be completed as the 6-unit 103 course.

It is possible to take this subject along with 12 complete units in Ancient History or Archaeology provided that students choose an alternative option in Classical Civilisation 102 (and 103 if taken). It is not permitted to count the same semester unit in each of the two subject areas.

Classical Civilisation 101 6 units
Classical Mythology
Dr P. Watson
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2000w essay, one 1000w written assignment

In the context of a survey of the development of myth in Greece and Rome, the course examines the individual myths paying attention to their diffusion in space and time. The course is not simply descriptive but looks at the relationship between myth and the culture that produced it; for example, it explores the nature of myth, its relationship with ritual and folklore, the ways in which Greek and Roman literature made use of myth, the overlap and interrelations between myth and philosophy, the appearance and use of myth in art and the independence of myth-traditions in art from those in literature. Some attention is paid to modern theory of myth as well as key modern interpretations of particular myths.
Textbooks
(recommended for purchase)
G.S. Kirk *The Nature of Greek Myths* (Penguin)
H.J. Rose *A Handbook of Greek Mythology* (Methuen)
Course booklet (available from the Classics secretary or the
course coordinator)

Classical Civilisation 102 6 units
Coreq Classical Civilisation 101
Classes see the course descriptions for details
Assessment see the course descriptions for details

One of
Classical Archaeology: Greek and Roman art
and archaeology from the Early Bronze Age to
the age of Constantine
Coordinator to be announced: consult Prof. J.R. Green
Classes Sem 2: (2/3 lec & 1 tut)/wk
Assessment one 3hr exam, one visual test, one take-home
assignment, one 3000w or two 1500w essays

As well as providing a basic introductory survey of
the art and archaeology of the Classical world, the
course examines aspects of the use of archaeological
evidence as well as fundamentals of stylistic analysis.

Preliminary reading
In addition to the reading list given below, a full preliminary
reading and reference booklist is available from the
Archaeology secretary.
A. Cremin (ed.) *The Enduring Past* (N.S.W. U.P.)
E. H. Gombrich *Art and Illusion* (Phaidon)

Or
Ancient History: The Roman Republic and its
leaders (218-27 B.C.)
Mr Stone, Dr Welch
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut
paper

Aims and outcomes: (1) to help students read critically;
write effectively; participate confidently in discussion.
(2) To encourage students to think historically and to
enter into the consciousness of other societies across
great distances of space and time. (3) To interest
students in the Roman Republic as being one of the
most remarkable and successful experiments in politics
and government in the history of the world.

Leadership was not incompatible with legitimate
government at Rome though the leader was carefully
circumscribed in his activities by Republican theory
and practice and was held responsible for his actions.
Who might become leader? What scope might he have?
Who were his followers? What could be done if
he got out of hand? What republic was there if he were
not brought to book? This is a study of tension.

The course will treat the ideology and image of
leadership and the promotion of these by the leader's
own efforts. Specifically it will look at not only the
notorious militarists (the Scipios, Marius, Sulla,
Pompey, Caesar, Octavian) but also senatorial
leadership (Fabius, the Catios, Lepidus, Scaurus,
Catulus, Cicero) and the 'champions' of the People
(the Gracchi, and their successors down to Clodius,
Curio and Antony). When the tension between leader
and constitution was resolved by the leader's victory,
what did he put in place of the constitution, and did
tension come to an end?

This course is posited on the belief that the Romans
tell us more if we ask them nicely.

Textbooks
(worth purchasing though this is not required)
H.H. Scullard *From the Gracchi to Nero* (Methuen, 5th edn, 1982)
D.C. Earl *The Moral and Political Tradition of Rome* (Thames &
Hudson, 1984)
D.L. Stockton (ed.) *From the Gracchi to Sulla: Sources for
Roman History, 133-80 BC.* (LACTOR 13,1981)
Polybius *Rise of the Roman Empire* (Penguin, 1979)
Plutarch *Fall of the Roman Republic* (Penguin [Revised 1972])
Plutarch *Makers of Rome* (Penguin, 1965)
Cicero *Selected Political Speeches* (Penguin, 1969)
Sallust *Jugurthine War, Conspiracy of Catiline* (Penguin, 1963)
J. Sabben-Clare (ed.) *Caesar and Roman Politics 60-50BC.*
(OUP, 1971)
Caesar *C6a7 War* (Penguin, 1967)

Or
Classics: Literature in Society
Dr P. Watson and others
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2000w essay, one 1000w
written tut assignment.

This course will focus on selected aspects of Greek and
Roman society as revealed in major literary texts. Two
particular areas will be explored: interpersonal
relationships and the interaction between the
individual and the state. The Greek component of the
course will centre on 5th and 4th century Athens,
using a variety of prose texts; the Roman component
will take as its starting point the epigrams of the late
1st century A.D. poet Martial. Topics to be covered
include family life, masters and slaves, love and
sexuality, friendship and patronage, gladiators and
wild beast shows.

Textbook
Selected readings from Greek and Latin literature (supplied
by the department)

Classical Civilisation 103 6 units
Coreq Classical Civilisation 102

This course consists of one additional option taken
from the list of courses available for Classical
Civilisation 102.

CLASSICAL CIVILISATION, SENIOR LEVEL
This subject allows for one or more 8-unit courses at
Senior level. Students enrolling for a full 16 units in
Classical Civilisation, Senior level, must take at least
one of the courses which have been designated as core courses.
Two such courses are offered in 1995, *Witchcraft, magic,
dreams and occultism in classical antiquity* (Semester 1) and
*Women in ancient Greece and Rome* (Semester 2). A
full 16 units of Classical Civilisation will thus comprise
either the two core courses or one core course and one
non-core course. Non-core courses are drawn from
Ancient History, Classical Archaeology and Greek
and Roman Literature. Assessment will be according to the requirements for each unit.

Classical Civilisation 201 8 units
*Prereq* 12 Junior units of Classical Civilisation
*Classes* see the course descriptions for details
*Assessment* see the course descriptions for details

The course consists of one designated core course (see above paragraph).

Classical Civilisation 202 8 units
*Coreq* Classical Civilisation 201

The course consists of a second option from the pool below.

Classical Civilisation 203 8 units
*Coreq* Classical Civilisation 202

The course consists of one further option from the pool below.

Classical Civilisation 301 8 units
*Prereq* 16 Senior units of Classical Civilisation

The course consists of one first semester option from the pool below.

Classical Civilisation 302 8 units
*Coreq* Classical Civilisation 301

The course consists of a second option from the pool below.

Classical Civilisation 303 8 units
*Coreq* Classical Civilisation 302

The course consists of one additional option from the pool below.

Options available in 1995

**First semester**

(a) *Witchcraft, magic, dreams and occultism in classical antiquity*

Dr L. Watson

*Prereq* 12 Junior units of Classical Civilisation

*Classes* (2 lec & one sem)/wk

*Assessment* one 3hr exam, one 3000w essay, one 1000w seminar paper

The aim of this course is to provide an opportunity to study a less familiar aspect of ancient Greek and Roman culture which is as important to an overall understanding of our heritage as the more well-known aspects of the classical legacy. It would also serve as a useful adjunct to other courses in, for example, literature, religious studies and social history.

(b) *The world turned upside down: transformations of society in the Roman and barbarian worlds between the second and eighth centuries A.D.*

Dr Brennan, Dr Olson

*Prereq* 12 Junior units of Classical Civilisation (including the Ancient History option)

See under Ancient History Senior level for course description and other details.

(c) *Tragedy*

Dr MacAlister

*Prereq* 12 Junior units of Classical Civilisation

See under Greek and Roman Literature.

**Second semester**

(a) *Women in Ancient Greece and Rome*

Dr P. Watson

*Prereq* as for Classical Civilisation 201 or 301 (students taking the course as an option for Women’s Studies should consult Dr Watson).

*Classes* (2 lec & one 1hr seminar)/wk

*Assessment* one 3hr exam, one 3000w essay, one 1000w seminar paper

The aim of this course is to examine the roles and images of women as significant elements of ancient Greek and Roman society. It will be of relevance not only to students specialising in the ancient world, but to anyone interested in exploring the origins of western attitudes towards women. A study of the contradiction embedded in ancient societies between their images of women and the realities of women’s lives leads to a more critical and clearer understanding of social structures and cultural life throughout history.

The course will focus on four major periods: (1) early Greece; (2) fifth-century Athens; (3) the Hellenistic period; (4) Rome in the late Republic and early Empire. Topics to be discussed will include women’s daily life; legal status; male attitudes to women and their role in society; the sexuality of women; women in religion; the role of myth in reinforcing gender hierarchy; role models; women in Attic drama; the political influence of women in Rome.

A variety of source materials will be employed: such as literary texts, visual arts (sculpture, pottery, architecture), legal documents, medical writings, inscriptions. These materials complement each other to form a general picture: in Rome, for instance, while literary texts provide evidence mainly for the women and the attitudes of the upper class, there are also abundant tombstone inscriptions which shed light on women of all ranks, including those of slave and freed-woman status.

*Textbook*


(b) *Archaeology (Classical) 201*

*Prereq* 12 Junior units of Classical Civilisation including Archaeology option

See under Archaeology (Classical) 201 for details.

or

(b) *Archaeology (Classical) 301*

*Prereq* 16 Senior units of Classical Civilisation including the option Archaeology (Classical) 201

See under Archaeology (Classical) 301 for details.

(c) *The world Alexander made*

Dr O’Neil

*Prereq* Classical Civilisation 101 (with Ancient History option)
Miss Hayne
Ms Muecke
Prereq Classical Civilisation 101 (with Ancient History option)
See under Ancient History Senior level for course description and other details.

The Roman art of government: theory and practice from Polybius to Tacitus
Miss Hayne
Prereq Classical Civilisation 101 (with Ancient History option)
See under Ancient History Senior level for course description and other details.

(d) Comedy
Ms Muecke
See under Greek and Roman Literature 202/302

GREEK AND ROMAN LITERATURE SENIOR LEVEL
Greek and Roman Literature 201 and 202 may be followed by Greek and Roman Literature 301 and 302 as a two-year sequence. Except with the special permission of the School, Greek and Roman Literature 301 and 302 may only be taken in the year immediately following that in which Greek and Roman Literature 201 and 202 was taken.

Each year the course will consist of two equally weighted semester courses in the following subject areas: epic poetry, drama (tragedy and comedy), the novel; with the proviso that the same topics will not be offered in succeeding years.

The course provides systematic study of some of the major areas of Greek and Latin literature, principally by means of selected texts read in translation. It should be of interest to those who wish to familiarise themselves with the literature of Greece and Rome, but are not conversant with the ancient languages, and to students both of other aspects of Graeco-Roman antiquity, and of other cultures which have been influenced by the literary heritage of Greece and Rome.

No knowledge of the Greek and Latin languages is assumed. In addition to the textbooks, which are listed below, details of further recommended reading will be given at the beginning of lectures.

Registration
Registration will be in the Greek Room (Main Quad) in Orientation Week. Students will also be able to register at the first lecture.

Noticeboard and enquiries
Notices concerning the course will be placed on the noticeboard located in the northern vestibule of the main building next to the anteroom of the Great Hall. Enquiries may be made on: 351 2368.

Greek and Roman Literature 201 8 units
Prereq 24 Junior units in no more than two subject areas
Classes Sem: (2 lec & 1 sem)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper

Greek and Roman Literature 202 8 units
Coreq Greek and Roman Literature 201
Classes Sem: (2 lec & 1 sem)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper

Course details
First semester
Tragedy
Dr MacAlister and others
A selection of plays by the Greek tragedians Aeschylus, Sophocles and Euripides, and the Roman Seneca, will be studied. The approach will be multi-dimensional: a study of the plays in their historical, cultural and social context in relation to political, cultural, moral and religious values; a study of the plays as performance with special reference to the origins of the genre and to staging; and studying them in relation to one another. Particular consideration will be given to the tragedians' creative adaptation of mythological modes as vehicles of expression for their social and moral concerns.

Prescribed plays
Aeschylus Agamemnon, Libation Bearers, Eumenides
Sophocles Antigone, Oedipus Tyrannus, Electra
Euripides Hippolytus, Electra, Iphigenia among the Tauri
Seneca Phaedra, Trojan Women

Textbooks
D. Grene and R. Lattimore (eds) Selected Greek Tragedies vols I, II and III (Chicago U.P.)
Seneca Four Tragedies and Octavia, trans. E.F. Watling (Penguin Classics)

Second semester
Comedy
Ms Muecke
The Greek comedies of Aristophanes and Menander and the Roman comedies of Plautus and Terence. In the earliest writers of western comedy we find the models for political and fantastic comedy, social comedy, the comedy of popular entertainment and the elegant comedy of manners and morals. The course treats ancient comedy in its social and political context: the Athenian world of the fifth and fourth centuries B.C. and the Roman world after the Second Punic War. Within the genre and the individual plays we explore comic themes, preoccupations and conventions. Above all, we seek to understand the plays as plays, approaching the dimension of performance both from the scripts themselves and from the traces to be found in the archaeological evidence.

Prescribed plays
Aristophanes Wasps, Birds, Frogs, Wealth
Menander Dyskolos, Samia
Plautus The Brothers Menaechmus, Amphitruo, Pseudolus
Terence The Eunuch, The Brothers

Textbooks
Aristophanes The Knights and Other Plays, trans. D. Barrett and A.H. Sommerstein (Penguin Classics)
Aristophanes *Three Comedies (The Frogs, etc.)*, trans. D. Barrett (Penguin Classics)
Menander *Plays and Fragments*, trans. N. Miller (Penguin Classics)
Plautus *Plays: The Pot of Gold, etc.*, trans. E.F. Watling (Penguin Classics)
Plautus *Plays: The Rope, etc.*, trans. E.F. Watling (Penguin Classics)
Terence *The Comedies*, trans. B. Radice (Penguin Classics)

**GREEK (ANCEINT)**

**Location**
The lecturers in Ancient Greek are to be found on the east side of the Main Quadrangle in the region of the Clock Tower (for room numbers, see the Greek noticeboard). The Greek lecture room (N293) is at the end of a short corridor off the northern vestibule (entrance between the Clock Tower and the Great Hall).

**Secretary**
The Classics secretary's office is underneath the Clock Tower in the Main Quadrangle. Telephone: 351 2368.

**Noticeboards**
The noticeboards for information about courses in Greek are in the northern vestibule next to Room N285 and near the door of the Greek lecture room.

**Registration**
Registration will take place in the Greek Room (Main Quad) during the orientation period at times to be specified. Enquiries may be made at the secretary's office in the first instance.

Students who propose to take the full course in Greek to third or fourth year may find it useful to discuss with the department the choice of other subjects to be taken by them in their first year.

**Courses in Ancient Greek**
The Department offers a full range of courses in Greek for both the pass and the honours degrees.

In first year four courses are available, Greek A 101, Greek B (Classical) 101, (New Testament) III, 113. For entry into Greek A 101 students must have attained a satisfactory standard in either the 3-unit course or the 2-unit course in Classical Greek at the HSC examination or an equivalent qualification.

The Greek B 101 Classical course assumes no previous study of Greek and aims at providing students with a basic knowledge of the language.

The Greek B (New Testament) 111 course assumes no previous study of Greek and aims at providing an introduction to the language through study of the grammar and texts of the New Testament. The course is intended both for students interested in the New Testament and for students wishing to acquire the basic linguistic skills for historical, religious, cultural or linguistic study of the Eastern Mediterranean in Roman times. Students who have passed the 111 course will be admitted to Greek B 201 but are strongly advised to complete 113 as well.

Students intending to enrol in Greek B 111 are invited to consult Dr J. A. L. Lee in the School in January about possible preliminary work.

In second and third years, students who have completed Greek A 101 may proceed to the courses Greek A 201 and A 301, while those who have completed Greek B 101 or Greek B 111 may proceed to Greek B 201 and Greek B 301. Students who have completed Greek B 301 may proceed to Greek A 301 and count it as an additional Senior course. Additional special entry (290 and 390) courses are available at Senior levels. Those who wish to take these courses are advised to consult the Classics section of the School.

For entry requirements for Greek IV, see Table of Courses.

**Greek A 101**

**Entry requirement** HSC Classical Greek 2-unit at a satisfactory standard

**Classes**
Yr: 4 lec/wk

**Assessment**
three 2hr exams, two 1500w essays, classwork

1. Language
2. One major set text per semester
3. One minor set text per semester

**Prescribed texts:**

**Major**
Euripides *Medea* ed. Page
*Thucydides VII* ed. Dover

**Minor**
Herodotus VIII ed. Powell
Homer *Odyssey IX* ed. Stanford

**Other textbooks** (for A101 and higher years)

- (i) a standard Greek grammar
  - either
  - W.W. Goodwin *Greek Grammar* (Macmillan)
- (ii) a lexicon
  - either
  - Liddell and Scott *Intermediate Greek Lexicon* (Oxford U.P.)
  - or (for advanced level courses)
  - Liddell and Scott *Greek Lexicon*, 9th edn with supplement (Oxford U.P.)

**Greek B (Classical) 101**

**12 units**

**Classes**
Yr: (4 lec & 1 tut)/wk

**Assessment**
three 2hr exams, one 1hr exam, classwork

1. Classical grammar with graded texts and exercises
2. Prescribed texts: selections from a prose author and a verse author
3. Translation to and from Classical Greek
4. Cultural, social and historical background is illustrated by the graded readings and prescribed texts.

**Textbooks**

- JACT *Reading Greek (Text), Reading Greek (Grammar)* (C.U.P.)
- Plato *Laches*, ed. Tatham
- *Scenes from Euripides*, ed. Kennedy
- Abbott and Mansfield *A Primer of Greek Grammar* (Duckworth)
- Liddell and Scott *Abridged Greek Lexicon* (O.U.P.)

**Greek B (New Testament) 111**

**12 units**

**Classes**
Yr: 4 lec/wk, Sem 2: 3 lec/wk

**Assessment**
two 2hr exams, one 1hr exam, classwork
1. New Testament grammar
2. Prescribed texts: selections from Gospels of John and Mark and from Acts
3. Translation to and from New Testament Greek

Textbooks
- J.G. Machen Nero *Testament Greek for Beginners* (Macmillan)

**Greek B (New Testament) 113** 6 units

*Coreq* Greek B (New Testament) 111

*Classes* Sem 2: (1 lec & 2 tut)/wk

*Assessment* one 1hr exam, classwork

1. Prescribed text: selections from a Classical prose author
2. Classical grammar and translation

Textbooks
- Plato *Laches* ed. Tatham
- Abbott and Mansfield *A Primer of Greek Grammar* (Duckworth)
- Liddell and Scott *Abridged Greek Lexicon* (OUP)

**Greek A 201** 16 units

*Prereq* Greek A 101

*Classes* Yr: 4 lec/wk

*Assessment* two 1.5hr, two 2hr and one 3hr exams, two 1750w essays, classwork

1. Language
2. One set text per semester
3. One extension topic per semester

Prescribed texts
- Demosthenes *Selected Private Speeches* ed. Carey & Reid
- Sophocles *Trachiniae* ed. Easterling

Extension topics available may include:
1. & 2. Koine Greek
3. Fragments of Euripides
4. The Greek novel
5. Hellenistic poetry
6. To be decided

**Greek B 201** 16 units

*Prereq* Greek B 101 or 111

*Classes* Yr: (4 lec & 1 tut)/wk

*Assessment* three 2hr exams, two 1500w essays, classwork

As for Greek A 101.

**Greek 290** 8 units

See Table of Courses for entry requirement

*Classes* Yr: 2 classes/wk

*Assessment* four 2hr exams or equivalent

Four extension topics from the pool available to Greek A 201.

**Greek A 301** 16 units

*Prereq* Greek A 201 or B 301

*Classes* Yr: 4 lec/wk

*Assessment* two 2hr, two 1.5hr and one 3hr exams, two 1750w essays, classwork

As for Greek A 201.

**Greek B 301** 16 units

*Prereq* Greek B 201

*Classes* Yr: 4 lec/wk

*Assessment* two 2hr, two 1.5hr and one 3hr exams, two 1750w essays, classwork

As for Greek A 201.

**Greek 390** 8 units

See Table of Courses for entry requirements

*Classes* Yr: 2 classes/wk

*Assessment* four 2hr exams or equivalent

As for Greek 290.

**Greek IV Honours**

*Entry requirement* see Table of Courses

*Classes* Yr: approx. three 1.5hr seminars/wk

*Assessment* four 3hr exams or equivalent, thesis

1. Unseen translation
2. Six extension topics to be determined
3. Supervised research leading to a thesis of 15 000-20 000 words on an approved topic related to Greek studies. A candidate who has Faculty permission to attempt Honours in both Greek and Latin in the same year may present one more comprehensive thesis on a topic approved by Classics staff.

Intending students will receive further advice about this course in October of the preceding year.

**Latin**

Courses in Latin deal with various aspects of Roman civilisation. Language study is regarded not merely as an end in itself but as a critical tool for the appreciation and understanding of Latin literature and Roman history, civilisation and society.

*Location*

The office is Room N299 situated directly below the Clock Tower of the Main Building. The noticeboard is in the Southern Vestibule of the same building.
Registration will take place in the Greek Room (Main Quad) during the orientation period at times to be specified. Students who propose to take the full course in Latin to third or fourth year may find it useful to discuss with the Department the choice of other subjects to be taken by them in their first year.

Books
Students should have a copy of each literary text listed for detailed study in their course, and also a good Latin dictionary and grammar (see under Language study). For History strands, at least two of the textbooks listed should be bought. Books listed are often obtainable from the Department or from leading Sydney bookshops, or (if time allows) may be ordered from book suppliers overseas.

Information
All students seeking further information about courses, or about the books recommended for study, should call at the office or telephone 351 2368; the secretary will arrange for a member of the academic staff to advise them.

Greek
Roman civilisation is in many ways indebted to that of the Greeks. A knowledge of Greek is invaluable for studying Latin literature and Roman history. Students who are considering taking honours in Latin and who have not previously studied Greek, are strongly advised to take Greek B 101. Students entering Latin IV are encouraged to attain at least the standard of Greek A101.

Latin A 101 12 units
All members of staff
Prereq HSC Latin 3-unit or 2-unit at a satisfactory standard
Classes Yr: 4 lec/wk
Assessment two 2hr & two 3hr exams, two 2000w essays, classwork

Works for detailed study
Classes Sem 1: 2 lec/wk; Sem 2: 4 lec/wk

Works by three important Latin authors will be studied, one in the first semester and two in the second semester. Lectures will deal with aspects of the author's style and language, with the literary and historical background, and with structural problems raised by the work as well as with problems of text and translation. There will also be an evaluation of the author's specific aims, his success in achieving these, and the literary quality of his work.

Authors and texts
Semester 1
Catullus (ed. R.A.B. Mynors: Oxford Classical Texts)

Semester 2
Virgil Aeneid IV in Virgil, Aeneid I-VI ed. R D. Williams (Macmillan)
Seneca Apocolocyntosis de Morte Claudii (text to be supplied)

Reading course
Classes Sem 1: 1 class/wk
Close study of a variety of Latin texts, to develop reading and translation skills.

Latin B 101 12 units
Coordinator: Dr P. Watson
Prereq Nil (knowledge of another foreign language would be an advantage, but students with no such background will be catered for)
Classes: Yr: 4 lec/wk
Assessment three 2hr exams, classwork

This course caters for a wide variety of students, ranging from those who intend subsequently to proceed with Latin, to those who wish merely to have a background to their studies in other subjects in which a knowledge of Latin is indispensable — for example, English, modern foreign languages, ancient history, classical archaeology and medieval literature and history. The aim of the course is to provide students with a basic knowledge of the language.

Textbooks
Material can be procured from the office

Intending Honours students
Students wishing to take Fourth Year should complete in second and third year either Latin B 201, Latin B 290, Latin 301, Latin 390, or Latin A 201, Latin A 290, Latin 301, Latin 390.

Latin B 101 students who are thinking of taking honours in Latin should consult the Department.

Latin A 201 16 units
Assoc. Prof. Hoyos, Prof. Lee, Ms Muecke, Dr L. Watson, Dr P. Watson
Prereq Latin A101
Classes Yr: 4 classes/wk
Assessment two 3hr & two 2hr exams, essay, classwork

Course topics
In each semester, lecture-courses will be grouped around a particular topic. Treatment will be at a more developed level than in A 101 and wider areas of study and reading are left to students' initiative. Thus an important period in the literature and history of Rome will be intensively surveyed.

Students should acquire a copy of the published literary texts/and at least one of the books in Roman history listed for each semester.

Interested students should also refer to the description of 290/390 courses below.

First semester
The world of the Late Republic
Literary work: Sallust Catiline, ed. P. McGushin (Bristol Classical Press/Duckworth)
Roman history: The Roman Republic: The Conquest of the Mediterranean
Language study: Level 3 or 4 (see Language Study section below)

Second semester
‘Horace and his world’
Literary work: Horace (selections): Horati Opera, ed. E.C. Wickham (Oxford Classical Texts)
Roman history: The Roman Republic: turmoils and Transformation
Language study: Level 3 or 4 (see Language Study section below)

Textbooks
H.H. Scullard From the Gracchi to Nero (5th edn, Methuen paperback)

Latin A 290 8 units
Prereq A101 at Credit level or above
Coreq Latin A 201
Classes Yr: 2 classes/wk
Assessment two 2hr exams, classwork
One special topic will be studied each semester:
(Sem. 1) Ovid Metamorphoses
(Sem. 2) Latin Epigraphy (texts supplied)

Latin B 201 16 units
Prereq Latin B 101
Coreq Latin B 201
Classes Yr: 4-5 classes/wk
Assessment four 2hr exams, two 2000w essays, classwork

Works for detailed study: in the first semester B 201 students will study one author taken along with Latin A 101; in the second semester, they will study two. For details see under A101 authors and texts.

Latin B 290 8 units
Prereq Latin B 101 at Credit level or above
Coreq Latin B 201
Classes Yr: 2 classes/wk
Assessment two 1.5hr exams, classwork
B 290 students will study a special reading topic in each semester.

Latin 301 16 units
Prereq Latin A 201 or B 201
Latin A 201 and 301 constitute a two-year cycle of studies. Students intending to take Latin 301 should, therefore, consult the Latin A 201 program.
Latin 301 students enrolling from A 201 will normally take language level 4 or be given special reading assignments (see below). Latin 301 students enrolling from B 201 will normally take level 3.

Latin 390 8 units
Prereq Latin A201 and A290orB201andB290atCreditlevel or above
Coreq Latin 301
Students taking Latin 390 take the same courses as those in A 290. The entry for A 290 should be consulted for details.
Students wishing to take this course who have not completed A 290 or B 290 should consult the Professor of Classics.

Latin IV Honours
All members of staff
Prereq Latin 301 and 390, both at Credit level or above
Classes 4 classes/wk
Assessment one 3hr and three 2hr exams, classwork, thesis (see below)

Literary study: one, or possibly two, works for study per semester will be arranged after consultation.
Special subjects: one per semester will be arranged in consultation.
Special reading: texts will be prescribed for independent reading, to widen students’ acquaintance with Latin literature and train advanced reading skills, and translation tests will be taken.
Students will research and present a thesis of 15 000-20 000 words by the end of their year of study; they will choose their topic in consultation with staff.
Those intending to enter Latin IV are asked to consult the Professor of Classics before the end of their third year, to discuss their proposed courses and written work.

Language study
Most members of staff

There will be four language study levels in Latin, to which students will be allocated according to their level of proficiency.

Level 1
Latin B 101: see above.

Textbooks for levels 2, 3 and 4

At least one Latin grammar, e.g.
G.G. Betts Teach Yourself Latin ( Hodder & Stoughton: paperback): despite its title, valuable for established students also

Level 2
Classes Yr: 1 class/wk
This level is normally to be taken by B 201 students and by those A101 students who are seen as needing intensive work and revision in syntax. It will include further study of the language and grammar to consolidate reading and translation skills.

Level 3
Classes Yr: 1 class/wk
This level is to be taken by A101 students, except those
seen as better suited to level 2, and by proficient B 201 students. It will include translation from and into Latin and training in comprehension and sight-reading skills. This strand aims to improve students' knowledge of, and ability to use and appreciate, the Latin language.

Level 4
Classes Yr: 1 class/wk
This level will normally be taken by students enrolled in A 201 and 301. It will include further training in comprehension and sight-reading skills, and some basic stylistics. Advanced Latin 301 and 390 students may be given special reading assignments instead, with translation tests. IV Honours students will also be assigned texts for independent reading (see above).

Classics IV Honours
A student who has completed the requirements for entry into both Greek IV and Latin IV may, with the permission of the School, elect to undertake a final joint honours year in Classics. The course Classics TV Honours will comprise such parts of the fourth year courses in Greek and Latin as may be approved by the Faculty on the recommendation of the School in each individual case.

Students who are thinking of becoming candidates for Classics IV Honours are advised to consult with the Greek and Latin sections of the School as early as possible in the preceding year.

School of Asian Studies (A)

Head of School Professor Hugh Clarke
The School incorporates four sections: Chinese Studies, Indian Sub-Continental Studies, Japanese and Korean Studies, and Southeast Asian Studies. In addition to its specialist Asian language and cultural studies courses the School offers a 6-unit first year course, Asian Studies 101, which provides a general introduction to Asia. This course is a corequisite for students enrolled in any B-level Asian language course. From 1995 students will be able to complete a major in the subject area of Asian Studies which is aimed at developing comparative and interdisciplinary approaches to the study of Asia.

Registration
Students must register with the relevant sections for their courses during the orientation period. For details of registration consult School noticeboards.

Location
Christopher Brennan and Mungo MacCallum Buildings. Levels 3, 4 and 5. The sectional offices are located in Brennan Building: Japanese and Korean Studies (Room 573, telephone 351 2869) Chinese Studies (Room 587, telephone 351 3382) Southeast Asian Studies (Room 579, telephone 3513038) Salatiga Program (Room 579, telephone and fax 351 3173) (School fax 351 2319)

Noticeboards
On the 5th floor of the Brennan Building.

ASIAN STUDIES
Courses in Asian Studies are concerned with the study of Asia or parts of Asia employing a range of methodological approaches. The aim is to develop interdisciplinary and comparative examination of the historical, cultural, economic, political and religious aspects of Asian societies. Consequently, while based in the School of Asian Studies, Asian Studies courses draw on the expertise of Asian specialists from other departments and faculties in the University.

Although study of an Asian language is encouraged in conjunction with Asian Studies courses, it is not required as all courses are conducted in English and utilise English language texts. No prior study of Asia is required for entry into the first year course, which introduces students to the study of Asia through an emphasis on comparative themes and concepts. A wide pool of options for Senior level courses is available for completing a major in Asian Studies, made up of Asia-related courses in the departments of Economic History, Government and Public Administration, and History as well as the School of Asian Studies.

Asian Studies 101 6 units
Classes Yr: 2 hr/wk
Assessment information provided in orientation period
This course is a compulsory course for all Bachelor of Arts students who intend to enrol in a level B Asian language course other than Chinese B 101. Asian Studies 101 may not be taken with Japanese A101, Indonesian and Malayan Studies A 101 or A 102 or Korean A 101. (A student taking a B Asian language and one of these courses satisfies the corequisite for the B course).

Asian Studies 101 is also available as an additional first year 6-unit course for students not enrolled in a level B Asian language course.

The course will provide a comparative introduction to modern Asia through an examination of the important historical, cultural, religious, political and economic forces.

The first semester of Asian Studies 101 is the basic core course taken by all students, whereas the second semester consists of two of the following electives: China, India, Japan, Korea and Southeast Asia, of which one must be taken in the area relevant to the Asian language being studied. Students studying two Asian languages will take both the relevant electives.

First semester
Core course
This will be the first half of the 6-unit course. It will introduce the study of Asia through a focus on broad concepts and themes which may be applied in a comparative and interdisciplinary way to the various countries and regions that make up what we call
'Asia'. The course is divided into four modules, each concentrating on a different theme but linked by concerns with questions about the relationship between premodern and modern polities and modes of identity and with examination of perceptions of 'Asia' and the relevance and utility of the concept of 'Asia'.

Second semester
Regional electives
In the second half of the course students will examine two regions of Asia in greater detail, taking up and developing issues and themes introduced in the first semester and relating them to the specific Asian societies under investigation.

Students enrolled in Asian language courses within the School will choose electives relevant to their language studies. The following regional electives will be offered:
- China
- Indian Sub-continent
- Japan
- Korea
- Southeast Asia

Senior courses: Asian Studies 201, 202, 203, 204 each 8 units
See Table of Courses for entry requirement
Classes Sem: 3 hr/wk
Assessment varies with option chosen
Asian Studies 201, 202, 203 and 204 each consist of one semester option chosen from the pool of options listed below. Not all options listed will necessarily be available in 1995. Consult the participating department for details.

Contemporary Indonesia Program (CIP)
School of Asian Studies (in Indonesia)
The CIP is a joint project of the University of Sydney, Australia, and the Universitas Kristen Satya Wacana, Salatiga, Indonesia. It provides an intensive, critical study of economic development, government and politics in contemporary Indonesia. This four-week, in-country, residential program is accredited at the University of Sydney as an 8 unit course. It is offered twice a year during the breaks between semesters.

The program examines national government and national economic development policy-making, on the one hand, and responses of regional politics and community interests, on the other. Issues and topics studied include: the 'matrix' of political, economic and cultural structures in contemporary Indonesia; the institutions of government and public administration; central and regional government; economic policy and how the economy works; public and private sectors; and cultural change.

Pre-course reading
Some pre-course, background reading is recommended.
Participants could consult one or both of the following:
J.D. Legge Indonesia
Adam Schwarz A Nation in Waiting
See the School of Asian Studies for details

The Age of the Imperial Guptas
School of Asian Studies
Classes Sem 2
The civilisation of Ancient India reached its zenith during the time of the Imperial Guptas. This was the Classical Age of India. Then India was the most advanced nation in the contemporary world — she made some substantial contributions in the fields of mathematics, chemistry, astronomy, philosophy, poetry, drama, arts and culture. A selection of official inscriptions, coins and literary sources will be used.
Part of the time will be devoted to historiography, touching on the debate on 'the Classical Age'.

The art of modern Asia
Dr Clark
Department of Fine Arts/School of Asian Studies
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment essay, tut paper
In Asia there has developed both the nationalist art of a series of modernising states, and a counter-establishment art which has frequently been modern in the Euramerican sense. In order to provide a more sharply focused historical approach the course will commence with a survey of development of modern art in Japan from 1850 to the 1980s. This will serve as a reference for subsequent examination of the Chinese experience, both in Republican China and, after 1949, in the People's Republic of China, Taiwan, and Hong Kong. Further lectures and some tutorials will also look briefly at modern art in India, Thailand and Indonesia.

Early modern Japanese history
Dr Tipton
School of Asian Studies
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 2500w essay, one tut paper, and one exam
The course will look at the social, political and cultural order under the Tokugawa shogunate from different and possibly contradictory perspectives: as a feudal order crumbling from the consequences of socioeconomic changes and as a dynamic early modern society forming the prelude to modernisation.

Economic change and religious conversion
Dr van Langenberg
School of Asian Studies
Classes Sem 1
Assessment based on one 3000w essay and one 2hr exam
This course is not available to students of Indonesian and Malay studies A101 and B 201.
The central theme of the course will be the interaction between cultural and economic change during the 19th and 20th centuries in that region of Southeast Asia which today encompasses the nation-states of Indonesia, Thailand, Malaysia, Singapore and Brunei.
The course will examine:
- the two major religious movements of the region—Islam and Buddhism;
- changes in economic systems and patterns of socio-economic relations;
- the development of nationalism as both 'cultural' and 'political' phenomena.
Economic development in Southeast Asia
Department of Economic History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & 1 tut paper


Economic development of modern Japan
Department of Economic History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & tut paper

The main concern of this course is with the economic processes that have transformed Japan over the last century from a feudal state to an industrial superpower and the social consequences of industrialisation. Topics discussed include: pre-Meiji developments, the roles of government and private enterprise, agricultural growth, international economic relations, capital formation, labour supply, structural changes, population increase and urbanisation, militarist influences, economic fluctuations, post-war reforms and 'explosive growth', changes in labour relations and consumption patterns, the costs of growth, the oil crisis.

Government and politics of modern China
Department of Government and Public Administration

Introduction to government and politics of modern China. Brief examination of traditional background and modern revolution from the 19th century to 1949. Primary focus on ideology, leadership, institutions and political processes of the People's Republic. Covers politics of social groups, major issue areas, the Cultural Revolution and the politics of reform.

Historical development of the Chinese economy
Department of Economic History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & one tut paper


Indian civilisation and social change — from the Indus Valley civilisation to Gandhi
Dr Oddie
Department of History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w paper, 60% for classwork, 40% for exam

The purpose of this course is to explore central themes in the cultural and social history of India. It deals with topics such as classical Hinduism, devotional movements and modern Hindu reform, the rise of Buddhism and the coming of Islam; ideas of kingship, forms of imperial rule and the transition to a modern democracy; courts and culture under Hindu and Mughal rulers; villages and change, caste and social mobility; the land, the peasantry and the role and status of women in pre-British and modern times.

Textbooks
A.L. Basham The Wonder That was India
R. Thapar The History of India, vol. I

Inventing democracies: Japan, India, U.S.A.
Dr Kersten, Dr Masselos, Dr G. White
Department of History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr formal exam; one 4000w essay; 60% classwork, 40% exam

The 1990s has witnessed the coming of age of democracy, dramatically revealed through the collapse of the Berlin Wall and the disintegration of the Soviet Union. Yet rather than the triumph of an idea and its institutional form, we find a multiplicity of democracies all claiming the democratic label. The essence of difference between them is political culture. This course will explore how democracy has been portrayed through national and cultural identity in three countries: India, U.S.A. and Japan. We will identify the common ground and contrasts between these versions of democracy, and determine whether democracy is indeed an idea that can only exist in the cultural context of its creation, or whether it can encompass great diversity.

Issues in modern Japanese economic history
Department of Economic History
Prereq Economic Development of Modern Japan
Classes Sem: (2 lec & 1 tut)/wk
Assessment one take-home exam, one 2500w essay, one tut assignment

This course will concentrate on the 'hidden economy' of Japan. It will deal with three overarching topics which have implications for understanding the underside of the Japanese economic 'miracle'. The three sections are: labour; internationalisation of the economy; and socioeconomic aspects of the economy. Each section will examine historical developments in the emergence of these developments on the contemporary economy. The focus will be on the information economy rather than the more mainstream, or formal, economy.

The labour component will focus on women in the workforce and on the role of subcontractors, rather than concentrating on the labour practices employed by big business. The labour shortage of the late 1980s and early 1990s will be discussed as will the notion of underemployment.

The internationalisation component will investigate some of the reasons for, and results of, large capital movements offshore. In particular we will be concerned with the integrity of the offshore currency movements and the implications these have for other
nations. The basis for the continuation of the stock exchange under hostile conditions in the late 1980s is also examined. Official development assistance and the relationships between Japanese companies and organised crime syndicates investing in infrastructural and construction projects overseas will be examined.

In the socioeconomic component we will consider Japan’s welfare policies, the introduction of the private pension scheme, and the impact these have had on society. Seen within an historical framework, this provides a means for examining the qualitative changes which some economic policy has brought in Japan.

**Japanese politics**
Assoc. Prof. Matthews
Department of Government and Public Administration

A study of the politics and government of postwar Japan. Main topics will include: the governmental structure, the bureaucracy and policy making, the political party system, relations between business and government, and recent issues in domestic and foreign policy. Emphasis will be given to examining various interpretations of the character of contemporary Japanese politics: a society structured in a hierarchy of patron-client relations; the causative role of traditional attitudes and cultural values; the manipulation of those values in the interest of the capitalist state; modernisation theory; 'Japan Incorporated'.

**Modern Indian literature in translation**
Ms Ghosh

*Classes* Sem 2: (2 lec & one 2hr tut)/wk
*Assessment* one 5000w essay, one 1000w tut paper

This course is divided into two sections (a) modern novels and short stories and (b) modern poetry. The lecture course will give an overview of modern Indian literature based on common themes and traditions in the vernacular writings from all major novelists (Rabindranath Tagore, Premchand, Manto, etc.), short-story writers (Tagore, Premchand, Manik, Bandopadhyay, etc.) and poets (Tagore and Iqbal).

**Modern Japanese social history**
Dr Tipton
School of Asian Studies

The course will begin with an examination of the social aspects of the Meiji reforms, evaluating interpretations of their aims and effects. The focus will then turn to the emergence of new social forces in the twentieth century, such as industrial workers, an urban middle class and a women’s movement. We will also explore changes in daily life and attitudes to work and leisure as urbanisation and industrialisation progressed and assess the effects of the Second World War and the Occupation.

**Modern Southeast Asia**
Dr Reynolds
Department of History

*Classes* Sem: (2 lec & one 1hr tut)/wk
*Assessment* one 3hr exam; one 2500w essay and one 1500w tut paper

This course is divided into two parts. The first will establish the contexts in which colonialism, nationalism, independence, and post-colonial Western intervention evolved in the region. The second part will look at problematic themes for history enquiry: peasant revolt; the narrative of the nation; social history; religious and ethnic conflict. Historical examples selected from Southeast Asian countries as they are appropriate.

**Northeast Asian regional politics: conflict and change**
Department of Government and Public Administration

Concentrating on Korea, Taiwan and Hong Kong, the course will examine the reasons for conflict and change in the region. It will focus especially on: why it has been considered a political and economic centre of gravity, whether there are unifying strands of ideology or common interest that would allow the region to rival the emerging European/Atlantic bloc, what are the potential sources of disharmony in the region, where places there for Western influence initiates political/economic evolution, and does Big Power politics or a new co-prosperity notion best sum up its future?

**Protest, dissent and the state in modern Japan 1860-1960**

Dr Kersten
Department of History

*Classes* Sem: (2 lec & 2 tut)/wk
*Assessment* one 3hr exam, one 3000w essay, one 1000w tut paper. 50% for classwork, 50% for exam.

This course is focused on the history of political thought in Japan and how this has enabled political control to be sustained. The concepts of protest and authority are the recurring themes of the course. We discover how the State in Japan has looked to those who have opposed it, whether they be peasants, democrats, anarchists, communists, students or liberals. State ideology is analysed in its various dimensions, including its Confucian, fascist and nationalist philosophies.

**Textbooks**

**Revolution, nationalism and modernity**
Department of Government and Public Administration

The course examines two forms of social and political change which have shaped the modern world — revolution and nationalism. It traces some of the social and political processes which have helped produce revolutionary and nationalist movements, identifies and evaluates the role of various actors (classes, individuals, institutions) and studies and evaluates the role of ideas and ideologies in revolutionary and nationalist movements. It examines how some of the ideas which characterise ‘modernity’ have been produced and used for legitimisation. Examples will focus on the French, Russian and Chinese revolutions.
and the Indian and Indonesian nationalist struggles. Themes include the role of peasants in revolution and emergence of 'mass' politics.

The six schools of classical Indian philosophy
Dr Comans
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 4000w essay, one 1000w tut paper

The course will begin with a short study of Upanishads (800-300 B.C.) and then will focus upon the six schools of classical Indian thought which flourished between the third and twelfth centuries A.D. The six schools will be studied in three groups, each of which highlights particular dimensions within the history of Indian thought: the study of Sāraṇīya and Yoga will highlight metaphysics and psychology; the study of Nyāya and Vaiśeṣika will emphasise the developments in Indian epistemology and logic; and the study of Mīmāṃsā and Vedānta will focus on the theory of language, views about the nature of consciousness and arguments concerning the ontological status of the physical world.

Textbook
M. Hiriyanna *The Essentials of Indian Philosophy* (Allen & Unwin, 1978)

South Asian politics
Department of Government and Public Administration

The course aims at developing an understanding of the nature and functioning of 'politics' in the post-colonial nation-states of the Indian sub-continent, focusing upon India, Pakistan and Bangladesh, and with material occasionally drawn from Nepal. The course includes some colonial background, independence, the political institutions, issues and problems such as national integration, the roles of civilian and military authorities and religion.

Southeast Asian politics
Dr van Langenberg
School of Asian Studies
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 3000w essay, tut paper, 2hr exam

The course examines the contemporary nation-states of Indonesia, Thailand, Malaysia and Singapore as case studies in comparative politics. In the past two decades Southeast Asia has undergone profound political and social transformation. Economic growth rates are amongst the highest in the world. Both wealth and poverty are growing in comparative terms. Agricultural economies are becoming industrialised. Authoritarian regimes are accommodating to democratising pressures. The global media are impacting upon domestic cultures. Global capital is transforming economies and political power relations. New movements of religious revival are challenging state authority. Nationalisms and cultural chauvinisms interact and frequently conflict. Globalism and 'post-coloniality' are now determining generational changes both of political leadership and in civil-societies in Southeast Asia.

The course will seek to explain the patterns and dynamics of contemporary politics in this important and rapidly changing region - and provide guidelines for evaluating future developments.

Basic reading
David Steinberg (ed.) *In Search of Southeast Asia* (1987)
Kevin Hewison *et al.* (eds) *Southeast Asia in the 1990s* (1993)

CHINESE STUDIES

Chinese courses are available for candidates in A, AB and B streams for the pass degree and there are additional special entry courses for candidates for the honours degree. An introductory course B is offered for those who have no previous knowledge of the subject. The Chinese AB 101 course is for students who have passed Chinese 2-unit Z or for native speakers who have a limited knowledge of the written language.

Students proposing to enter Chinese A101 should consult the department unless they have passed in either 3-unit or 2-unit Chinese at a satisfactory standard at the HSC or other equivalent examination. Native speakers of Chinese should take Chinese A 101 provided they have a basic knowledge of the written language.

Additional second and third year courses are offered in Chinese. These courses, whose titles end in -3 or -4, are available to students concurrently enrolled in or who have previously passed the relevant -1 courses.

Intending honours students who commence with an introductory course in Chinese should note that, if they obtain a Credit result or better in the B101 and B 103 and B 201 courses and if they have completed three other qualifying courses, they may apply to the Faculty through the Head of School for permission to take two years' courses concurrently in the following year. If approved the honours degree may thus be completed in four years. Students entering the honours stream will be required to complete a total of 82 units of Chinese of which 16 must be special entry (-90) units and 8 must be A 390.

**Chinese A 101**

**12 units**

*AKn HSC Chinese 2-unit or equivalent*

**Classes Yr. 5hr/wk**

**Assessment** information provided during the orientation period

1. Modern Chinese composition and conversation.
2. Introduction to classical Chinese.
   The classical Chinese language will be introduced through a selection of readings from philosophical writings such as Mencius, Han Fei Zi and Zhuang Zi. A systematic survey of the grammar will be given during the year.

3. Selected modern texts.
   A selection of readings from poetry, drama and short stories.

Textbooks
A dictionary such as:
R.H. Mathews Chinese-English Dictionary revised American edn
Lin Yutang Chinese-English Dictionary of Modern Usage
Liang Shih-ch’iu A New Practical Chinese-English Dictionary
(Commercial Press, Hong Kong)

Chinese B 101
12 units
A Kn Nil
Classes Yr: 4 hr/wk
Assessment information provided during the orientation period

This course assumes no previous knowledge of Chinese.
1. Chinese grammar and basic vocabulary.
2. Chinese conversation.

Textbooks
A.D. Stefanowska and M. Lee Basic Chinese Grammar and Sentence Patterns (Wild Peony)
M. Lee and W.-A. Zhang Putonghua: A Practical Course in Spoken Chinese (Wild Peony)
Concise English-Chinese Dictionary (Oxford U.P.)

Chinese AB 101
12 units
A Kn HSC Chinese 2 unit Z or equivalent
Classes Yr: 5 hr/wk
Assessment information provided during the orientation period

2. Readings in modern Chinese.
4. Introduction to classical Chinese.

Chinese B 103
6 units
Coreq Chinese B 101
Classes Sem 1 2 hrs/wk, Sem 2 3 hrs/wk
Assessment information provided during the orientation period

A prerequisite for students wishing to enter second year Chinese, this course will provide additional training in pronunciation and written Chinese, readings in Modern Chinese literature and Modern Chinese history.

Textbooks
W.P. Liu et al. Readings in Modern Chinese (Wild Peony)
Concise English-Chinese Dictionary (Oxford U.P.)

Chinese A 201
16 units
Prereq Chinese A 101 or AB 101
Classes Yr: 6 hrs/wk
Assessment information provided during the orientation period

1. Modern Chinese composition and conversation.
2. Topics in Chinese cultural history.
3. Introduction to classical Chinese.
4. Selected modern texts.

The classical Chinese language will be introduced through a selection of readings from philosophical writings such as Mencius, Han Fei Zi and Zhuang Zi. A systematic survey of the grammar will be given during the year.

Textbooks
A dictionary such as:
R.H. Mathews Chinese-English Dictionary, revised American edn
Lin Yutang Chinese-English Dictionary of Modern Usage
Liang Shih-ch’iu A New Practical Chinese-English Dictionary
(Commercial Press, Hong Kong)
Chinese B 203  
8 units  
Coreq: Chinese B 201  
Classes: Sem: 4hr/wk  
Assessment: information provided during orientation period  
1. Composition  
2. Conversation  
3. Modern plays  
A selection of plays by modern Chinese writers will be read and examined mainly from the point of view of language use and as an exercise for consolidating reading and speaking skills in Chinese. Vocabularies are included in the texts chosen for study and brief introductions to playwrights and the times in which they wrote will also be given.

Chinese B 204  
8 units  
Coreq: Chinese B 203  
Classes: Sem: 4hr/wk  
Assessment: information provided during orientation period  
1. Composition  
2. Conversation  
3. Readings in the history of Chinese literature  
Selections from the writings of well-known Chinese literary historians will be translated and discussed.

Chinese B 290  
8 units  
Prereq: Chinese B 101 & B 103 Credit or better  
Coreq: Chinese B 201 & B 203  
Classes: Yr: 2hr/wk  
Assessment: information provided during orientation period  
Students wishing to do the Special Entry course must enrol concurrently in Chinese B 203. Special author for study: to be specified.

Chinese A 301  
16 units  
Prereq: Chinese A 201; or B 201, B 203 & B 290; or B 301  
Classes: Yr: 6hr/wk  
Assessment: information provided during orientation period  
1. Four options, see under Semester options below.  
At least one option is to be chosen from the classical Chinese options and one from the modern Chinese options.  
3. Topics in Chinese cultural history or Historical development of the Chinese economy. (3 hours per week in second semester. Offered in the Department of Economic History. For a description of this course see the entry under the Department of Economic History in this handbook.)

Chinese A 303  
8 units  
Coreq: Chinese A 301  
Classes: Yr: 2hr/wk or Sem 1: 4hr/wk or Sem 2: 4hr/wk  
Any two options not already taken.

Chinese A 304  
8 units  
Coreq: Chinese A 303  
Classes: Yr: 2hr/wk or Sem 1: 4hr/wk or Sem 2: 4hr/wk  
Any two options not already taken.

Chinese A 390  
8 units  
Prereq: Chinese A 201 and A 290 Credit or better; B 301 and A 290 Credit or better  
Coreq: Chinese B 201  
Classes: Yr: 2hr/wk  
Assessment: two 1.5hr exam  
Special author for study: Wang Wei (699-761)  
One of the poets of the Tang dynasty, Wang Wei was equally accomplished as a painter and musician. His poems cover a wide range of styles and topics, but often deal with Buddhist themes, and include some of the finest nature and landscape poetry ever written. In this course Wang Wei's life and work will be studied by reading a selection of his poems in roughly chronological order.  

Or  
Special author for study: Su Shi (1037-1101)  
Su Shi was one of the greatest Chinese literary scholars. He was master in all the important artistic and literary forms — s/zz'-poetry, cz'-poetry, fu, prose essays, calligraphy and painting.

Chinese B 301  
16 units  
Prereq: Chinese B 201  
Course content same as for Chinese A 201.

Chinese B 303  
8 units  
Coreq: Chinese B 301  
Classes: Yr: 2hr/wk or Sem 1: 4hr/wk or Sem 2: 4hr/wk  
Any two options not already taken.

Chinese B 304  
8 units  
Coreq: Chinese B 303  
Classes: Yr: 2hr/wk or Sem 1: 4hr/wk or Sem 2: 4hr/wk  
Any two options not already taken.

Semester options  
Each option is a 2-hour semester course. Students will be advised at the beginning of the year which options will be offered in 1995. A list of option times will be available during the orientation period.  

1. Poetry of the Song Dynasty (1)  
Generally the Tang dynasty is regarded as the great age of Chinese s/zz'-poetry, and yet more s/zz'-poems were written during the Song dynasty. Selections will be read in class and the development of poetry during the Song will be discussed.  

2. Poetry of the Song Dynasty (2)  
During the Song Dynasty a new genre of poetry, the ci, developed and became the genre most commonly associated with that period. Selections will be read in class and the development of the ci will be discussed.  

3. Neo-Confucian texts  
From Zhou Dunyi (1017-1073) to Wang Yangming
many philosophers worked to equip Confucianism with a metaphysic and a system of self-cultivation that would enable it to compete with and eventually eclipse, its chief rival, Buddhism. From their efforts there emerged a Neo-Confucianism that remained the dominant creed in China for some six or seven centuries. In this course extracts from the writings of the principal Neo-Confucian thinkers will be studied.

4. Classical historical texts
History has always been an important part of traditional Chinese learning, because of its intrinsic value as history and also because of the moral lesson it could teach, and of the relevance of history to the present. Some of the best ancient Chinese prose can be found in the early historical writings. Representative texts from major historical writings will be chosen for study.

5. Classical fiction
Introductory lectures will discuss the historical, social and linguistic factors which gave rise to the earliest examples of fiction in China and its development into the genre generally referred to as chuanqi which emerged in the late Sui dynasty and reached its height of excellence during the late Tang dynasty. The chuanqi fiction of Tang has been highly regarded by Chinese literary historians for the beauty of language and conception and social historians have found the chuanqi to be excellent documents on the social life and attitudes of urban dwellers of the Tang capital Chang'an. The main part of the course will be devoted to the reading of some of the finest examples of chuanqi and to considering them in the light of the times in which they were written.

6. Modern essays on literature
Introductory lectures will discuss the historical, social and linguistic factors which gave rise to the revolution in the literature of the May Fourth period which established the vernacular language as the language for China's modern literature. In the present century Chinese writers have been deeply concerned about the function of literature; their concern has been intimately related to their perceptions of the place of China in the world and moulded by their studies of western philosophies and literatures. The main part of the course will be devoted to the reading of essays on literature written by prominent writers of this century and spanning the period from May Fourth to present times. The ideas presented in the essays will be considered in the light of the writers who wrote them.

7. Ming short stories
Substantial growth in the urban areas of Ming China and the rise of a semi-literate class were important factors leading to pressures for developments in popular literature. The vernacular short story genre reached a peak in development and in popularity in these times, reflecting the life and concerns of the townspeople. Selections of these stories will be examined in the context of language and genre and will be considered in the times in which they were written.

8. Modern poetry
In the twentieth century new forms and styles of poetry appeared in China as a result of literary and political influences from Europe, Russia and America. In this course poems by representative modern poets will be studied, including samples of post-1949 poetry from both China and Taiwan.

9. Modern fiction to 1949
Modern Chinese fiction came into being as a result of the Literary Revolution which began in 1917. During the early period of its development it was subjected to strong influences from the West but Chinese writers gradually found their way to creating an indigenous form of fiction. In this course a selection of fictional works by representative authors will be studied and discussed in detail.

10. Poetry of the Tang Dynasty
In the eighth century, new developments in verse technique and changing social conditions led to an outburst of creativity that has made the Tang dynasty a byword for great poetry. Drawing on the standard anthology Three Hundred Tang Poems, this course will deal, in chronological order, with some 14 poets, and representative poems by them will be studied in detail.

11. Buddhist texts
Buddhism dominated the intellectual and cultural life of China from the Six Dynasties period to the end of the Tang dynasty. Chinese Buddhist thinkers have made original and important contributions to Buddhism itself, and Buddhist teachings remain a powerful influence in Chinese society even today. In this course extracts from translated and original texts will be read in order to illustrate (a) some of the fundamental Mahayana Buddhist concepts, (b) Chinese Buddhist ideas concerning universal and sudden enlightenment, and (c) the teachings of the Chan and Pure Land schools.

12. Daoist texts
As a philosophy, Daoism has always offered an alternative, or complementary, view to Confucianism and has had an incalculable effect on Chinese thought, literature and art; as a religion, together with the nameless folk religion, it represents the indigenous faith of the Chinese people. In this course, Daoist ideas, and especially the concept of the Dao itself, will be examined through extracts from classical Daoist texts and other works, including writings on Daoist meditation.

13. Classical autobiographical texts
In traditional China autobiography had a very close connection with biography and many autobiographical works were modelled on the format of the biography. Yet many other literary works have a more or less autobiographical character and are an expression of the author's life and personality. Representative works will be chosen for study.

14. Guwen prose
During the Tang dynasty there was a reaction against Six Dynasties' literature and thought. Guwen or ancient-style prose was a reaction against the earlier
pianwen or parallel-prose style. The scholars who promoted guwen modelled their prose on the classics, claiming that pianwen was more concerned with style than with logical argument. The great masters of guwen used this style in a wide variety of prose both discursive and lyrical. Representative works will be chosen for study.

15. Modern prose essays
The essay form has been used as a genre in modern times to address writers' perceptions on a wide range of topics. Some essays are purely lyrical, others satirical or humorous. However all reflect the writer's inclinations, tastes, attitudes and concerns, and the social environment and the times. A selection of modern and contemporary essays will be chosen for study and translation both in the context of the times in which they were written and of their writers. Vocabulary lists will be provided to encourage reading fluency in Chinese.

16. Early vernacular novels
Early vernacular novels have their origins in storytelling. The rise of Buddhism in pre-Tang times established the tradition of storytelling at religious festivals held in monasteries. Later urban growth and the development of a significant semi-literate population among the townspeople brought further development in secular storytelling and also in the writing of prompt-books for story-tellers. The early novels Sanguo zhi yanyi, Shuihu zhuan and Xiyou ji were developed from such prompt-books. Purely fictional short stories in the vernacular reached a height of development in the Ming dynasty and in the following Qing dynasty the vernacular fiction in the novel form reached its greatest peak with the classic Honglou meng which continues to this day to fascinate readers and scholars. Selections of extracts from one or more of these novels will be chosen for study and translation. The selected extracts will be examined in the context of novel(s) as a whole. Features of the literary techniques and the language employed in the novel(s) chosen for study will also be examined.

17. Chinese language and linguistics
An introductory course which examines the various aspects of the language, including dialects and the standard language, the sentence, phonology, morphology, syntax, the writing system, romanisation, language reforms and varieties of Chinese.

18. Contemporary fiction
Since 1950 modern Chinese fiction has developed into two streams: that of mainland China and that of Taiwan and overseas areas. The main stream in China had a great advantage in having a large number of accomplished writers living on their native soil. Taiwan suffered from a lack of talented writers at first but in recent years has developed a distinctive native fiction. Writers living in overseas areas, including some emigrants from Taiwan, despite being cut off from their Chinese roots, have produced some works of considerable merit during the last few decades even though they are somewhat limited in scope. In this course selected examples of works of both streams will be studied against their social, political and linguistic background.

19. Chinese literary thought
Chinese literary thought has until recent times been largely neglected. Yet it is important not only because it increases sensitivity to and appreciation of literature but also because important philosophical concepts are reflected in it.

20. Poetry of the Pre-Tang period
In the declining years of the Han dynasty Chinese poetry emerged from its infancy into the first period in which it became a clearly accepted literary form, it became the work of poets who acknowledged their work and whose names are known. In this period Chinese poets in actual practice and in theoretical formulation had come to face what was to be the abiding problem of poetry in all civilisations: how to express feelings of individual experience within the formal limitations established by the common practice of the art.

21. Writings of Chinese women (1)
In spite of the constraints placed on Chinese women in a patriarchal society, Chinese women in traditional times found ways to literacy, and some of them became known for their literary writings. Because most of these women led a narrow and confined life, they are best known for their lyric poetry. In this course, a few introductory lectures will deal with the life of Chinese women in traditional times, followed by studies of selected works by women writers before the twentieth century.

22. Writings of Chinese women (2)
Beginning from the twentieth century, a new breed of women writers appeared in China. Nurtured by a strong nationalism and influenced by ideas from the West, they had a strong tendency towards reform and revolution. Their self-perception was very different from that of their predecessors in traditional times. This course aims to examine the changes in Chinese women from the early twentieth century and the literary works they produced.

Chinese IV Honours
Entry requirement see Table of Courses
Classes Yr: 6hr/wk

1. Topics in Chinese literature
A selection of important texts will be studied against the social, political, literary and linguistic backgrounds.

2. Topics in Chinese history
This course will consider primary and secondary source materials in Chinese and English.

3. Topics in Chinese thought
This course will consider mainly primary source materials in Chinese.

4. Japanese for Chinese studies
An introduction to Japanese, presupposing no previous knowledge of the language, for students of Chinese. Japanese pronunciation and grammar will
be explained, and some short extracts from Japanese texts will be read.

5. Thesis
Candidates will be required to present a short thesis on a sinological topic.

INDIAN SUB-CONTINENTAL STUDIES
Indian Studies
Sanskrit and Urdu are offered as Junior courses. Students interested in Hindi or Bengali should contact the School of Asian Studies about possible alternative arrangements.

Sanskrit B 101 12 units

Dr Comans

Coreq Asian Studies 101

Classes Yr: (2 lec & 1 tut)/wk

Assessment one 3hx exam/sem

The course aims to provide a basic knowledge of Sanskrit. Emphasis will be given to understanding the grammatical structure of the language and by the end of the year most of the necessary grammar will have been covered. The Devanagari script will be introduced and used in the course. Pronunciation will be given attention. There will be exercises in translation from Sanskrit to English and English to Sanskrit. Students will be expected to devote a minimum of eight hours a week in home study.

Textbooks
R. Goldman, Devavanipravesika, An Introduction to the Sanskrit Language (Berkeley, 1978)

Urdu B 101 12 units

Mr Durrani

Coreq Nil

Classes Yr: (2 lec & 3 tut)/wk

Assessment one 3hr exam/sem

An introduction to the grammar and syntax of Urdu as a spoken language. The course will deal with:
1. basic elements of Urdu grammar, phonetics and orthography
2. spoken Urdu
3. readings of set text, translation from Urdu into English and English into Urdu.

Textbooks
Urdu Language (for Beginners)
Urdu Textbooks # 1 and 2, (Board of Education, Lahore, Pakistan)

Indian Studies 201 16 units

Entry requirement see Table of Courses

Indian Studies 203, 204, 290 8 units each

Indian Studies 301 16 units

Indian Studies 303, 390 8 units each

Students should consult the School of Asian Studies for details of the Indian Studies courses available in 1995.

JAPANESE AND KOREAN STUDIES
Japanese courses
The section aims to bring students to the level where they can read and translate competently for themselves and converse with reasonable fluency. The language is difficult and acquisition proceeds through sharply marked learning thresholds which necessitate more intensive teaching than some other languages. The student must be committed to appreciable out-of-classroom preparation time.

First year courses
The section offers three first year courses in Japanese:

A 101 for students who have completed 2 unit HSC Japanese (or equivalent determined by the Section) at a satisfactory standard;

AB 101 for students who have completed 2 unit Z HSC Japanese (or equivalent determined by the Section) at a satisfactory standard;

B 101 for students who have no previous knowledge of Japanese or students who have not learnt hiragana, katakana, or basic kanji.

During the orientation period students enrolling in Japanese A 101 or Japanese AB 101 will be required to take a language placement test organised by the Section.

Students without HSC or equivalent qualifications, and native speakers of Japanese, should contact the Section prior to enrolment.

Additional courses
The section offers additional courses in Japanese studies in second and third year (Japanese B 203, Japanese B 204, Japanese A 203, Japanese B 303, Japanese B 304, Japanese A 303) and encourages students to take courses in Asian Studies.

Students intending to undertake the honours degree should consult the head of Section during their first year of study. Students in the B stream who wish to undertake Japanese IV should study the entry requirements in the Table of Courses.

The following useful reference works are recommended by the Section:
Makino & Tsutsui A Dictionary of Basic Japanese Grammar (The Japan Times)
The Collegiate Japanese-English Dictionary (Kenkyuusha)
A. N. Nelson The Modern Reader's Japanese English Character Dictionary (Turtle)
P. G. O'Neill Essential Kanji (Weatherhill)
Sanseidoo's New Concise English-Japanese Dictionary

Japanese A 101 12 units

AKn HSC Japanese 2-unit or equivalent

Coreq Nil

Classes Yr: 6hr/wk

Assessment continuous class assessment, class tests and semester exams. Consult section for further details

An introduction to Japanese Studies and contemporary Japanese texts with extensive practice in the spoken language.
Reading selected modern texts
Sem 1: 1hr/wk; Sem 2: 2hr/wk
Students study a selection of modern Japanese texts which are initially taken from a collection of short stories by the author Hoshi Shin'ichi. Later in the year students are introduced to more sophisticated short stories of Shiga Naoya (1883-1971).

Introduction to Asia (Semester 1)
2hr/wk
Assessment semester exam, class tests
This component is equivalent to Asian Studies 101 in Semester 1. See the description for Asian Studies 101.

Japanese history (Semester 2)
1hr/wk
Assessment semester exam
This component is equivalent to the Japan option of Asian Studies 101 in Semester 2.

Spoken Japanese
2hr/wk
Conversation and discussion based on the material covered in the composition and reading classes.

Composition
1hr/wk
Translation from English into Japanese in addition to free composition in Japanese. Writing kanji will be tested regularly.

Textbooks/dictionaries
To be advised at the beginning of the course

Japanese B 101
12 units
This component develops basic communication skills in speaking and understanding Japanese. It includes one hour per week in the language laboratory.

Conversation
2hr/wk
This component develops basic communication skills in speaking and understanding Japanese. It includes one hour per week in the language laboratory.

Textbook
H.D.B. Clarke and M. Hamamura Colloquial Japanese (Routledge, Chapman & Hall)

Japanese A 201
16 units
Prereq Japanese A101; Japanese AB101
Classes Yr: 6hr/wk, 4hr/wk (two 2hr options per semester)
Assessment continuous assessment and semester tests.
Consult section for further details

Composition
1hr/wk
Translation from English into Japanese and free composition in Japanese. Writing kanji will be tested regularly.

Conversation
1hr/wk
Aural comprehension, discussion in Japanese and the study of honorific language.

Options
4hr/wk
Four semester options (two to be taken in each semester) chosen from the list below.
Japanese A203 8 units
Prereq or coreq Japanese A201
Classes: Sem: two 2hr options
Assessment: consult section

Two semester options, other than those already taken, chosen from the list below, or one of the Japanese options from the senior courses in Asian Studies.

Japanese A 290 (Special Entry) 8 units
Readings in Modern Literature
Prereq: Japanese A101 Credit or better
Coreq: Japanese A 201
Classes: Yr: 2hr/wk
Assessment: consult section

This is a Special Entry course for students who intend to do Honours, comprising two semester length options (one to be taken in each semester).

One or more modern writers will be chosen for intensive study.

Textbooks
To be advised in class

Japanese B 201 16 units
Entry requirement: see Table of Courses
Classes: Yr: 5hr/wk
Assessment: continuous class assessment and semester exams.
Consult section for further details

Reading
2hr/wk

This component begins with materials from Clarke and Kobayashi's Introduction to Reading and Writing Japanese and proceeds to a study of written texts similar to that undertaken by Japanese A101.

Oral drills and conversation
2hr/wk

H. Clarke and M. Hamamura's Colloquial Japanese is the textbook in first semester. Students will be supplied with selected materials for second semester.

Composition
1hr/wk

Translation from English to Japanese and also free composition in Japanese. Writing kanji will be tested regularly.

Options
4hr/wk

Four level 3 semester options (two to be taken in each semester) chosen from the list below.

Textbooks
Course materials will be distributed in class

Japanese A 303 8 units
Prereq or coreq: Japanese A 301
Classes: Sem 1/Sem 2: 2hr/wk
Assessment: consult section

Two semester length options (each option is two hours per week unless otherwise stated), other than those already taken, from the list below, or one of the Japanese options from the senior courses in Asian Studies.

Japanese A 390 (Special Entry) 8 units
Modern authors
Prereq: Japanese A 201 & A 290 (Credit or better); B 301 & B 390 (Credit or better)
Coreq: Japanese A 301
Classes: Yr: 2hr/wk
Assessment: 2500w essay and translation of passages

Study of some major modern authors. The course consists of the translation of literary works and critical writings. Other works by the authors based on English translations are also used for discussion.
Textbooks
Kazuo Ishii (ed.) _Spirit Natsume Sooseki (Yuuseidoo)_ (Tokyo, 1984)
Akutagawa Ryuunosuke, _Rashoomon_ etc. (Tokyo, Iwanami Shoten, 1985)

**Japanese B 301**
16 units
**Prereq:** Japanese B 201
**Classes** Yr: 6hr/wk, 
**Assessment** continuous assessment and semester examinations. Consult section for further details
**Composition**
1hr/wk
Translation from English into Japanese and also free composition in Japanese. Writing _kanji_ will be tested regularly.

**Conversation**
1hr/wk
Aural comprehension, oral expression and discussion in Japanese.

**Options**
4hr/wk
Four options must be taken from the list below. At least two 2-hour options must be taken in semester one. Please note that options from the A stream may also be taken with permission of the instructor and the consent of the Head of the Section of Japanese and Korean Studies.

**Textbooks**
Readings will be distributed in class

**Japanese B 303**
8 units
**Prereq or Coreq:** Japanese B 301
**Classes** Sem 1/Sem 2: 2hr/wk
**Assessment** see options below
Two semester options chosen from the list below, but not including those already taken, or one of the Japanese options from the Senior courses in Asian Studies.

**Japanese B 304**
As for B 303 above.

**Japanese B 390**
8 units
**Readings in modern literature**
**Prereq:** Japanese B 201 Credit or better, Japanese B 290 Credit or better
**Coreq:** Japanese B 301
**Classes** Yr: 2hr/wk
Intending honours students take the same Special Entry course as Japanese A 290.

**Options**
Not all options will necessarily be offered in 1995. Please check with the section for availability. Assessment and timetable information will be available in the orientation period.

1. **Introduction to Korean**
   A 201/B 301 option
   2hr/wk
   This option may not be offered in 1995.

2. **Readings from newspapers and magazines**
   A 201 option
   2hr/wk
   Sem 1
   **Assessment** is based on a combination of continuous class assessment and semester examination. Consult section for further details
   Students read newspaper and magazine articles in Japanese taken from texts of a non-literary nature to improve students' translation skills whilst giving them a greater understanding of Japanese society and culture.

3. **History of Momoyama and Edo art**
   Not offered in 1995

4. **History of Japanese literature: The Tokugawa period: 1603-1867**
   Associate Professor Matsui
   A201/A301 option
   2hr/wk
   Sem 1
   **Assessment** is based on an essay of 2000 words and semester examination. Consult section for further details
   The option involves translating selected passages from the Japanese textbook and lectures given mostly in Japanese on relevant topics. English translations, some of which are provided in the textbook, are referred to in the course of study.

   **Textbooks**
   Kubota Jun._et al._ (eds) _Shinsen Nihon Bungakushi_ (Shoogaku Tosho, Tokyo, 1993)
   D. Keene (ed.) _Anthology of Japanese Literature_ (Tuttle, Rutland, Vermont & Tokyo, 1956)

5. **Modern fiction**
   Associate Professor Matsui
   A 201
   2hr/wk
   Sem 1
   **Assessment** is based on class tests and semester examination. Consult section for further details
   A contemporary popular novel, _Kanashii Yokan_ by Yoshimoto Banana. (She is the author of _Kitchen_ which is said to have sold two million copies in Japan since the first hard-cover edition was published in 1988 and has been translated into Italian and English.) _Kanashii Yokan_ has been selected for rapid reading—six pages an hour. There will be a small test each week to check students' general understanding. Class work will also include general discussion of linguistic problems and literary appreciation.

   **Textbook**
   B. Yoshimoto _Kanashii Yokan_ (Kadokawa Bunko, Tokyo, 1991)

6. **Japanese art texts**
   Not offered in 1995
7. Introduction to Classical Grammar
Professor Clarke
A 201/A 301 option
2hr/wk
Sem 1
Assessment will be based on a combination of continuous class assessment and semester examination. Consult section for further details.
This option introduces students to the fundamentals of classical Japanese grammar through comparison of features of bungo lexicon, morphology and syntax with modern Japanese.

Textbooks
Course materials will be distributed in class.

8. Readings from modern drama
Dr Claremont
A 201/B 301 option
2hr/wk
Sem 2
Assessment will be based on a combination of continuous class assessment and semester examination. Consult section for further details.
This course emphasises not only reading comprehension of the text chosen for study but also reading aloud and in a dramatic way in Japanese. Students are expected to learn Japanese expressions in daily use.

Textbook
The text for study is Mazaa-Mazaa-Mazaci

9. Readings in Japanese society
Ms Shao
A 301 option
2hr/wk
Sem 2
Assessment is based on continuous class assessment and semester examination.
The course aims to increase students’ ability to read quickly with good comprehension whilst giving them greater understanding of Japanese society and culture. Assigned reading materials will be reviewed and discussed in class under the lecturer's guidance.

Textbooks
Readings will be advised at the beginning of the course.

10. Readings from non-literary texts
A 201 option
2hr/wk
Sem 2
Assessment will be based on a combination of continuous class assessment and semester examination. Consult section for further details.
Students read a selection of readings in Japanese taken from texts of a non-literary nature.

Textbooks
Readings will be advised at the beginning of the course.

11. Modern poetry
Dr Claremont
A 201/A 301 option
2hr/wk
Sem 1
Assessment will be based on a combination of class assessment and semester examination. Consult section for further details.
A selection of modern poems which typify practice over the period from 1890-1990 will be the subject of intensive study in class. Since language is most important in poetry, students are expected to translate the poems from Japanese into English. In doing so students are encouraged to appreciate literary quality, historical significance and the individual poet's background.

Textbooks
Readings will be supplied in class.

12. Modern Japanese art (surrealism)
Not offered in 1995

13. Recent critical theory in Japan
Dr Clark
Hons IV/MA available to A 301 or 303 students on special request
2hr/wk
Sem 1
Assessment will be based on a combination of class assessment and semester examination. Consult section for further details.
The option will select texts from Japanese intellectual history and recent critical theory for reading and translation every two weeks. The initial emphasis will be on extracts from the course texts, but we will move on to those concerned with issues of the 1980s, and which concern theories of popular culture and the function of images in mass society. The material covered will presume an ability to grasp problems of thought through Japanese, and will explore ways of elucidating and criticising those ideas.

Textbooks
To be selected from:
Tsurumi Shunsuke & Kuno Osamu Sengo Nihon Shisooshi (Iwanami Shoten, Tokyo, 1969)
Yoshimoto Takaaki Masu Imeejiron (Fukutake Shoten, Tokyo, 1984)
Karatani Koojin Shuuen o megutte (Fukutake Shoten, Tokyo, 1990)

14. Introduction to Japanese linguistics
Professor Clarke
A 201 option
2hr/wk
This option is not available in 1995.

15. Introduction to classical Japanese prose
Dr Kobayashi
A 201/A 301 option
2hr/wk
Sem 2
The option Introduction to classical Japanese prose is strongly recommended as a prerequisite to this option.
Assessment will be based on continuous class assessment and semester examination. Consult section for further details.
Students will study selected excerpts of classical Japanese prose including the tales and romances of the Heian period, the essays of the Kamakura-Muromachi period and popular fiction of the Edo period.

Textbooks
Course materials will be distributed in class.
16. Modern drama
Associate Professor Matsui
A 301 option
2hr/wk
Sem 1
Assessment is based on a combination of continuous class assessment and semester examination. Consult section for further details
Text for study is Oe Kenzaburo’s Doobusu Sooko. This early work by the internationally famous novelist of contemporary Japan will be read and translated in class. Students also practise play reading.

17. Readings in Japanese linguistics
A 301 option
2hr/wk
Assessment will be based on a combination of continuous class assessment, essay, and semester examination. Consult section for further details
Reading of selected Japanese articles on a variety of topics in linguistics, and examination of typological characteristics of the Japanese language and the interaction between language and society/culture.
Textbooks
Readings will be distributed in class
This option may not be offered in 1995

18. Japanese film studies
Dr Clark
A 301 option
(Quota — 25 students)
2hr/wk & film video viewing by arrangement
Sem 1
Assessment will be based on a combination of continuous assessment and semester essay in English. Consult section for further details
The option will view selected films on video by Mizoguchi, Ozu, Oshima and Itami. Because of limitations of time, viewings will be outside class periods. Films will be seen with sub-titles covered up. Classes will consist of an analysis of the film content by a student and subsequent class discussion in Japanese. The second hour will consist of selected discussion in English around a topic raised in the secondary literature, or in the course text, which in initial stages will be used for class translation. Selections from Japanese scenarios will also be used where available and appropriate.
Textbook
Kaneto Shindoo Aru Eiga Kantoku-Mizoguchi Kenji to Nihon Eiga (Iwanami Shoten, Tokyo, 1976)

19. Reading Japanese economic texts
Not offered in 1995

20. Readings in modern literature
B 301 option
2hr/wk
Assessment is based on a combination of continuous class assessment and semester examination. Consult section for further details
In this course students are to study some representative examples of modern writings in Japanese through rapid reading, in order to develop understanding of Japanese culture after its encounter and struggle with western culture, as well as to improve their reading ability to the standard of literary appreciation.
Textbooks
To be advised in class

B 301 option
2hr/wk
Sem 2
Assessment will be based on a combination of continuous class assessment and semester test. Consult section for further details
In this option students read selected articles on Japanese and examine how language operates in modern Japanese society. Topics covered will include social/dialectical varieties of Japanese, honorific systems, sex and status.
Textbooks
Readings will be distributed in class

22. Readings from newspapers and magazines
Ms Shao
B 301 option
2hr/wk
Sem 1
Assessment is based on a combination of continuous class assessment and semester examination. Consult section for further details
Students read materials in Japanese taken from texts of a non-literary nature to improve students' comprehension and reading skills whilst giving them a greater understanding of Japanese society and culture.
Textbooks
Readings will be advised at the commencement of classes

23. Reading Japanese financial newspapers
B 301 option
2hr/wk
Sem 1
Assessment is based on a combination of continuous class assessment and semester examination. Consult section for further details
This is a general reading option in business Japanese. The option examines the structures and style which occur most frequently in the Japanese financial press. The goal is to bridge the gap between general basic Japanese and specialised Japanese for students who have had little or no exposure to business-related language.
Textbooks
Reading Japanese Financial Newspapers (Kodansha International, Tokyo, 1990)
Additional articles from the Japanese press will be distributed in class

24. Readings from non-literary texts
Ms Shao
B 301 option
2hr/wk
Sem 2
Assessment will be based on a combination of continuous class assessment and semester examination. Consult section for further details
Students read materials in Japanese taken from texts of a non-literary nature to improve comprehension and reading skills while giving them a greater understanding of Japanese society and culture.

Textbooks
Readings will be advised at the commencement of classes

25. Readings in Japanese history
Dr Tipton
A 201/A 301 option
2hr/wk
Sem 2
Assessment: continuous, semester test

Examination of selected topics in modern Japanese history based on Japanese-language sources.

26. Issues in Contemporary Japan
Mr Noble
B 301 option
2hr/wk
Sem 2
Assessment: based on continuous class assessment, submitted work and a semester examination. Consult Section for further details

This course is intended to expose students to a range of social, economic and political issues facing present day Japan. The goal is for students to develop sufficient familiarity with current topics of debate in Japan to be able to contribute meaningfully to discussion of them. Linked with this will be an exposure to key Japanese language vocabulary relevant to the issues examined in the option.

Textbooks
A reading list will be provided at the beginning of semester

27. Modern fiction
A 301 option
2hr/wk
Sem 2
Assessment: will be based on continuous class assessment and a semester examination. Consult section for further details

This option may not be offered in 1995.

Japanese IV Honours
Prereq: sixty-four units of Japanese, excluding B 101 and including Credit results or better (neither (i) B301 & B 390 or (ii) A 301 & A 390
Classes: Sem: 8hr/wk
Assessment: will be based on continuous assessment and one short thesis. Consult section for further details

Constituents:
1. Japanese linguistics: Centred around reading material in Japanese. The major topic area is 'the composition and generic affiliation of the Japanese language'.
2. Japanese thought: Discussion of the thought modes, value systems, and behaviour patterns that run throughout the course of Japanese history.
3. Japanese history: Focus on conceptual and methodological issues in modern Japanese history, with emphasis on historiography, examining both Japanese and Western historical writings.
4. Art history options: Introduction to primary and secondary art texts from the Meiji period. This will provide some basic skills for general historical research on the period.
5. Thesis: Candidates are required to present a 20 000-25 000 word thesis on an approved topic.

KOREAN STUDIES

The Korean language has been designated as one of the national priority Asian languages to be taught in Australian primary schools from Year 3 in 1996. Considering the fact that there are increasing economic relations and cultural exchanges between Australia and the Republic of Korea (South Korea), the study of the Korean language and culture will be highly rewarding and will bring a wide range of opportunities to graduates of Korean Studies, such as careers in business and trade, government, cultural and academic fields.

In this context, the Korean Studies program of the University aims to provide broad foundations for Korea-related fields, encompassing not only linguistic competence but also knowledge of intellectual areas such as Korean history, politics, culture, linguistics and literature.

Up to third year level, Korean courses are offered in two streams: the A stream is for students who have completed 2-unit HSC Korean at a satisfactory standard (or equivalent determined by the section) and for students of Korean ethnic background with limited knowledge of the written language. For the latter category of students, Korean A 101 assumes formal education of up to a maximum of six years in Korea. Those students who have studied Korean for more than six years in the Korean education system should obtain Faculty permission to enrol directly into Korean A 201. Korean B 101 is for students who have no previous knowledge of Korean.

Korean A 101

Prereq: B 101 and for students of Korean ethnic background with limited knowledge of the written language.

Korean A 101 assumes formal education of up to a maximum of six years in Korea. Those students who have studied Korean for more than six years in the Korean education system should obtain Faculty permission to enrol directly into Korean A 201. Korean B 101 is for students who have no previous knowledge of Korean.

Korean A 101

12 units

Course coordinator: Dr D.-S. Park

Prereq: HSC Korean 2-unit or equivalent

Classes: Yr: 5hr/wk

Assessment: continuous class assessment, semester exams. Consult section for further details

This course is designed for the students who have completed 2-unit HSC Korean or who have Korean language education for less than six years. The course offers students an opportunity to improve their oral communication and written language ability, especially that of reading comprehension with Sino-Korean characters, as well as providing basic knowledge on Korean history.

Reading
Sem 1: 1hr/wk; Sem 2: 2hr/wk

Readings from both the textbook and excerpts from
newspaper articles written in mixed script with Sino-Korean characters.

Composition
1hr/wk
Exercises starting from translation towards free composition in practical as well as formal writing.

Oral seminar
1hr/wk
Advanced oral communication skills will be developed. Students are required to give short oral presentations on various topics from Korean culture, society, current affairs in discussion groups.

Introduction to Asia (Semester 1)
2hr/wk
Assessment semester examination, quizzes
This component is equivalent to Asian Studies 101 in Semester 1. See the description of Asian Studies 101 Semester 1 for details.

Korean History and Culture (Semester 2)
1hr/wk
Assessment semester exam on the Korean regional elective
This component is equivalent to the Korean option of Asian Studies 101 in Semester 2.

Textbooks
Han’gugo Munhwa Yonsubu (ed) Han’gugo 4 (Korea University, 1992)
A.C. Nahm Korea: Tradition and Transformation (Hollym, 1988)

Dictionaries

Korean B 101
12 units
Course coordinator Dr D.-S. Park
AKnNil
Coreq Asian Studies 101
Classes Yr: 5hr/wk
Assessment continuous class assessment, semester examinations. Consult section for further details
This course is a comprehensive beginner's course which will lay the foundation for acquiring oral, aural, reading and writing skills in Korean. The primary emphasis of the course is on the spoken language in terms of communicative function. The secondary emphasis is on reading and writing skills within the bounds of basic grammatical structures.

Reading
2hr/wk
The reading of simple Korean texts will be introduced from the fifth week of first semester. In addition to the set textbook, extra reading materials will be distributed in class.

Conversation
2hr/wk
Students will acquire oral communicative skills based on given topics of conversation. Approximately one lesson of the textbook will be covered each week. Prior to each lesson, students are required to practice dialogues using the audio tapes available in the Language Centre. Various communicative approaches will be employed for the weekly class activities. Students are required to give a group or individual oral presentation at the end of each semester.

Grammar and writing
1hr/wk
Relevant basic grammatical information will be introduced together with drills and exercises which will be used for conversation and reading classes. From the second semester, on the basis of grammatical structures introduced, students develop practical written communication skills. Exercises include the writing of memos, letters, and the description of objects and simple events.

Textbooks
Han’gugo Munhwa Yonsubu (ed.) Han’gugo 1 (Korea University, 1992)

Dictionaries

Korean A 201
16 units
Course coordinator Dr S.-O. Lee
Prereq Korean A 101
Classes Yr: 2hr/wk, 4 options
Assessment continuous class assessment, semester exams. Consult section for further details
Non-literary reading
2hr/wk
Newspaper articles and excerpts from academic publications in mixed script with Sino-Korean characters will be read and discussed in class.

Options
2hr/wk
Four semester options (2 options per semester) from the list of Korean options. Each option is two hours per week unless otherwise stated.

Korean A 290 (Special Entry)
8 units
Course coordinator Dr S.-O. Lee
Prereq Credit or above in Korean A101
Classes Yr: 2hr/wk
Assessment continuous class assessment, semester exams
Translation
Translations of formal written text from English to Korean and Korean to English.
Students who began with A201, having been exempted from taking A101, should consult the course coordinator and receive special permission from the Faculty to enrol in this course.
Korean B 201 16 units
Course coordinator Dr S.-O. Lee
Prereq Korean B 101
Classes Yr: 4hr/wk & 2 options
Assessment continuous class assessment, semester exams

Conversation
2hr/wk
Structured and free conversation classes. Prior to each lesson, students are required to practise dialogues using the audio tapes available in the Language Centre. Various communicative approaches will be employed for the weekly class activities. Students are required to give a group or individual oral presentation at the end of each semester.

Reading
1hr/wk
Approximately one lesson of the text will be covered each week. Extra reading materials will be provided in class.

Composition
1hr/wk
On the basis of learned grammatical structures, various practical composition exercises will be covered.

Options
2hr/wk
Students must take two options from the following Korean options (1 option per semester). Each option is two hours per week unless otherwise stated:
- Korean pre-modern history (Sem 1)
- Korean modern history (Sem 2)
- Korean phonology (Sem 1)
- Korean morphology and syntax (Sem 2)
- Korean culture and society (Sem 1)
- Korean art history (Sem 2)

Textbooks
Han'gugo Munhwa Yonsubu (ed) Han'gugo 2 (Korea University, 1992)

Korean B 203 8 units
Course coordinator Dr S.-O. Lee
Prereq Korean B 201
Classes Sem: 2hr/wk & 1 option
Assessment continuous class assessment, semester exam.
Consult section for further details

Oral communication
2hr/wk
Students will be required to prepare oral presentations in Korean on topics of current interest and to discuss them with other students in the class. Some structured role-play and conversational drills will also be introduced.

Option
2hr/wk
Students are required to take one option from the listed Korean semester options.

Korean B 204 8 units
Course coordinator Dr S.-O. Lee
Prereq 24 Senior units of Korean B
Classes Sem: 2hr/wk & 1 option
Assessment continuous class assessment, semester exam.
Consult section for further details

Reading
2hr/wk
Students will read a selection of contemporary literary and non-literary texts.

Option
2hr/wk
Students are required to take one option from the listed Korean semester options.

Please check with section for availability of the course.

Korean B 290 (Special Entry) 8 units
Course coordinator Dr S.-O. Lee
Prereq Credit or above in Korean B 101
Classes Yr: 2hr/wk
Assessment continuous class assessment, semester exams
Consult section for further details

Reading
Students will read a selection of contemporary literary and non-literary texts.

Non-literary reading
2hr/wk
Newspaper articles and excerpts from academic publications in mixed script with Sino-Korean characters will be read and discussed in class.

Options
2hr/wk
Four semester options (2 options per semester) from the list of Korean options. Each option is two hours per week unless otherwise stated.

Korean A 301 16 units
Course coordinator Dr D.-S. Park
Prereq Korean A 201
Classes Yr: 2 hr/wk, 4 options
Assessment continuous class assessment, semester exams.
Consult section for further details

Translation and interpretation
Students will study translations of formal literary and non-literary written materials, and formal presentation
and interpretation skills, such as conference interpreting from Korean to English and English to Korean. **Available from 1996.**

**Korean B 301** 16 units  
**Course coordinator:** Dr. S.-O. Lee  
**Prereq:** Korean B 201  
**Classes:** Yr: 4hr/wk & 2 options  
**Assessment:** continuous class assessment, semester exams.  
Consult section for further details

**Conversation**  
2hr/wk  
Students will concentrate on fluency in oral communication, with particular emphasis on developing the more formal aspects of Korean speech.

**Reading**  
1hr/wk  
Beginning with structured texts from the textbook, students proceed to selected authentic reading materials.

**Composition**  
1hr/wk  
Beginning with translation from English to Korean, students proceed to free composition in Korean.

**Options**  
Students are required to take two semester options (1 option per semester) from the list of Korean options.

**Textbook**  
Han’gugo Munhwa Yonsubu (ed) Han’gugo 3 (Korea University, 1990)

**Korean B 390 (Special Entry)** 8 units  
**Course coordinator:** Dr. S.-O. Lee  
**Prereq:** Credit or above in Korean B 290  
**Coreq:** Korean B 301  
**Classes:** Sem: 2hr/wk  
**Assessment:** class assessment, semester exams

**Advanced reading**  
Students will be required to read from a selection of contemporary Korean literary and non-literary texts.

**Textbook**  
Han’gugo Munhwa Yonsubu (ed) Han’gugo 4 (Korea University, 1990)

**Options for Korean A 201, B 201, A 301 and B 301**  
All options may not necessarily be offered in 1995. Please check with the section for the availability of each option.  
Note that two Korean grammar options, Korean phonology, and Korean morphology and syntax, can be taken as an option for Japanese A 201 or A 301, as well as for the DipEd in Korean. Assessment will be based on a combination of class assessment, assignment and semester examination, unless otherwise stated. Detailed assessment and timetable information will be available during the orientation period.

1. **Pre-modern Korean history**  
**Dr. D.-S. Park**  
A 201/B 201/A 301/B 301 option  
2hr/wk  
Sem 1  
This option will cover the political and cultural history of Korea up to the late Choson dynasty. The topics include the foundation of Ko-Choson, the Three Kingdom period, the Koryo dynasty, and the Choson dynasty.

2. **Modern Korean history**  
**Dr. D.-S. Park**  
A 201/B 201/A 301/B 301 option  
2hr/wk  
Sem 2  
This course will cover the political and cultural aspects of modern Korean history from the late 19th century Choson dynasty to present-day Korea. The topics include the opening of Korea to foreign powers, the Japanese colonial period, the division of Korea, the Korean War, the struggle for democracy and the Korean economy.

3. **Introduction to Korean phonology**  
**Dr. D.-S. Park**  
Korean A 201/A 301/B 301, DipEd in Korean, Japanese A 201/A 301 option  
2hr/wk  
Sem 1  
**Assessment** will be based on a combination of weekly assignments and semester examination  
This option is designed to study rudimentary knowledge of Korean phonology, the sound system of the Korean language. No previous knowledge in linguistics and the Korean language is required, although a linguistics background may help students understand the lectures. As a foundation to phonology, basic concepts in articulatory phonetics and the framework of Generative Phonology will be summarised at the beginning of the semester. Approximately thirty Korean phonological rules will be discussed in class, and there will be one weekly assignment of problem solving.

4. **Introduction to Korean morphology and syntax**  
**Dr. D.-S. Park**  
Korean A201 / A301 /B301, DipEd in Korean, Japanese A201 / A301 option  
2hr/wk  
Sem 2  
**Assessment** will be based on a comparative survey and semester examination  
This option provides basic knowledge of word formation rules (morphology) and sentence structures (syntax) in Korean. The summary of Korean morphology and syntax will be discussed in comparison with the Japanese language whenever topics are related. Some relevant linguistics papers will be read and discussed in class as well. At the end of semester, students are required to present a small comparative survey with a language with which they are familiar, possibly Japanese and Chinese.
5. Readings in modern Korean poetry
Dr S.-O. Lee
A 201/A 301/B 301 option
2hr/wk
Sem 1
Readings and discussions on selected modern Korean poetry. This course surveys some of the various directions which Korean poetry has taken since the 1910s, and attempts to understand the nature of their appeal.

6. Readings in modern Korean short stories
Dr S.-O. Lee
A 201/A 301/B 301 option
2hr/wk
Sem 2
Readings and discussions on selected contemporary Korean short stories. This course will examine the role played by short stories in Korean fiction, focusing both on the themes and the forms.

7. Korean culture and society
Dr S.-O. Lee
A 201/B 201/A 301/B 301 option
2hr/wk
Sem 1
This course aims to increase students' knowledge on Korean philosophy, religions, folk customs and society. The course will focus on the discussion of these various themes in depth, rather than on their historical aspects.

8. Korean art history
Dr S.-O. Lee
A 201/B 201/A 301/B 301 option
2hr/wk
Sem 2
This option will give students a greater appreciation of Korean art history, which includes paintings, sculpture, architecture, artifacts, crafts, ceramics, calligraphy, etc. In addition to art history, Korean traditional performing arts, such as music and dance, will be covered.

9. Readings from newspapers and magazines
Dr D.-S. Park
A 201/A 301/B 301 option
2hr/wk
Students will read excerpts of editorials and articles from Korean newspapers and magazines and discuss them in class in order to enhance their reading comprehension ability with Sino-Korean characters and to give them a greater understanding of contemporary Korean society.

SOUTHEAST ASIAN STUDIES
The Southeast Asian Studies section offers two programs:
(1) Indonesian and Malayan Studies
(2) Thai

(1) INDONESIAN AND MALAYAN STUDIES
First Year courses
Indonesian and Malayan Studies A 101
6 units
Akn HSC Indonesian or Bahasa Indonesia/Malaysia 2 unit or equivalent
Classes Sem: 5hr/wk
Assessment classwork, specific tasks and assignments
This course consists of two components:

1. Bahasa Indonesia language level 2
(Semester 1)
Ms Lingard and staff
3hr/wk
This course offers an introduction to the study of Indonesian at university level for those with previous knowledge of the language. The course emphasises communicative activities and there is an extensive development of skills already acquired in speaking, listening, reading and writing. The course is 'learner centred', providing students with opportunities to take responsibility for their own learning strategies and goals. Contemporary Indonesian materials are used, arranged on a thematic basis.

Textbooks
Workbooks may be purchased from the section for $25
Additional material will be distributed as needed

2. Economic change and religious conversion
(Semester 1)
Dr van Langenberg, Prof. Worsley
2 lec/wk
Assessment one 2hr exam
The central theme of the course will be the interaction between cultural and economic change during the 19th and 20th centuries in Southeast Asia. The course will examine:
• the two major religious movements of the region, Islam and Buddhism;
• changes in economic systems and patterns of socio-economic relations;
• the development of nationalism as both a 'cultural' and a 'political' phenomenon.
This component is worth 50% of Indonesian and Malayan Studies A 101.

Indonesian and Malayan Studies A 102
6 units
This course consists of two components:

1. Bahasa Indonesia language level 2
(Semester 2)
Ms Lingard and staff
Coreq Indonesian and Malayan Studies A 101
Classes Sem: 5hr/wk
Assessment classwork, specific tasks and assignments
3hr/wk
This is a continuing course, consolidating and building on skills acquired in first semester. It is designed to prepare students for the advanced study of Indonesian.
Field work will involve contacting and reporting on activities of the Indonesian community living in Sydney.

The course emphasises communicative activities and there is an extensive development of skills already acquired in speaking, listening, reading and writing. The course is learner-centred, providing students with opportunities to take responsibility for their own learning strategies and goals. Contemporary Indonesian materials are used, arranged on a thematic basis.

This component is worth 50% of Indonesian and Malayan Studies A 102.

2. Text and society: New Order Indonesia (Semester 2)
Dr van Langenberg
Classes one 2hr seminar/wk
Assessment class attendance and performance, take-home exam at end of sem

The course aims to improve reading and interpretive skills and complements the speaking and grammar component of Indonesian language level 2. The course is also intended to create an awareness of the relationship between Indonesian language and society through the interpretation of Indonesian readings which express the opinions of Indonesians on important social and national issues. The main theme of the course will be cultural diversity and development in post-1965 (‘New Order’) Indonesia.

Students will be expected to read a variety of documents in Bahasa Indonesia to the standard of language level 2.

This component is worth 50% of Indonesian and Malayan Studies A 102.

Textbook
Indonesian-language reading selections will be distributed in class.

Indonesian and Malayan Studies B 101
6 units
Ms Lingard and staff
AKn Nil
Coreq Indonesian and Malayan Studies A 101 and Asian Studies 101
Classes Sem: 5hr/wk
Assessment vocabulary tests, oral activities, take-home assignments, end-of-unit tests, semester examination

Bahasa Indonesia language level 1 (Semester 1)
This course offers a basic introduction to the Indonesian language, and will prepare students for Indonesian and Malayan Studies B102. The course is designed to equip students with some basic speaking, listening and reading skills and covers pronunciation, word formation, sentence structure and a vocabulary of approximately 1000 words.

6 hours of private study per week is necessary and taped material is available in the Language Centre.

Textbook
This is a two-part volume, produced by the section. It is available from the section office ($25 each part)

Indonesian and Malayan Studies B 102
6 units
Ms Lingard and staff
AKn Nil
Coreq Indonesian and Malayan Studies B 101 and Asian Studies 101
Classes Sem: 5hr/wk
Assessment vocabulary tests, oral activities, take-home assignments, end-of-unit tests, semester examination

Bahasa Indonesia language level 1 (Semester 2)
This is a continuing course designed to consolidate skills acquired in first semester, to expand these skills and prepare students for further language study. Speaking, listening and reading skills will continue to be developed, and more complex morphological and grammatical structures will be studied. Vocabulary will be approximately 1500 words.

Private study requirements as for B 101.

Textbook
This is a two-part volume, produced by the section. It is available from the section office ($25 each part)

Second Year courses
Indonesian and Malayan Studies A 201
16 units
Prereq Indonesian and Malayan Studies A 101 and A 102
Coreq none
Classes Yr: 5 hr/wk

This course consists of three components:

1. Bahasa Indonesia language level 3
Ms Lingard and staff
Yr: 3hr/wk
Assessment weekly vocabulary test, semester exam

The course requires attendance at three hours of classes per week. A minimum of an extra three hours a week will be required for take-home assignments. There will be a one-hour conversation class per week which is student oriented. Students are encouraged to express themselves in Bahasa Indonesia on topics in which they are interested.

The study of grammar is designed to consolidate existing skills. Comprehension is developed through reading articles taken from both current affairs journals such as Tempo and the daily newspaper Kompas. The course also implements a policy of rapid vocabulary acquisition.

The language component is worth 50% of Indonesian and Malayan Studies A 201.

2. Text and society: representations of Islam, the Javanese family and gender (Semester 1)
Prof. Worsley
one 2hr seminar/wk
Assessment class attendance, take-home exam

This course is intended to create an awareness of the relationship which exists between language and society by interpreting Indonesian-language materials. The course also aims to improve the student’s reading skills. The materials in this course are principally short stories. Themes to be considered will be: Islam, the Javanese family and gender. Honours (SE) students...
will be expected to attend an extra tutorial per week and will read a number of short stories by Budi Darma and Ray Rizal.

This component is worth 25% of Indonesian and Malayan Studies A 201.

3. **Text and society: from Abdullah to Poejangga Baroe (Semester 2)**

   Dr Day

   one 2hr seminar/wk

   Assessment translations, take-home exam

   The interpretive reading course in the first semester focuses on documents which date from the period after 1945. In the second semester the course examines a number of texts written in varieties of Malay current in the second half of the 19th and the early 20th centuries. The kinds of works to be read will include extracts from travel accounts, narrative poems, novellas, poetry and short stories.

   This component is worth 25% of Indonesian and Malayan Studies A 201.

**In-country courses**

Students may credit to the course Indonesian and Malayan Studies A 201 the six-week intensive course in Indonesian language and culture given at Satya Wacana University. Under this arrangement students must complete:

1. intensive course in Indonesian language and culture Level V in December/January;
2. Text and society: representations of Islam, the Javanese family and gender (Semester 1);
3. Indonesian and Malayan Studies A 201 Semester 2 program.

or

1. Indonesian and Malayan Studies A 201 Semester 1 program;
2. intensive course in Indonesian language and culture Level IV in July;
3. Text and society: from Abdullah to Poejangga Baroe (Semester 2).

For further information on this arrangement students should consult the Head of the Section.

**Indonesian and Malayan Studies B 201**

16 units

*Prereq* Indonesian and Malayan Studies B 101 and B 102; Asian Studies 101

*Coreq* none

*Classes* Yr: 5hr/wk

This course consists of three components:

1. **Bahasa Indonesia language level 2** (Semesters 1 and 2)
   
   Ms Lingard and staff
   
   Assessment continuous classwork, specific tasks and assignments
   
   Yr: 3 hr/wk
   
   Assessment is based on classwork and on specific tasks and assignments

   An introduction to the study of Indonesian at university level for those with previous knowledge of the language. The course emphasises communicative activities and there is an extensive development of skills already acquired in speaking, listening, reading and writing. Classes are learner centred, providing students with opportunities to take responsibility for their own learning strategies and goals. Contemporary Indonesian materials are used, arranged on a thematic basis.

   In second semester the course consolidates and builds on skills acquired in first semester. It is designed to prepare students for the advanced study of Indonesian. Field work will involve contacting and reporting on activities of the Indonesian community living in Sydney.

   This component is worth 50% of Indonesian and Malayan Studies B 201.

   **Textbooks**

   Workbooks may be purchased from the section for $25. Additional material will be distributed as needed

2. **Economic change and religious conversion (Semester 1)**

   Dr van Langenberg, Prof. Worsley

   2 lec/wk

   Assessment one 2hr exam

   Course description as for Indonesian and Malayan Studies A101.

   This component is worth 25% of Indonesian and Malayan Studies B 201.

3. **Text and society: New Order Indonesia (Semester 2)**

   Dr van Langenberg

   one 2hr seminar/wk

   Assessment class attendance and performance, take-home exam at end of sem

   Course description as for Indonesian and Malayan Studies A102.

   This component is worth 25% of Indonesian and Malayan Studies B201.

**In-country courses**

Students may credit to the course Indonesian and Malayan Studies B 201 the six-week intensive course in Indonesian language and culture at Satya Wacana University. Under this arrangement students must complete:

1. intensive course in Indonesian language and culture Level III in December/January;
2. Economic change and religious conversion (Semester 1);
3. Indonesian and Malayan Studies B201 Semester 2 program.

or

1. Indonesian and Malayan Studies B 201 Semester 1 program;
2. intensive course in Indonesian language and culture Level IV in July;
3. Text and society: New Order Indonesia (Semester 2).

For further information on this arrangement students should consult the Head of the Section.

**Indonesian and Malayan Studies 203**

8 units

*Coreq* Indonesian and Malayan Studies A 201 or B 201

*Classes* Sem 1: 4hr/wk, or Sem 2: 4hr/wk
Students may select options from:

1. regional and classical languages (see below B 290);
2. in-country courses;
3. courses on Southeast Asia offered by other sections in the University, subject to the approval of the Head of the Section.

Indonesian and Malayan Studies 204
8 units
Coreq Indonesian and Malayan Studies 203
Classes Sem 1: 4hr/wk, or Sem 2:4hr/wk
Any options not already taken

Indonesian and Malayan Studies 290
8 units
Prereq Credit result or better in Indonesian and Malayan Studies A 101 and A 102 or B 101 and B 102
Coreq Indonesian and Malayan Studies A 201 or B 201

The course is intended to introduce students to regional cultures and to develop analytic and writing skills. It consists of three components:

1. Regional and classical languages
   This comprises either Modern Javanese I or Old Javanese Language and Literature I or Classical Malay Language and Literature I.
   This component is worth 50% of Indonesian and Malayan Studies 290.

Modern Javanese I
Dr Day
Yr: 2hr/wk
Assessment will be based on performance in class, short quizzes throughout the year and written exams at the end of each semester

This course is an introduction to modern spoken and written Javanese. Class time will be divided between speaking and grammar exercises. Reading selections will be introduced in the course of Semester 2.

Textbook

Old Javanese language and literature I
Prof. Worsley
Yr: 2hr/wk
Not offered in 1995
Course description as for Indonesian and Malayan Studies 301 option.

Classical Malay language and literature I
Prof. Worsley
Yr: 2hr/wk
Not offered in 1995
Course description as for Indonesian and Malayan Studies 301 option.

2. Economic change and religious conversion (Semester 1)
In addition to work completed in this course for Indonesian and Malayan Studies A 201 or B 201 students will be expected to attend a weekly tutorial and write an essay of 3000 words.

3. Text and society (Semester 1 and 2)
In addition to work completed in these courses for Indonesian and Malayan Studies A 201 or B 201 students will be expected to attend a weekly tutorial and write an essay of 3000 words for each course.

Components (2) and (3) are each worth 25% of Indonesian and Malayan Studies 290.

Third Year courses

Indonesian and Malayan Studies 301
16 units
Prereq Indonesian and Malayan Studies A 201 or B 201
Coreq none
Classes Yr: 5hr/wk

The course consists of two components:

1. Bahasa Indonesia language level 3 or 4
Ms Lingard and staff
Students who have completed Indonesian and Malayan Studies B 201 and B 202 should normally take Language Level 3, but may take language level 4 with permission of the Head of the Section.

   The language component is worth 50% of Indonesian and Malayan Studies 301.

Language level 3
Yr: 3 hr/wk
Assessment continuous and based on weekly vocabulary tests and one semester exam
A minimum of an extra two hours per week will be required for take-home assignments. There will be a conversation class for one hour per week which is student-oriented

The study of grammar is designed to consolidate existing skills. Comprehension is developed through reading articles taken from Tempo and the daily newspaper Kompas. The course also implements a policy of rapid vocabulary acquisition. Students are encouraged to express themselves in Bahasa Indonesia on topics in which they are interested.

Language level 4
Yr: 3 hr/wk
Assessment based on continuous class assessment and end-of-semester exam. Also, students are to write one essay per semester examining current affairs issues

The course is an integrated one in the sense that language classes are no longer cast in the mould of 'structure', 'comprehension' and 'conversation'. This all-in-one approach emphasises language analysis and seminars (in Bahasa Indonesia) on various Indonesian issues. Students are expected to read extensively. During the first semester students are exposed to acronyms, new words and expressions which have become commonplace in the language of the mass media.

2. Options
Students must complete two of the options listed below, one in Semester 1 and one in Semester 2.
Each option is worth 25% of Indonesian and Malayan Studies 301.

Third Year courses

Indonesian and Malayan Studies 301
16 units
Prereq Indonesian and Malayan Studies A 201 or B 201
Coreq none
Classes Yr: 5hr/wk

The course consists of two components:

1. Bahasa Indonesia language level 3 or 4
Ms Lingard and staff
Students who have completed Indonesian and Malayan Studies B 201 and B 202 should normally take Language Level 3, but may take language level 4 with permission of the Head of the Section.

   The language component is worth 50% of Indonesian and Malayan Studies 301.

Language level 3
Yr: 3 hr/wk
Assessment continuous and based on weekly vocabulary tests and one semester exam
A minimum of an extra two hours per week will be required for take-home assignments. There will be a conversation class for one hour per week which is student-oriented

The study of grammar is designed to consolidate existing skills. Comprehension is developed through reading articles taken from Tempo and the daily newspaper Kompas. The course also implements a policy of rapid vocabulary acquisition. Students are encouraged to express themselves in Bahasa Indonesia on topics in which they are interested.

Language level 4
Yr: 3 hr/wk
Assessment based on continuous class assessment and end-of-semester exam. Also, students are to write one essay per semester examining current affairs issues

The course is an integrated one in the sense that language classes are no longer cast in the mould of 'structure', 'comprehension' and 'conversation'. This all-in-one approach emphasises language analysis and seminars (in Bahasa Indonesia) on various Indonesian issues. Students are expected to read extensively. During the first semester students are exposed to acronyms, new words and expressions which have become commonplace in the language of the mass media.

2. Options
Students must complete two of the options listed below, one in Semester 1 and one in Semester 2.
Each option is worth 25% of Indonesian and Malayan Studies 301.
Javanese, Balinese, Classical Malay and Indonesian; important way of talking and thinking about their world. The forms in which these stories have been told have been very diverse — in prose and poetry; in Old Javanese, Balinese, Classical Malay and Indonesian; in theatre and in dance; in paintings and temple carvings; and in oral recitations.

The course looks at some examples of such narratives. The works to be read will include the Arjuntzwijaya and Sutasoma, two epic poems of the fourteenth-century Majapahit court poet Tantular, the Balinese courtly romance known as the Malat and the Balinese ballads The Lay ofjayapmna and Brayut.

The telling of tales has been for Indonesian peoples an important way of talking and thinking about their world. The forms in which these stories have been told have been very diverse — in prose and poetry; in Old Javanese, Balinese, Classical Malay and Indonesian; in theatre and in dance; in paintings and temple carvings; and in oral recitations.

The course examines the history and diversity of literature written in Indonesian since the beginning of the twentieth century. The thematic focus of the course is the construction of gender and the question of national identity as expressed in prose, poetry, drama and film.

Textbooks
Readings will be distributed in class

Contemporary Indonesian society
Dr van Langenberg and guest lecturers
Sem 2: 2 hr/wk
Assessment/ class participation which will count for 20% of the final mark. Written work comprising translations with a critical introduction (approximately 4000w) plus short translation exercises, will count for 80%

The aim of the course is to examine a number of major issues in contemporary Indonesia, to prepare translations of documents on these issues and to write critical introductions to them.

Textbooks
Readings will be distributed in class

Southeast Asian politics
Dr van Langenberg
School of Asian Studies
Classes Sem 2: 2 hr/wk
Assessment/ one 3000w essay

The course examines the contemporary nation-states of Indonesia, Thailand, Malaysia and Singapore as case studies in comparative politics. In the past two decades Southeast Asia has undergone profound political and social transformation. Economic growth rates are amongst the highest in the world. Both wealth and poverty are growing in comparative terms. Agricultural economies are being industrialised. Authoritarian regimes are accommodating to democratising pressures. The global media are impacting upon domestic cultures. Global capital is transforming economies and political power relations.

New movements of religious revival are challenging state authority. Nationalisms and cultural chauvinisms interact and frequently conflict. Globalism and ‘post-coloniality’ are now determining generational changes both of political leadership and in civil-societies in Southeast Asia.

The course will seek to explain the patterns and dynamics of contemporary politics in this important and rapidly changing region — and provide guidelines for evaluating future developments.

Basic reading
David Steinberg (ed.) In Search of Southeast Asia (1987)
Kevin Hewison et al. (eds) Southeast Asia in the 1990s (1993)

Old Javanese language and literature I
Prof. Worsley
Prereq Credit result in Indonesian and Malayan Studies A 101 or B 101
Coreq Indonesian and Malayan Studies A 201 or B 201
Yr: 2 hr/wk
Assessment/ translation tests and a 2000w essay at the end of the year
Not offered in 1995

Today in Java and Bali, stories are still told which derive from the two great Indian epics, the Mahabharata and Ramayana. An important aspect of the literary history of Java and Bali is the way in which these narratives have been retold and reinterpreted over a period of some fifteen hundred years. The form in which we first know these narratives in Java and Bali is in a language which we now call Old Javanese. In Bali today these works are still read and sung.

The course is intended to introduce students to the study of Old Javanese. Following a brief introduction to the grammar, extracts from a variety of works written in Old Javanese will be read. In addition, important aspects of the history of the literature written in Old Javanese in Java and Bali will be examined.

Students interested in taking this course as part of Indonesian and Malayan Studies 301 should check with the Head of the Section.

Classical Malay language and literature I
Prof. Worsley
Yr: 2 hr/wk
Assessment/ translation tests and a 2000w essay at the end of the year on a topic related to the history of Classical Malay literature
Not offered in 1995

Classical Malay is the language from which the modern national languages of Indonesia and Malaysia are derived. Between the thirteenth and nineteenth centuries the language was widespread as a language of trade, of Islam as well as of a variety of literary traditions in different parts of the Archipelago.

The course is intended to introduce students to the study of Classical Malay and the variety of literary genres written in that language. During the first semester, students will read a variety of texts written in Classical Malay and will be expected to have read selections from Winstedt's A History of Classical Malay Literature.

During the second semester students will be taught to read Jawi script (the Arabic-derived script) in which
much of this literature is written. They will continue to read extracts of literary works in transcription, but as the semester progresses additional material in Jawi script will be included. In addition, important aspects of the history of Classical Malay literature will be discussed in class.

Students interested in taking this course as part of Indonesian and Malayan Studies 301 should check with the Head of the Section.

In-country courses
Students who have completed Indonesian and Malayan Studies B 201 in the previous year may credit to Indonesian and Malayan Studies 301 the following courses:

1. Six-week intensive course in Indonesian language and culture
   Under this arrangement students may complete:
   1. intensive course in Indonesian language and culture Level V at Satya Wacana University in December/January;
   2. one Semester 1 optional course;
   3. Indonesian and Malayan Studies 301 Semester 2 program.
   or
   1. Indonesian and Malayan Studies 301 Semester 1 program;
   2. intensive course in Indonesian language and culture Level V at Satya Wacana University in July;
   3. one Semester 2 optional course.
   For further information on this arrangement students should consult the Head of the Section.

2. Contemporary Indonesia Program
   Assessment field report (2000w), essay (3000w), 2 exams (total 5hr)
   This course can be accredited in place of the two option courses normally taken by students in Indonesian and Malayan Studies 301.

   A four-week intensive, full-fee, in-country course, held in Indonesia under the Sydney University-Universitas Satya Wacana inter-university agreement, the program will be offered twice yearly, in January and July, run in conjunction with the Centre for Contemporary Indonesian Studies, University of Satya Wacana.

   The course will provide in-depth study of the political economy and value-systems of contemporary Indonesia. It will examine:
   a. the matrix of economic, political and cultural structures in Indonesia;
   b. political and cultural-legal contexts of Indonesian economic development;
   c. case studies of major national and local facets of Indonesian economic development.

   Students who complete the course satisfactorily will have a highly specialised knowledge of the politics, economy and cultures of contemporary Indonesia. A major facet of the course will be the benefit of studying in Indonesia, and the opportunity to be taught by, and to meet, prominent Indonesian scholars and experts. Fieldwork will be undertaken in central Java.

Textbooks
Reading and other course materials will be provided by the School of Asian Studies, University of Sydney, and the Centre for Contemporary Indonesian Studies, University of Satya Wacana.

For further information on fees, course dates and course content, see the Head of the Section or the Contemporary Indonesia Program, Room 577, Brennan Building.

Indonesian and Malayan Studies 303
8 units
Coreq Indonesian and Malayan Studies 301
Classes Sem 1: 4 hr/wk, or Sem 2:4hr/wk
Students may select options from (1) the options in 301; (2) in-country courses; (3) courses offered on Southeast Asia by other sections in the University, subject to the approval of the Head of section.
Students must consult the Head of the Section concerning their course selection.

Indonesian and Malayan Studies 304
8 units
Prereq or Coreq Indonesian and Malayan Studies 301 and 303
Classes Sem 1: 4 hr/wk, or Sem 2: 4hr/wk
Any options not already taken
Students must consult the Head of the Section concerning their course selection.

Indonesian and Malayan Studies 390
8 units
Prereq Credit result in Indonesian and Malayan Studies 290 and either Indonesian and Malayan Studies A 201 or B 201
Coreq Indonesian and Malayan Studies 301
The course continues to develop the themes and skills introduced in Indonesian and Malayan Studies 290 and consists of three components:

1. Regional and classical languages
   This component is worth 50% of Indonesian and Malayan Studies 390.

Old Javanese language and literature II
Not offered in 1995

Classical Malay language and literature II
Not offered in 1995

Modern Javanese II
Dr Day
Yr: 2 hr/wk
Assessment will be based on performance in class, short quizzes throughout the year and a final written exam in each semester

In this course students will continue to develop listening, speaking and reading skills in Javanese. There will also be emphasis on reading contemporary Javanese prose. In semester 2 Javanese script (aksara Jawa) will be taught and students will be introduced to the language of Javanese wayang and traditional Javanese poetry (tembang macapat).
This course counts for 50% of the mark for Indonesian and Malayan Studies 390.

2. and 3. Options
In addition to work completed in optional courses in Semester 1 and 2 in Indonesian and Malayan Studies 301, students will be expected to attend a weekly tutorial in each option and to write an additional essay for each option.

Components 2 and 3 are each worth 25% of Indonesian and Malayan Studies 390.

Indonesian and Malayan Studies IV (Honours)
Prereq Credit results in Indonesian and Malayan Studies A 101 and A102 or B101 and B102 and A 201 or B 201 and 290 and 390

Students must complete:

1. Bahasa Indonesia Level 5
Ms Lingard and staff
Yr: 2hr/wk
Assessment: a 2000w essay discussing, in Indonesian, the theme, content and format of the thesis, to be handed in at the end of Semester 1. Another 2000w Indonesian language essay which constitutes a section of the thesis, or a summary of it, to be submitted in Semester 2

The course is an integral part of thesis writing. There is a one (1) hour seminar per week for students to discuss issues in their theses. Another hour is devoted to reading and discussion of Indonesian primary materials.

2. Thesis
Staff
Maximum length 20 000 words; two copies to be submitted on A4, double-spaced, 4cm margins; citations in footnotes or endnotes; complete bibliography.

Thesis topic to be approved by the supervisor and Head of the Section before the end of February 1995. First draft to be completed before the end of August, and final thesis to be submitted before the end of October 1995.

Two work-in-progress seminars to be presented: during Semester 1 and early in Semester 2.

3. Seminar courses
One (4 hr/wk) or two (2 hr/wk each) option courses to be completed in Semester 1. The option courses must be approved by the supervisor and the Head of the Section.

Assessment
Bahasa Indonesia 20%
Thesis 50%
Seminar courses 30%

With the prior approval of the section variations to the program may be made as follows:
Either
(a) Students may be permitted to spend the first three months of the academic year in Indonesia, Malaysia and/or Singapore;

(b) Students may be permitted to complete some part of their Honours IV work at another institution, either in Australia or overseas.

In the event of either (a) or (b) being approved, the Honours IV program will be as follows:
(1) examination in either Bahasa Indonesia, Bahasa Malaysia or an approved regional language upon return to the section (20%);
(2) a written report to be submitted on the research work done whilst away from this section (10%);
(3) one option course (20%);
(4) thesis (50%).

A joint Honours degree in Indonesian and Malayan Studies and another subject
Candidates for honours in Indonesian and Malayan Studies who qualify for admission to the Honours IV course in another subject offered for the BA degree may, with the approval of the Faculty, on the recommendation of the heads of schools/sections concerned, complete for the fourth year a course consisting of honours options offered in Indonesian and Malayan Studies and that other subject.

(2) THAI

Thai B 101 6 units
Ms Jiraratwatana
AKn Nil
Coreq Asian Studies 101
Classes Sem: 5hr/wk
Assessment continuous class assessment, mid- and end-of-semester exams

This course is intended for students who have little or no previous knowledge of Thai. It consists of an intensive study of spoken and written language. The emphasis is on communication. The course consists of:
1. practice in developing conversational skills that will enable students to communicate in Thai in everyday situations in a Thai-speaking environment;
2. a study of basic Thai grammar;
3. comprehension of written Thai through the reading of short texts;
4. pronunciation practice.

Thai B 102 6 units
Ms Jiraratwatana
AKn Nil
Coreq Thai B 101 and Asian Studies 101
Classes Sem: 5hr/wk
Assessment continuous class assessment, mid- and end-of-semester exams

Thai B 201 8 units
Ms Jiraratwatana
See Table of Courses for entry requirement
Classes Sem: 5hr/wk
Assessment continuous class assessment, mid- and end-of-semester exams
The aim of the course is to consolidate communication skills, with an emphasis on reading. Different types of discourse will be studied through a variety of Thai-language media. A weekly one (1) hour seminar will be spent on cultural aspects of the Thai language.

Thai B 202 8 units
Ms Jiraratwatana
Coreq Thai B 201
Classes Sem: 5hr/wk
Assessment continuous assessment, mid-and end-of semester exams
The course will continue the work done in Thai B 201 in Semester 1.

Thai B 301 8 units
Ms Jiraratwatana
Prereq Thai B 201 and B 202
Classes Sem: 5hr/wk
Assessment: continuous class assessment, end-of-semester exam
In addition to consolidating and further developing a knowledge of and skills in oral and written Thai, the course is intended to equip students with resources to identify speech registers and to analyse discourse types. A one (1) hour weekly seminar will be spent on Thai linguistics, Thai literature or other aspects of Thai culture. The fifth hour will be devoted to readings and discussions about major issues in contemporary Thailand.

Thai B 302 8 units
Ms Jiraratwatana
Coreq Thai B 301
Classes Sem: 5hr/wk
Assessment continuous class assessment, semester exam
The course will continue the work done in Thai B 301 in Semester 1.

Australian Literature (A)
See under English.

Biblical Studies (A)
See under Semitic Studies.

Biology (S)
First Year Biology
Students who wish to proceed to further studies in Biology should note the entry requirements for Senior courses.

Biology 101 12 units
AKr HSC Biology 2-unit core
Classes Yr: (3 lec & 3 prac)/wk
Assessment one 2hr theory exam/sem, one 2hr prac exam/sem, classwork/wk, 2 assignments
The course gives an introduction to six main areas of biological investigation: cell biology, structure and function of organisms, organisms and environment, genetics, developmental biology and evolution.

Textbook
Purves, Orians and Heller Life — The Science of Biology (Freeman & Co. 1992)

Notes to accompany lectures will be available each semester. Notes for the first semester should be obtained from the Carslaw Building, during the week before lectures begin. For further details of the course, students should obtain a copy of the booklet Information for Students in First Year Biology from the Carslaw Building. For class allocation — check notes in timetable.

Biology 200 level
Students who wish to take Biology at 200 level should obtain Information for Students Biology 2 from the School Office, Room 234, Macleay Building. They should then discuss their preference of courses, together with the other subjects they propose to study, with the relevant Course Executive Officer.

The following second year courses are offered:
Biology 201 16 units
Biology 203, 204, 205, 206, 207, 208 each 8 units

Textbooks and reference books
A list of textbooks and reference books is incorporated in Information for Students Biology 2

Biology 201 (Animals) 16 units
See Table of Courses for entry requirements
Classes Yr: (3 lec, 1 disc grp & 3 prac)/wk or (4 lec & 3 prac)/wk and one field-trip/yr
Assessment one 3hr exam, one prac exam, one essay/sem, one project/yr
The functional diversity, physiology, development and evolution of invertebrate and vertebrate animals are presented in an integrated course covering two semesters. The aim of the course is to give a thorough grounding in the diversity of animals and an introduction to biological processes. The first semester focuses mainly on the evolution of invertebrates. The second semester discusses the evolution and adaptations of vertebrates and close relatives. The course includes lectures, practical classes, small discussion groups and a field excursion.

Biology 203 (Plant Anatomy and Physiology) 8 units
See Table of Courses for entry requirements
Classes Sem 1: (2 lec, 1 prac/A.V. & 1 tut)/wk
Assessment one 2.5hr exam, one prac exam, project, class work
The internal and external structure of plants is discussed in relation to functions of photosynthesis translocation, water transport and nutrition. Self instructional audiovisual study is augmented by lectures, group discussions and laboratory experiments.
Biology 204 (Plant Ecology and Diversity) 8 units
See Table of Courses for entry requirements
Classes: Sem 2: (2 lec, 1 prac/A.V. & 1 tut)/wk
Assessment: one 3hr exam, one prac exam, one 1500w essay, class work.
The physiological ecology and function of plants in a natural environment are considered, their distribution discussed, and plant diversity and identification studied. Practical aspects are covered in the laboratory.

Biology 205 (Molecular and General Genetics) 8 units
See Table of Courses for entry requirements
Classes: Sem 1: (3 lec, 1 tut & 4 prac)/wk
Assessment: one 3hr exam, one 2hr theory of practical exam, assignments, practical
An introduction to genetics in lower and higher organisms and to recombinant DNA analysis. Topics including DNA and RNA, chromosome structure and function, gene transmission and regulation, genetic engineering, and population and evolutionary genetics are covered in lectures, tutorials and laboratory classes.

Biology 206 (Cellular and Developmental) 8 units
See Table of Courses for entry requirements
Classes: Sem 2: (3 lec, 1 tut & 3-4 practical hours)/wk
Assessment: one 3hr exam, one 2hr theory of practical exam, practicals, assignments
A course on cell biology and development in plants and animals, emphasizing the functioning of the cell and favouring the molecular perspective. Topics include cell and organelle structure and function, cellular development and differentiation, and embryonic development. The course is given by means of lectures, tutorials, discussion groups and laboratory classes.

Biology 207 (Genetics, Cellular and Developmental) 8 units
See Table of Courses for entry requirements
Classes: Sem 2: (3 lec, 1 tut & 1 prac)/wk
Assessment: one 3hr exam, one 2hr theory of practical exam, practicals, assignments
A course on genetics, cell biology and development in plants and animals as seen from a molecular perspective. Topics including cell functions and processes, gametogenesis and pattern formation are covered in lectures, tutorials, discussion groups and laboratory classes.

Biology 208 (Animals — Theory) 8 units
Consult School Office for details.

Biology 300 level
Students who intend to proceed to Biology 300 level must:
(a) obtain Information for Students Biology 3 from the Zoology Building (A08) or Macleay Building
(b) discuss their choice of subjects with a Biology staff member when enrolling.
Two courses are available:
Biology 350 24 units
Biology 353 24 units

Celtic Studies (A)
This course offers an introduction to Celtic languages and to Celtic culture over the past two and a half thousand years. Any enquiries about admission should be addressed to the Director (Room N409, Woolley Building) or to the Coordinator (Room 736 MacCallum Building).
Celtic Studies 201 may be taken by any student who has successfully completed 24 Junior units in no more than two subject areas. Celtic Studies 201 consists of a core unit and a compulsory modern language unit, which are taught concurrently throughout the year.
Celtic Studies 300-level courses are open to students who have completed Celtic Studies 201. Students may take up to 32 units of Celtic Studies at 300-level. Each course consists of a pool of options, most of which are taught over a semester.
It is possible to obtain Honours in Celtic Studies by taking Celtic Studies IV. However, this course is only available to students who have satisfactorily completed the prerequisite for entry to Honours in any other subject area in Part A of the Table of Courses and who have completed Celtic Studies 301 and 302 at Credit level or above. Students wishing to enrol in Celtic Studies IV should consult the Director or Coordinator before enrolling.
Telephone: 351 2557 or 351 3790

Registration
Celtic Studies 200-level students will register on Wednesday 22 February, 2-3 pm in Audiovisual Room 1, Language Centre, Brennan Building. Celtic Studies 300-level students will register on Wednesday 22 February, 3-4 pm in Audiovisual Room 1, Language Centre, Brennan Building.

Celtic Studies 201 16 units
Prereq 24 Junior units in no more than two subject areas
Classes Yr: (1 lec, one 2hr sem, 2 tut)/wk
Archaeology, history and culture
Dr Cremin, Dr Fulton, Mr Evans
Classes Yr: (1 lec & 1 tut)/wk
Assessment: one 2hr exam/sem, 2500w written work/sem
This core unit examines the culture of Celtic-speaking peoples in Central and Western Europe and traces the development of the cultures of the British Isles. The course consists of four sections, each approximately half a semester in length. Semester 1 deals with prehistory and early medieval history, Semester 2
looks at literature and society in the Celtic countries from medieval to modern times. The disciplines involved include archaeology, history, linguistics and cultural studies. Throughout the course Celtic cultures are studied within the broader European context.

Textbooks
A. Cremin *The Celts in Europe* (Centre for Celtic Studies, 1992)
D. Macaulay *The Celtic Languages* (Cambridge University Press, 1992)

And one of:

**Beginners' Irish**
Ms de Paor
*Classes Yr:* (one 2hr class & one 1hr class)/wk
*Assessment:* one 2hr exam, one 3hr exam, oral tests
This course consists of two hours of intensive language study, and one session devoted to Irish culture, history and literature. The emphasis is on enabling students to read and understand Irish Gaelic, but pronunciation and simple conversation skills are also acquired.

Textbooks
*Teach Yourself Irish* (London, 1993)

**Beginners' Welsh**
Mr Evans
*Classes Yr:* (one 2hr class & one 1hr class)/wk
*Assessment:* one 2hr exam, one 3hr exam, other tests
This course provides an introduction to modern Welsh linguistics and culture. Areas covered include phonology, grammar, and history and culture since 1900. In Semester 2 students read and translate a wide range of Welsh texts, including poetry, prose and history.

Textbook

**Beginners' Scottish Gaelic**
This course may be available in 1995 subject to sufficient funds and enrolments.

Celtic Studies 301, 302, 303, 304  each 8 units
Each of these courses is made up of one to three of the following options. Each option is given a value of 1, 2 or 3 points. They are designed to enable students to specialise in a topic introduced during Celtic Studies 201. Students must choose options to a total value of 3 points in the semester for each 8 unit course.

**Options**
In 1995 the following will be offered, provided there are sufficient students:

**Celtic art** (2)
Dr Cremin
*Classes Sem 1:* one 2hr class/wk
*Assessment:* one 2500w essay, 1 tut paper
This course analyses the decorative style conventionally described as 'Celtic', i.e. an abstract ornament based on curves and spirals, and examines its relation to society, its development and its modifications through 1400 years of use (from approximately 400 B.C. to the tenth century A.D.).

Textbook
R. and V. Megaw *Celtic Art from its beginnings to the Book of Kells* (Thames & Hudson)

**Modern British and Irish literature** (2)
Dr Fulton
*Classes Sem 2:* (1 lec & 1 tut)/wk
*Assessment:* one 2500w essay, class work
This course provides a comprehensive introduction to modern Celtic literature in English, looking at examples of poetry, novel and drama. Topics include Irish theatre, British industrial writing, the rise of nationalism, and the status of Celtic writing in English as post-colonial literature.

Textbooks
P. Fallon and D. Mahon *Penguin Book of Contemporary Irish Poetry*

**An introduction to medieval Irish literature** (1)
Prof. Martin
*Classes Sem 1:* 1 lec/wk
*Assessment:* one 2500w essay
This course surveys the principal 'cycles' or groupings of fictional tales, indicates their social setting and later influences, and includes reference to poetry and Christian literature. The option is also offered in the Department of English.

Textbooks
T. Kinsella *The Tain* (Oxford University Press, 1972)
J. Gantz *Early Irish Myths and Sagas* (Penguin, 1981)

**Medieval Welsh literature** (1)
Dr Fulton
*Classes Sem 2:* 1 lec/wk
*Assessment:* one 2500w essay
This option describes the major texts written in Welsh from the sixth to the fourteenth centuries, using English translations. Texts include heroic poetry, court poetry, folk tales and Arthurian romances. This option is also offered in the Department of English.

Textbooks
J. Gantz *The Mabinogion* (Penguin Classics, 1976)

**Old Irish** (1)
Dr Fulton
*Classes Sem 1:* 1 lec/wk
*Assessment:* 2hr exam
This is a reading option in Old Irish for students who want access to Old Irish texts in the original language. It is possible for students to take an additional 1-hour option of Old Irish in Semester 2. This option is also offered in the Department of English.

Textbooks
R. Thurneysen *Scela Mucce Meic Dathd* (Dublin Institute, 1969)
J. Strachan *Paradigms and Glosses* (Royal Irish Academy, 1970)
Middle Welsh (1)
Dr Fulton
Classes Sem 1: 1 lec/wk
Assessment 2hr exam
This is a reading option in Middle Welsh for students who want access to Middle Welsh texts in the original language. It is possible for students to take an additional 1-hour option of Middle Welsh in Semester 2. This option is also offered in the Department of English.

Textbooks
R.L. Thomson *Pxvyll Pendeuic Dyued* (Dublin Institute, 1957)
D.S. Evans *A Grammar of Middle Welsh* (Dublin Institute, 1976)

Religion and mythology of the Celtic peoples (2)
Prof. Sharpe, Ms Cusack
Classes Sem 1: one 2hr class/wk
Assessment one 2500w essay, class work
The course will look at source material, literary, archaeological and 'folkloric', and will consider issues such as deities and the supernatural world, sacred places, seasonal festivals, and the 'conversion' to Christianity. This option is also offered in the School of Studies in Religion.

Cornish and Breton studies (2)
Dr Olson
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one 2500w essay, short tests
This option is about the Celtic heritage of Cornwall and Brittany, as well as connections across their respective cultural boundaries. While concentrating on these regions in the Middle Ages — particular attention will be given to early medieval migration to Brittany and to a late medieval Cornish play, *The Life of St Merias* — the topics will also include life in an early 20th century Breton village and the Cornish in Australia. This option is also offered in the Department of French Studies.

The Arthurian legend and its social context (1)
Dr Fulton and others
Classes Sem 1: 1 lec/wk
Assessment one 2500w essay
This option traces the surviving literary forms of the Arthurian legend from the medieval to the modern period, examining the reasons why it has been popular at particular historical moments. This option is also offered in the Department of English.

In addition to the above options, the following may be offered in 1995 subject to sufficient funding and enrolment:

Advanced Irish (3)
Classes Yr: (one 2hr class & one 1hr class)/wk

Advanced Welsh (3)
Classes Yr: (one 2hr class & one 1hr class)/wk

The Gaelic Tale (1)
Classes Sem 2: 1 lec/wk

The following options are not available in 1995 but may be offered in later years, subject to student demand and the availability of staff.

The Celtiberians
The Celtic Folktale
James Joyce and Dublin
Contemporary Gaelic Literature
W.B. Yeats and Irish Poetry
Advanced Scottish Gaelic
Celtic Philology

Celtic Studies IV Honours
Prereq Celtic Studies 301-302 at Credit level or above and the prerequisite for entry to another final year Honours course in Part A of the Table of Courses

The course consists of:
1. A research project with supervised thesis approved by the Celtic Studies Teaching Committee, 15 000-20 000 words, to be regarded as one-third of the year's work.
2. Four one-semester options to be selected from those offered in IV Honours within the Faculty. Students may enter only those options for which they have already satisfied the prerequisites, or are satisfying the corequisites. Entry will be subject to the approval of the Celtic Studies Teaching Committee and the relevant head of department or school. Each of these options will be regarded as one-sixth of the year's work.

Chemistry

Fully detailed information about all courses, prescribed textbooks and reference books is available from the Chemistry School.

Exercises are issued and tutorials are held at regular intervals for all courses.

Chemistry 101 12 units
Classes Yr: (3 lec & 3 prac)/wk
Junior courses in Chemistry are offered at two levels. Chemistry (Advanced) 101 is available to students with a very good school record in Science or Chemistry.

Chemistry 101 (ordinary level) provides a sound foundation for further study of Chemistry, or any chemically based course in subsequent years of the faculty. This Chemistry course is built on a satisfactory prior knowledge of the Chemistry component of the Science 4-unit or 3-unit HSC course or 2-unit Chemistry. Revision of basic concepts of the school course is given in Semester 1.

Both Chemistry (Advanced) 101 and Chemistry 101 cover chemical theory, inorganic, physical and organic chemistry. The practical work and the theory syllabuses for the two courses are similar. The level of treatment in the Advanced course is more advanced and presupposes a very good grounding in the subject at secondary level. Either Chemistry (Advanced) 101 or Chemistry 101 is an acceptable prerequisite for entry into 200 level Chemistry courses.
Course lectures
A course of about 80 lectures.

Practical work
A course of 27 three-hour sessions, one per week throughout the year.

Textbooks
Students should obtain a booklist from the School during the orientation period.

Examinations
Theory examinations for both courses are held at the end of each semester. Students are advised at the beginning of the year about other factors contributing to assessment for the course.

Special preparative studies
Students wishing to enrol in Chemistry 101 who have not taken the Chemistry section of the Science 4-unit or 3-unit course or 2-unit chemistry in the HSC course are required to study either of the following books before the beginning of Semester 1:
- A. Boden Chemtext (Science Press, 1986)

Chemistry 201 16 units
See Table of Courses for entry requirement

Lectures
A course of 34 lectures in organic chemistry, and 35 lectures in both organic and physical/theoretical chemistry given at the rate of 4 lectures per week throughout the year.

Practical work
A course of five hours per week for 24 weeks, consisting of 7 weeks in inorganic chemistry and organic chemistry and 8 weeks in physical chemistry. Students must ensure that two afternoons per week, free from other practical work commitments, are available for practical work. Practical laboratories commence on the first day of semester.

A fully detailed booklet on the courses and textbooks is available in the Chemistry School. All students who intend to take Chemistry 201 must register with the School of Chemistry in addition to completing normal university enrolment procedures. This registration takes place in the first practical session of semester.

Textbooks
Inorganic — all courses

J.S. Fritz and G.H. Schenk Quantitative Analytical Chemistry (Allyn & Bacon, 1987)

Organic — all courses
J. McMurry Organic Chemistry (Brooks/Cole, 1992)

Physical — Long and Normal courses
Either
P.W. Atkins Physical Chemistry (Oxford U.P., 1990)
(Recommended for students intending to proceed to Senior Chemistry)
or
W.J. Moore Basic Physical Chemistry (Prentice-Hall, 1983)

Chemistry 350 24 units
Prereq Chemistry 201
Classes Yr: (4 lec & 8 prac)/wk
Assessment 45 min exam per module and lab assessment

Advice on courses
A fully detailed information booklet on the courses and textbooks is available in the Chemistry School. All students who intend to take Chemistry 350 must register in the Chemistry School during either the Wednesday or Thursday of the orientation period. Registration includes selection of third year modules from the lists below, completion of a registration card and the taking of an I.D. photograph.

A course of four lectures per week throughout the year. The lectures will be presented in modules (each module runs for a half-semester and comprises 7 lectures). A full listing of the module titles is given below. Each student must take 7 modules of which one must be in each of the inorganic, organic and physical/theoretical chemistry areas. Three modules (the first three listed under the Common heading in the list below) are compulsory for all Chemistry 350 students. The remaining 13 modules are to be chosen from the list below, except that students may not take more than 9 modules from the same subject area.

Common modules
Spectrometric identification of organic compounds
Symmetry
Kinetics
Chemistry Laboratory Practices
Chemical bonding

Inorganic chemistry modules
Vibrational spectroscopy of inorganic compounds
Diffraction methods in inorganic chemistry
Instrumental methods in analytical chemistry
Structural methods in inorganic chemistry
Electrochemical methods in inorganic chemistry
Electronic spectroscopy
Surface analysis
Main group chemistry and materials
Transition metal chemistry
Inorganic reaction mechanisms
Organometallic chemistry
Catalysis
Biological and medical inorganic chemistry 1: metals in biomolecules
Biological and medical inorganic chemistry 2: chemotherapy and toxicology
Mineral chemistry
Aquatic chemistry
Marine chemistry

Organic chemistry modules
Stereochemistry in organic chemistry
Natural products
Aromaticity
Organic reaction mechanisms
Free radical chemistry
Bioorganic chemistry 1: amino acids and polypeptides
Heterocyclic chemistry 1
NMR spectroscopy in organic chemistry
Radicals and photochemistry in organic synthesis
Pericyclic reactions
Modern methods of organic synthesis
Heterocyclic chemistry 2
Advanced NMR spectroscopy
Organometallic reagents in organic synthesis
Bioorganic chemistry 2: the chemistry of DNA and carbohydrates
Supramolecular chemistry
Physical/theoretical chemistry
Quantum chemistry — fundamentals
Molecular visualisation and simulation
Surface chemistry
Statistical mechanics
Applications of symmetry
Intermolecular forces
Colloid chemistry
Theory of liquids and solutions
Theory of rate coefficients of gas-phase reactions
Time dependent quantum mechanics
Molecular spectroscopy 1: electronic
Molecular spectroscopy 2: vibration and rotation
High temperature chemistry
Polymer chemistry 1: chemistry of polymer formation
Polymer chemistry 2: physicochemical properties of polymers
Spin in chemistry
Solution kinetics
Radiation chemistry
Atmosphere photochemistry

Textbooks
Inorganic Chemistry
Organic Chemistry
J. McMurry Organic Chemistry (Brooks/Cole, 1992)
Physical/Theoretical Chemistry
P.W. Atkins Physical Chemistry (Oxford, 1994)
Organic Chemistry
LA Joule and G.F. Smith Heterocyclic Chemistry (Van Nostrand, 1972)

Classical Civilisation (A)
See under Archaeology, Classics and Ancient History.

Basser Department of Computer Science (S)

Students who intend to major in Computer Science should pay particular attention to mathematical prerequisites for the courses. They must enrol in 12 Junior units of Mathematics concurrently with Computer Science 101 or Computer Science (Advanced) 101 and should take a second-year Mathematics subject concurrently with Computer Science 201, as a second year Mathematics course is a prerequisite for Computer Science 301 and 350. Students who complete Computer Science 350 are eligible to become Associate Members of the Australian Computer Society.

Intendinghonours students are strongly urged to complete a Senior Mathematics course (preferably Pure Mathematics 301 or 350) prior to their entry into the honours year. Students should note that entry to honours requires a Credit or better in Computer Science 350.

The courses offered by the Department are described briefly below, and more fully in the Department's Handbook which is available from the Department's office (Room G71) in the Madsen Building. Students should confirm details of courses, registration procedures, textbooks, etc., on the departmental noticeboards. Those in doubt should seek advice from members of the Department's academic staff.

Computer Science 101 12 units
Coreq Mathematics 101, Mathematics (Advanced) 101 or Mathematics (Life Sciences) 101
AKn HSC Mathematics 3-unit
Classes Yr: (3 lec, 1 tut & 2 prac)/wk
Assessment (assignments, written exam, practical exam)/sem

An introductory course in programming (using the Pascal language), computing systems and reasoning about programs.

Computer Science (Advanced) 101 12 units
Coreq Mathematics 101 or Mathematics (Advanced) 101
AKn HSC Mathematics 3-unit
Classes consult department
Assessment assignments, examinations

Computer Science (Advanced) 101 is a special program for students with superior abilities or background. It involves substituting alternative, challenging work,
for some of the required work in Computer Science 101. For example, students may do independent reading and meet with a staff member in small groups, in place of attending lectures; as another example, students may do alternative assignments that are more open-ended than those in the usual course. To ensure consistent results, at least 50% of the assessment will be based on common tasks with CS101. Students interested in Computer Science (Advanced) 101 must enrol in Computer Science 101. During the year selected students will be invited to take part in challenge work. If students undertake sufficient challenge work at a high standard, their enrolment will be changed to CS (Advanced) 101.

Computer Science 201 16 units
Prereq Computer Science 101 or Computer Science (Advanced) 101; Mathematics 101 or Mathematics (Advanced) 101 or Credit in Mathematics (Life Sciences) 101
Classes Yr: (4 lec & 4 tut/prac)/wk
Assessment (assignments, written exam, practical exam)/sem

The topics covered include Design and Data Structures; Computer Systems; Logic and Languages; Programming Practice with Unix; and two Large Programming Projects.

For further details consult the Departmental Handbook.

Third Year Courses
Computer Science in third year is organised into modules, each of which involves the equivalent of two hours of lectures and one tutorial plus unscheduled laboratory time each week for a semester. At least fifteen modules, including three project modules, are offered each year. The modules are arranged into several overlapping streams. The streams are Information Systems and Software Engineering; Intelligent Systems; Programming Languages; Computer Systems Design. Students are offered a range of courses, which can involve 4, 6 or 8 modules. Taking 4 modules is sufficient to 'major' in Computer Science; however students are advised that doing only 4 modules is not regarded as adequate preparation for a professional career in computing or for further study. Students are advised to balance their workload between semesters.

For further details consult the Departmental Handbook.

Computer Science 301 16 units
Prereq Computer Science 201 and either Pure Mathematics 201 or Applied Mathematics 201 or Mathematical Statistics 201 (or Advanced equivalents)
Classes Yr: (4 lec & 4 tut or prac or unsupervised lab)/wk
Assessment (assignments, written exam)/sem

This course consists of four modules, which must be chosen to conform to one of the four streams. (This requirement may be waived by permission of the Head of Department.) Students should note that Computer Science 301 is not regarded as adequate preparation for a professional career in computing, or for Honours. Students intending to continue studying or working in the area are advised to enrol in Computer Science 350.

Computer Science 350 24 units
Prereq Computer Science 201 and either Pure Mathematics 201 or Applied Mathematics 201 or Mathematical Statistics 201 (or Advanced equivalents)
Classes Yr: (2 lec, 2 tut or prac or unsupervised lab)/wk
Assessment (assignments, written exam)/sem

This course consists of six modules, which must be chosen to conform to one of the four streams. This course is equivalent to Computer Science 3 in the Faculty of Science.

Computer Science 353 8 units
Coreq Computer Science 350
Classes Yr: (2 lec, 2 tut or prac or unsupervised lab)/wk
Assessment (assignments, written exam)/sem

This course is only available to students who are taking (or have passed) Computer Science 350. This course consists of two modules not included among those counted towards other courses.

Computer Science IV Honours
Prereq Computer Science 350 at Credit level or better and preferably a third year Mathematics course
Assessment exam, class, prac & one project thesis

Computer Science Honours comprises coursework and a project. The project involves a substantial development task or support of departmental research activities. It provides a foretaste of, and a means of assessing a student's potential for, postgraduate research work.

Students are required to participate in departmental seminars as part of their coursework, and are encouraged to participate along with staff and research students in all activities of the Department. They are provided with working space, and may be employed for a few hours per week in undergraduate teaching.

For further details consult the Departmental Handbook and the Computer Science Honours Guide Book.

Department of Economic History (E)

The primary aim of the Department is to provide students with a firm knowledge of the process of economic change in modern industrial economies during the past two centuries.

Students who have not previously studied history or economics will not be under any particular disadvantage. Further, students with interests in mathematics, the natural and physical sciences and engineering should also give serious consideration to attending one or several of these courses, after consultation with the appropriate heads of department as they provide a useful understanding of the economic and social processes which form part of the background of our scientific advance.
Telephone: 351 3080.
The Department is on Level 3, Merewether Building.
Noticeboards are in the Merewether Building:
• outside the secretary’s office (Room 392)
• outside the Economics Faculty Office (Room 237)

Economic History 101 and 102 each 6 units
Assoc. Prof. Aldrich or Assoc. Prof. Tipton
Classes Sem 1 and Sem 2: (3 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay & three 1500w tut papers

These courses provide an introduction to the economic history of modern Europe, the repercussions of economic changes on social, political and cultural life, and the spread of those developments to the non-European world. They begin with an overview of the traditional European economy then examines the changes that affected Europe in the late eighteenth and early nineteenth centuries, particularly the industrial revolution. The various paths of economic development followed by different societies in the nineteenth century will be charted as well as the course of imperialism, which brought these changes to Africa, Asia and Latin America, and the economic development of Australia and the United States. Various social changes—such as growth of a new middle class, the emergence of the proletariat, and the transformation of the peasantry—will also receive attention. The courses will then focus on the twentieth century. The Depression and the two world wars, the Russian Revolution, the creation of socialist economies, decolonisation, the period of growth after 1945, the advent of consumer society and the current economic crisis will be analysed thematically.

The courses will not be highly technical in their presentation of economics and no knowledge of economic theory is presumed.

Economic History 201 and 202 each 8 units
Prereq 12 Junior units of Economic History, History or Ancient History

Students take courses, chosen from the pool of one-semester courses listed below. (Note: not all courses may be given in any one year.)

Requirements for intending honours students
Intending Honours students may take three courses, Economic History 301 and Economic History 302 (chosen from the pool of courses listed below), and Economic History 390 (see below).

Economic History 390 8 units
Prereq Credit in Economic History 201,202 and 290
Coreq Economic History 301 and 302
Classes and Assessment Yr: three 2000w seminar papers, one 8000-10 000w research essay

This course consists of several strands: a year-long seminar stream on ‘The history of economic and social ideas’ (taught jointly with the History Department), for which seminar papers will be presented; and a long research essay.

Pool of (one-semester) options

(1) Early Australian economic history
Dr Hutchinson, Mr Wotherspoon
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: 3 lec/wk
Assessment one 3hr exam & one 2500w essay

This course looks at the emergence of the white Australian socio-economic system in the century after the Anglo-European invasion of 1788. It considers the emergence of a capitalist mode of production, with attention paid to such factors as capital accumulation, labour supply and immigration, the growth of various primary industries, the role of the cities, and the sort of society that emerged. Such themes as the role of women, distance and its effect on society and economy, racial problems, urbanisation, and trade union development, will be pursued in some detail.

(2) Modern Australian economic history
Mr Wotherspoon, Dr Hutchinson
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: 3 lec/wk
Assessment one 3hr exam & one 2500w essay

This course looks at the changing socio-economic fabric of Australian capitalism in the period from the late 1880s. It considers structural changes in the economy and workforce; the pattern of urban development; economic fluctuations, especially the major depressions of the 1890s, 1930s, and now; social justice and class conflict; economic policy and its failures; the impact of war on the economy and society;
twentieth-century urbanisation and suburbanisation; the situation of minority groups; problems of change in an affluent conservative society; alternative explanations of Australia's socio-economic system; and major developments since World War II.

(3) American economic history 1607-1865
Prof. Salsbury
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & 1 other assignment

This short course will discuss the growth and development of the American economy from the colonial period to the civil war. This period saw the rise of an export-based agricultural system and the beginnings of large-scale industrialisation. Topics to be discussed include both institutions such as the merchant, the banks, the corporation, the factory system and the social structure including slavery, immigration and the developing of a working class. Recent interpretations by the 'New Economic Historians'—Douglass North and Robert Fogel among others—will be examined.

(4) American economic history 1865-1970
Prof. Salsbury
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay, 1 other assignment

This short course will analyse various strands of American economic history: the growth of 'big business'; the adjustment of the agricultural sector to the corporate society; government regulation of the economy, the rise of organised labour, the impact of war on the economy; and the economic forces behind American foreign policy.

(5) Economic development of modern Japan
Dr Allen
Prereq 12 Junior units of Economic History, History, or Ancient History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & tut paper

The main concern of this course is with the economic processes that have transformed Japan over the last century from a feudal state to an industrial superpower and the social consequences of industrialisation. Topics discussed include: pre-Meiji developments, the roles of government and private enterprise, agricultural growth, international economic relations, capital formation, labour supply structural changes, population increase and urbanisation, militarist influences, economic fluctuations, post-war reforms and 'explosive growth', changes in labour relations and consumption patterns, the costs of growth, the oil crisis.

(6) Economic development in Southeast Asia
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam; one 2500w essay & 1 tut paper

Introduction to study of Southeast Asia. Patterns of trade pre-1500 A.D. Impact of Europeans 1500-1800 A.D. Main emphasis of the course on period post-1800 A.D. Spread of European colonialism and capital investment. Emergence of 'export economies'. Response of indigenous people to economic stimuli. Dualism. The plural society, Standards of welfare. Developments in the post-colonial period up to early 1980s. Countries selected for particular study are Burma, Thailand, Malaysia and Indonesia.

(7) Historical development of the Chinese economy
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & 1 tut paper


(8) Economic and social development of modern France
Assoc. Prof. Aldrich
Prereq 12 Junior units of Economic History, History, or Ancient History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & 1 tut paper

After briefly examining the economic and social aspects of the French Revolution and the Napoleonic regime, the course will look at nineteenth-century developments such as the changing nature of agriculture, industrialisation and political upheaval. Then twentieth-century developments will be studied. Themes to be treated include traditional and revisionist interpretations of French economic growth, the effects of government intervention in the economy (including the policies of the current government), the end of the peasantry, regionalism and the relationship between Paris and the provinces, and the repercussions of economic change in French society and culture. The course will not be technical in its presentation of economics and no knowledge of economic theory is presumed.

(9) Economic history of the Mediterranean region
Assoc. Prof. Aldrich
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & 1 tut paper

The Mediterranean basin was the centre of the Western economy from the classical era to the 1500s, its power eclipsed by the colonisation of the New World. This course will look briefly at the inheritance of classical, Byzantine and early modern empires in the
Mediterranean and the reasons why the area did not modernise in the same way as Western Europe during the 1700s and 1800s. It will then concentrate on the period since the mid-1800s: the economic and social changes in the area, similarities and differences among the regions of the Mediterranean basin, and booms and crises in the twentieth century. Continuing links among the Mediterranean nations and the hypothesis that there exists a particular Mediterranean economy will receive special attention. However, the course will concentrate on the economic and social history of modern Italy and Greece. It will not be technical in its presentation of economics and no knowledge of economic theory is presumed.

(10) History of the island Pacific since the mid-1880s
Assoc. Prof. Aldrich
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, written assignment

This course examines the history of the island Pacific (Polynesia, Melanesia and Micronesia) since the middle of the nineteenth century, concentrating on the impact of foreign takeover and the economic, social and political development of the islands. Particular attention is given to the French territories of the South Pacific (French Polynesia, New Caledonia and Wallis and Futuna). The role of missionaries, traders, colonists and the military will be studied, as well as the role of the Pacific colonies in the formation of overseas empires. The varieties of decolonisation and integration of the islands will then be discussed. Attention will also focus on present-day issues and controversies.

(11) Economic development of modern Germany
Assoc. Prof. Tipton
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & one other assignment

The eighteenth century tradition of state intervention in the economy, the impact of the French Revolution and Napoleonic wars, the role of central bureaucracies in development to 1850, the economic background to the 1848 revolutions, accelerated development during the liberal period 1850-73, the Great Depression 1873-96, imperialism, the First World War, economic problems of the Weimar Republic, the rise of fascism, the structure and development of the Nazi economic system, and comparison of post-war development in market and socialist economies in central Europe.

(12) Economic development of Russia and Eastern Europe
Assoc. Prof. Tipton
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & one other assignment

Social and economic structure in the Romanov, Habsburg and Ottoman empires in the early modern period, the sources of economic development in the late eighteenth and nineteenth centuries, differing responses to economic development, decline of traditional social structures and rise of new groups in the late nineteenth century, the relation of nationalism to economic development, imperialism and war in southeastern Europe, the First World War, the revolution in Russia and Austria-Hungary, the establishment of the Soviet regime and economic developments in the Habsburg successor states, Soviet planning and German economic expansion in the 1930s, the Second World War, and post-war economic development in the Soviet Union and the socialist economies of eastern Europe.

(13) Strategy and growth of big business
Prof. Salsbury, Dr Hutchinson
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay

The course analyses the transition from small family firm to large managerial corporation over the last century in the U.S., Britain and Australia. The focus is on the way firms have grown. In particular it examines the growth strategies the firms employed and the accompanying innovations in organisational structure and information systems. The course also examines changes in the nature of competition which have accompanied the growth of big business.

Topics include the emergence of the first big businesses: the U.S. railroad companies, the marketing revolution, multinational expansion, product diversification, the new conglomerates, accounting innovations, the multi-divisional structure, the rise of professional managers, R&D and the transition to institutionalised invention and innovation.

It is strongly recommended that students complete Economics 101 before undertaking this course.

(14) Economic and social history of minority groups
Assoc Prof. Aldrich, Mr Wotherspoon
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & one written assignment

This comparative course will examine the economic and social position of several minority groups in modern Australian and European history. Specifically, it will use as case studies racial and ethnic groups (Aborigines in Australia, ethnic and regional minorities in Europe), migrants (both long-term migrants and guest workers), and a sexual minority (homosexuals). In interpreting the historical emergence of minority groups and their subcultures, some attention will be given to concepts of race, ethnicity, and marginality; the problems of discrimination, tolerance and integration will also be covered.
(15) Urban history
Mr Wotherspoon
Prereq 12 Junior units of Economic History, History or Ancient History
Classes Sem: 3 seminars/wk
Assessment one 3hr exam, one 2500w essay & one written assignment
Approaches to urban history. Origins of cities — evidence and theories. Patterns of urban development in Europe, Asia and the Americas. Cities as seen by social commentators, writers and artists. Cities as havens for minorities. Cities as human environment — the role of architects and town planners.

(16) Topics in modern European social history
Assoc. Prof. Aldrich, Assoc. Prof. Tipton
Prereq Economic History 201 and 202, 301 and 302
Classes Sem: 3 seminars/wk
Assessment: one 3hr exam, one 3000w essay and one oral presentation
This seminar course will examine selected topics in the social history of modern Europe. The exact topics will vary but may include such subjects as: the demographic revolution in Europe, the 'standard of living' debate and the industrial revolution, the link between economic and political power in Europe, the evolution of different social groups, the notion of class in European history, the role of women in modern Europe and the emergence of new social movements.

(17) The history of modern European expansion: the theory and practice of imperialism
Assoc. Prof. Aldrich
Classes Sem: 3 seminars/wk
Assessment: one 3hr exam, one 3000w essay and one oral presentation
This seminar course will examine European overseas expansion in the nineteenth and twentieth centuries. It will look at the creation of formal and informal empires and the development of the possessions, the ideologies behind expansion (including economic, political, social and cultural justifications for conquest) and decolonisation. Emphasis will be placed on critical analysis of theories of expansion and such historical-geographical questions as the debate on the economic imperative behind European expansion, the issue of 'native' collaboration and resistance, and the areas of 'culture and imperialism'.

Economic History IV Honours
Prereq Credit results in Economic History 301, 302 and 390
Classes Sem: three 2000w seminar papers & one 10 000-12 000w thesis
This course consists of several strands: a year-long seminar stream, on historiography, for which seminar papers will be presented, and working under individual supervision on a thesis. (Courses to be attended will be arranged with the Head of Department, from whom further information may be obtained.)
Department of Economics
The Department of Economics is situated on levels 3 and 4 of the Merewether Building. Initial enquiries regarding the department may be directed to the general office, Room 370, tel. 3512068, or to the Administrative Officer, Room 339, tel. 351 3071.

The department runs courses on a yearly basis but some sections or options forming part of a course may be completed in one semester. Students enrolling in year-long courses cannot get a formal result for that course until the end of the year even if the work was completed in the first semester. Students wishing to take a second semester part or option of a year-long course must enrol at the beginning of the year and not at the start of the second semester. Examinations may be given in a particular semester or in both semesters. Precise details of the examinations, essay and other course requirements will be found in the individual course handouts that are distributed at the first lecture. Any problems with the lecture or tutorial timetable should be discussed with the coordinator of the particular course. There are no department registration procedures.

Noticeboards
Main foyer, near Economics Faculty Office or as designated.

The courses in the Department of Economics provide a general understanding of economic analysis and its applications. First-year students may take either Economics 101 or Economics (Social Sciences) 101. In addition, they may take The Australian Economy 101.

Matriculating students without qualifications in mathematics at the Higher School Certificate are certainly not denied entry to any Economics course but they may have to spend some additional time becoming familiar with some concepts and techniques drawn from mathematics. A reasonable knowledge of mathematics at the high school level is assumed in first year courses. Those matriculants with strong qualifications in mathematics would be advised to take mathematics courses because they may reinforce skills in economic theory and econometrics. It is recommended that students enrolled in Economics 101 take the course General Statistical Methods 101 or, as an alternative, Mathematics (Life Sciences) 101, or a similar course approved by the Head of Department. Mathematical and statistical skills are important for both theoretical and applied analyses of economic topics. See note for intending Honours students in the Economics 101 section.

Honours students are given an opportunity to study economics for four years. As already indicated, an honours degree is well worth having and provides an excellent start for employment, particularly in areas such as government and finance, as well as being an almost essential foundation for postgraduate courses in the subject at this University and elsewhere.

Intending honours candidates
Candidates wishing to proceed to Economics IV Honours are advised to study the entry requirements in the Table of Courses.

Economics 101 12 units
A Kn HSC Mathematics 2-unit course
Classes Yr. (3 lec — repeated twice & 1 tut)/wk
This is a regular economics course covering macro and microeconomics. Economic issues are pervasive in contemporary Australian society, politics and public debate. Some would contend that economic theory provides the unifying basis for explaining all social phenomena and, therefore, also for all public policy. Hence, whatever one's career intentions, coming to grips with economic ideas is essential for understanding society, business and government.

Economics 101 provides a comprehensive introduction to these ideas and also prepares the student for the advanced study of economics in subsequent years.

Beginning with an historical account of how, during the last three centuries, contradictory economic ideas were generated by the evolving economic landscape, the student is introduced to the dominant contemporary theory. The examination of this theory begins with a behavioural model of how individuals, firms, institutions, etc. make choices concerning the allocation of scarce resources among competing uses. On the basis of this model, a comprehensive explanation of price determination and income distribution is built. The account is interspersed with discussion of criticisms of this approach and alternative views of the economic problem and the determinants of income distribution and prices.

This is followed by an examination of the determination of the overall levels of production and employment in an economy, including the influence of the public sector and foreign trade. This analysis is then integrated with a treatment of money, interest rates and financial markets which enables a deeper consideration of inflation, unemployment and economic policy.

Finally the course examines fundamental controversies in economic policy and theory, e.g. the respective roles of markets and governments, causes of and cures for inflation, the explanation of income distribution.

Students contemplating entry to the honours courses should note the requirement for Economics 290 that they complete successfully one of these courses prior to or in conjunction with the honours course. Mathematical and statistical skills are important for both theoretical and applied analyses of economic topics.

Textbook and reference books
Information will be provided at the beginning of the year

A summary of the course is as follows:

**Introduction** (1 week) including:
- the historical background to modern economics
- overview of the course

**IA.1 Constrained optimisation and the foundations of demand and supply** (5 weeks) including:
- the concept of constrained individual optimisation
- optimal consumer choice and individual commodity demand curves
- income and substitution effects; normal and inferior commodities, elasticity
- production and optimal choice of technique
- production and costs
- applications and policy
- controversies and alternative views

**IA.2 Firms, market structures and industry supply and demand** (5 weeks) including:
- industry demand and supply curves; supply elasticity
- short run and long run cost curves
- profit maximisation and supply curves
- perfect competition and monopoly; introduction to oligopoly and imperfect competition
- applications and policy
- controversies and alternative views

**IA.3 Income distribution, factor pricing and employment** (3 weeks) including:
- price flexibility, competition and equilibrium in factor markets
- marginal productivity theory and Euler's theorem
- wage determination and labour markets
- capital, interest and profits; introduction to expectations
- the microeconomics of factor pricing and employment, in relation to macroeconomics
- applications and policy
- controversies and alternative views

**IB.1 Aggregate expenditures, outputs and employment** (4 weeks) including:
- national accounting identities
- 2, 3, 4 sector income expenditure models
- macroeconomic equilibrium balances
- fiscal policy and other multipliers
- inflation and income-expenditure models
- applications and policy
- controversies and alternative views

**IB.2 Output, employment, interest and money** (5 weeks) including:
- product market equilibrium (IS)
- money demand, money supply and interest (LM)
- money supply multipliers
- IS-LM and inflation
- introduction to Phillips Curve analysis
- introduction to open economy IS-LM
- applications and policy
- controversies and alternative views

**IB.3 Fundamental issues in economic analysis and policy** (4 weeks) including:
- role of markets in relation to resource allocation; competing claims and their reconciliation
- role of government and governmental agencies in production, distribution, demand and inflation

**Economics (Social Sciences) 101 12 units**

*Prereq & Coreq nil*  
*Classes Yr: (3 lec & 1 tut)/wk — lectures are repeated*  

This is an introductory course in economics emphasising the relationship between economic, social and political issues. It explores the nature of economic analysis and alternative perspectives on economic
policy, economic class and gender inequalities and
the problems of economic development. The course is
designed both as a self-contained course and as a basis
for further studies in political economy, notably Senior
courses in Economics (P) and Economics (Social
Sciences) IV Honours.

The course is not mathematically orientated. It is
based on a liberal educational philosophy, whereby
students are introduced to the major competing
currents of thought within the discipline and their
application to current economic problems. It also has
overall integration and coherence as a course in
economics from a social science perspective.

Structure of lecture topics:

Part A: The economic problem
An introduction to important changes taking place in
the world economy and the national economy and
corresponding economic problems:
• economic means and social ends; plan and market;
• the changing capitalist world order;
• national economic performance and structural
change;
• economic systems and economic analysis.

Part B: The development of economic thought
An overview of the development of economics,
emphasising key concepts, important controversies,
the context in which they arose and their continuing
relevance:
• classical political economy;
• Marxist economics;
• neoclassical economics;
• the institutionalist tradition;
• the Keynesian revolution;
• the neoclassical synthesis;
• monetarism and the economics of the new right;
• the concerns of contemporary political economy.

Part C: Contemporary economic policy issues
and their analytical foundations
An examination of how particular aspects of orthodox
economic analysis are applied to the formulation of
economic policy:
• contemporary economic problems: how are they
interpreted?;
• economic stabilisation and macromeconomic
management;
• economic structure: competition, trade and industry
policy;
• productivity: capital, labour and the state.

Part D: Economic inequality: class, gender and
power
An examination of distributional issues, emphasising
the interacting dimensions of class and gender, with
particular reference to feminist perspectives:
• distributional inequalities;
• the role of markets; goods markets and labour
markets;
• the role of the State: issues of efficiency and equity.

Part E: International economic relations
An introduction to international economic relations
and the North-South problem:
• international economic relations; trade, investment,
and finance;
• growth and dependency; imperialism;
• economic development and North-South
inequality;
• economic development and the state.

Tutorials: A single stream, running in parallel to the
lectures, with topics to accompany Part B focusing on
key concepts emerging in the development of economic
thought: comparative advantage; the nature and origin
of profit; consumer sovereignty; competition and
monopoly; effective demand and unemployment;
economic growth; sustainability and economic crisis.

Assessment: The whole course is examined at the end
of the second semester: there is no examination at the
end of the first semester. Assessment is based on a
combination of coursework, tutorial performance and
exams, with individual student choice of the relative
weighting.

Reference books
There is no textbook for this course, although D. Fusfeld The
Age of the Economist 6th edn (Scott Foresman & Co.) is
recommended reading for first semester. Suggested
references and sets of readings will be available at the
beginning of each semester.

The Australian Economy 101 12 units
Classes Yr. (3 lec & 1 tut)/wk
Restriction This course may not be counted after the
completion of Senior units in Economics or Economics
(Social Sciences)

This course provides a comprehensive treatment of the
workings of the Australian economy. The emphasis in
this course is on applied themes with theory
introduced only where necessary to sustain the
analysis. The aim is to show the interdependencies
between the main sectors of the Australian economy
and with the rest of the world. The course offers a
broad appraisal of how the Australian economy
operates and the main policy issues bearing upon it.

The main sections of the course are as follows:
1. Australia in an international economic setting
2. National economic structure:
   (a) national income and expenditure
   (b) financial flows
3. Foreign sector and the balance of payments
4. Financial activity: institutions and markets
5. Business sector: incorporated and unincor-
porated business enterprises and their markets.
6. Government sector: federal and state functions
   on revenue and expenditure, and the provision
   of services
7. Households: composition and distribution of
   income and expenditure
8. Labour markets and wage determination
9. Policies for development:
   (a) agriculture
   (b) resources
   (c) industry: manufacturing and services
10. Economic policy:
    (a) goals and instruments
    (b) policy issues and controversies
Economics 201 and 202 each 8 units

Prereq Economics 101. Students who have completed Economics (SoSc) 101 may transfer to Economics 201 upon passing a special supplementary examination arranged by the department.

Classes Yr: (3 lec & 1 tut)/wk — lectures are repeated once

These courses build upon foundations established in Economics 101 and presuppose that students have mastered the subject matter taught in that course.

These courses comprise further studies in microeconomics, macroeconomics and international economics.

Studies in microeconomics include choice theory, theory of the firm, market power of firms, inter-temporal decisions in consumption and investment, general equilibrium theory, government policy, and aspects of international trade. More advanced topics include risk, strategic choice, and the relation between microeconomics and macroeconomics.

The macroeconomic analysis begins with studies of the markets for labour, goods and services, and finance. International activity is then considered, with emphasis on the study of an open economy, such as Australia’s, under alternative regimes of fixed or flexible exchange rates. Current theoretical and policy controversies are surveyed, especially those relating to inflation and unemployment. This part of the course ends with an analysis of economic growth and an overview of economic policy debates.

Textbook and reference book
Information will be provided at the beginning of the year

A summary of the courses is as follows:

IIA.1 General equilibrium, welfare and international trade, including:
- recapitulation of Module 1A.1
- 2 x 2 general competitive equilibrium
- welfare axioms and market failure
- social choice and Arrow Impossibility Theorem 2 x 2 general equilibrium with trade
- trade and welfare
- comparative advantage and II-O-S
- applications and policy
- controversies and alternative views

IIA.2 Advanced topics in microeconomic theory, including:
- choice under risk and uncertainty
- expected utility theory
- interdependent economic decisions and strategic choice
- oligopoly and game theory
- applications and policy
- controversies and alternative views

IIA.3 From microeconomics to macroeconomics, including:
- microeconomics of consumption, saving and interest (intertemporal) choice
- theories of investment; the role of expectations
- consumption, investment and macroeconomics
- the microfoundations of macroeconomics
- applications and policy
- controversies and alternative views

IIB.1 Unemployment and inflation, including:
- IS/LM and the labour market
- AD/AS models
- short run and long run Phillips Curves
- theories of unemployment
- the quantity theory, monetarism and other theories of inflation and deflation applications and policy
- controversies and alternative views

MB.2 International, finance, and the open economy, including:
- open economy IS-LM with fixed and flexible exchange rates (see IB.2)
- open economy AD/AS models
- foreign exchange markets and parities
- inflation and the open economy
- Keynesianism, monetarism and the open economy
- applications and policy
- controversies and alternative views

IIB.3 Growth and economic policy, including:
- introduction to growth theory
- structural adjustment and micro policy, in an open economy
- pros and cons of counter-cyclical policy; rules vs discretion
- micro policy, macro policy and economic growth
- the relation between micro and macro policy
- controversies and alternative views

Economics 290, 291, 292 each 8 units
See the Table of Courses for Entry Requirements

There are two parts, Economics 290-291, and 292. The first part is a series of lectures (3 per week) based upon the curriculum for Economics 201 and 202, supported by a seminar for one hour each week. (See the curriculum for Economics 201 and 202 above.) The content of lectures will reflect a more comprehensive treatment of the topics providing more extensive critiques of the main themes. The seminars are intended to support this more critical appraisal of topics.

The second part of the course, being the quantitative component, will be described as Quantitative Economics or Economics 292. It comprises one lecture per week plus a tutorial/workshop of one hour per week. The syllabus is as follows:

Revision and strengthening of knowledge of basic algebra and calculus; constrained optimisation; expansion on concepts of limit, continuity and differentiability, and on set concepts and convexity, in n-dimensional space. Revision: simple linear regression model (OLS), multiple regression; regression analysis and analysis of variance (ANOVA); Consequences of violations of the assumption of the classical linear regression model (CLR) (biased estimators, heteroscedasticity, auto correlation, multicollinearity); dummy variables; lagged variables; identification; simultaneous equation models; forecasting.
Economics (P) 201 and 202 each 8 units

Prerequisite: Economics 101 (Social Sciences). Students who have completed Economics 101 may transfer to Economics (P) 201 upon passing a special examination arranged by the department.

Classes: Yr: 3 lec & 1 seminar/wk

Economics (P) 201: The surplus approach in political economy (first semester)

Understanding the capacity of an economy to produce a surplus is a central issue in economic analysis. How is an economic surplus generated? What forms does it take, how is it distributed and for what purposes is it used? These are key questions in analysing the functioning of the modern capitalist economy, how it grows, why it experiences crises, and why there are marked inequalities in the distributions of wealth and income both nationally and internationally. Moreover, within the context of the surplus approach it is possible to explore, for example, the notion of modern capitalism and the changing role of the state in economic management.

In introducing students to the surplus approach to political economy, Economics IIP builds particularly on the contribution of Marxist theory and explores modern developments in political economy based on that tradition. The first half of the program (I) involves a critical appreciation of Marxist value theory in its historical context as well as in contemporary application. This is followed by (II) a consideration of more recent debates which have emerged within a Marxist and neo-Marxist tradition, as well as of so-called 'post-Keynesianism' which also has a clear link to Marxism (particularly through Kalecki). A discussion of the role of the state in the generation and distribution of surplus will be a central consideration.

I. Value theory and its contemporary application
   - preamble: the surplus approach in political economy
   - the Marxian approach to history and economy
   - capitalist production
   - particular Marxian conceptions: of the international economy; of gender, race and exploitation; of the environment question

II. Recent debates in Marxist and neo-Marxist theory
   - modern theories of surplus
   - the question of monopoly
   - forces determining distribution of income between workers and capitalists; and distribution of invisible surplus between enterprises and corporations; feminist arguments regarding distribution
   - Neo-Marxist international economic relations; unequal exchange; neo-imperialism, dependency theory and underdevelopment; world systems
   - crisis theories: underconsumption; the falling rate of profit theory; crisis in the international monetary system
   - theories of the state in Marxist and Neo-Marxist traditions
   - other currents of economic analysis: Post-Keynesianism and the French regulationist school

Economics (P) 202: The contemporary economy: origins, structure and evolution (second semester)

This unit introduces students to an examination of the modern economy conceived more broadly than it is in the first unit. It deals not only with impersonal forces structured through the market mechanism and the social division of labour, but with more conscious social action through key institutions such as business, unions, government instrumentalities and the family. The activities of production, exchange and distribution are considered within an extensive context of political and cultural influences, and crisis tendencies are contrasted with the processes which have worked to create economic stability and social order. The economic system charted in second semester is put into a clear historical perspective and its dynamics are explicitly examined. Case studies are drawn upon to illustrate the forces at work. The three main sections of the unit are as follows:

I. Development of the economy
- evolution of the nation state, commodity production and the domestic sphere of the economy; the formation of economic communities: industrial, commercial and financial centres; urbanisation/suburbanisation and consumption
- the linkages between the public and private spheres of the economy materials and social (class and gender) bases of these linkages

II. Structural dimensions of the economy
- the organisation of production and consumption
- institutional foundations of the economy: markets and the social division of labour; state, business, labour and unions, the family
- cultural and ideological influences
- environmental constraints and the social construction of nature: regional, national and international dimensions

III. The evolution of the economy
- the central significance of evolution and quality transformation
- material and social contradictions: contradictions within the accumulation process; contradictions between the public and private spheres; contradictions within the international political economy
- the reconstruction of economic stability and social order

Reference books

There is no textbook for this course. Suggested references and sets of readings will be available at the beginning of each semester.

Economics (P) 290 8 units

See Table of Courses for entry requirement
Coreq: Economics P 201 and P 202
Classes: Yr: 1 seminar/wk

The course Economics (P) 290 consists of an additional seminar program and an additional long essay. The additional seminar program involves a seminar of one hour per week throughout the year. While there is
no additional examination of material covered in the seminar program, contributions to the program are assessable, as is the additional essay.

This course is designed for those students who wish to proceed eventually to the fourth (honours) year in Economics (Social Sciences), or who simply wish to do more advanced work in political economy in their second and third years of study. In general the course is taken only by students who have obtained a pass at Credit level or better in Economics 101 (Social Sciences), but other students may make application for special entry through the Director of P courses.

The seminar topics are designed to introduce students to some of the major debates in theories of contemporary political economy and economic policy.

**Economics 301 and 302** each 8 units
See Table of Courses for entry requirement
Classes Sem: 2 lec/wk per option

Candidates are required to take four options from the list of options approved for this course. The purpose of this course is to offer students scope for developing interests in particular spheres following required courses in the first two years. Each option comprises two one-hour lectures per week for one semester. Each candidate will be expected to satisfy examiners at an examination, held at the end of each semester.

The recommended procedure is to take two options in each semester.

Some options are linked by a prerequisite of an option in first semester before attempting an option in second semester. Other options may be linked in a sequence but there is no compulsion to follow that pattern. The treatment of policy themes is a requirement for all the options wherever the subject lends itself to such interpretations and development of ideas about policy. This approach is deemed central to the ways of looking at the application of concepts and techniques for analysis.

The list of options shown below is based upon successful performance in Economics 201 and 202 though some options listed below provide for entry from Senior courses in Economics P. Not all of these options will be offered in any one year or repeated in both semesters of an academic year. The available options will be announced prior to the beginning of the academic year and any changes prior to the start of the second semester.

### Options

<table>
<thead>
<tr>
<th>Code</th>
<th>Option Description</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>.01</td>
<td>International trade: theory and policy</td>
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The following provisions for substitution apply for 1995 but may not apply in subsequent years. Any two of these Economics 300 level options are equivalent to one option in Economics (P) 300 level. The descriptions of these options are shown in the Economics (P) 300 level section of this Handbook.

### Economics 300 Level .01: International trade: theory and practice

This course provides a systematic analysis of the theory of international trade and trade policy. It addresses some fundamental questions. Why do countries trade and what are the gains from trade? Is there a role for protection? What is the role of GATT and what are the effects of the world dividing up into regional trading blocs such as the EC and possibly APEC?

Initially differences between countries are emphasised as the source of trade and the gains from trade. Models which are examined include the Classical-Ricardian model, the Heckscher-Ohlin model and the Specific-Factors model. Next economics of scale and imperfect competition are introduced as sources of trade and gains from trade. The section on the theory of international trade concludes with an examination of empirical studies aimed at testing trade theories. The analysis of trade policy begins with a discussion of the instruments of trade policy, in particular, tariffs and quotas and their effect on welfare. This discussion is then extended to the case of imperfect competition and strategic trade policy. The course concludes with an analysis of trading blocs.

**Textbooks**
To be advised

### Economics 300 Level .02: International finance and open-economy macroeconomics

This course examines the international economy with particular reference to:

1. the principles governing the operation of the international monetary system; and
2. the role, significance and methods of international finance.

It is designed to provide an understanding of macroeconomic analysis and policy in an internationally integrated economy; global economic adjustment; and international money and globally integrated financial markets. Current issues of
significance for discussion may include: Australia's current account deficit and foreign debt; the choice of exchange rate regime; the European Monetary System and the international debt crisis.

Topics covered include:
1. The variety of international financial instruments; the behaviour of international financial flows and their relation to foreign exchange markets and exchange rates.
2. The absorption, elasticities and monetary approaches to the determination of the balance of international payments, under fixed and flexible exchange rates.
3. Portfolio balance approaches to exchange rates and the current account balance.
4. The organisation of the international monetary system and the mechanism of international adjustment.
5. Macroeconomic policy in an open economy and issues in international economic policy.

Textbooks
To be advised

Economics 300 Level .03 Business enterprise
Prereq 16 200 level Senior units of Economics or Economics (P)
This course is concerned with the economics of business enterprise. It begins with an examination of classical and modern analyses of the role of the entrepreneur and attributes of the entrepreneurial personality. It then considers theories of business organisation and the concept of agency, focusing on the resolution of conflicts between managers and shareholders. Contests for corporate control are the theme of the concluding section of the course, with emphasis on the motivation for and effect of hostile takeovers and leveraged buyouts.

Economics 300 Level .04 Corporate structure and strategy
Prereq 16 200 level Senior units of Economics or Economics (P)
This course commences with a discussion of the evolution of the modern business enterprise, with specific attention to U-form, M-form and conglomerate organisational structures. It then examines aspects of strategic decision making, including issues of internal vs external growth and diversification vs strategic focus. The final section is devoted to Asian corporate structure and strategy. The major focus here is on distinctive features of the Japanese corporation, with attention also given to corporate forms and strategies in other Asian economies.

Economics 300 Level .05 History of economics: classical economics
Prereq 16 200 level Senior units of Economics or Economics (P)
This course deals with the classical economics system, with specific reference to the evolution of the modern business enterprise, with specific attention to U-form, M-form and conglomerate organisational structures. It then examines aspects of strategic decision making, including issues of internal vs external growth and diversification vs strategic focus. The final section is devoted to Asian corporate structure and strategy. The major focus here is on distinctive features of the Japanese corporation, with attention also given to corporate forms and strategies in other Asian economies.

There is no suitable text for this course. A detailed reading guide is provided at the start of lectures. Students intending to take the two History of economics courses could usefully purchase William J. Barber *A History of Economic Thought* (Penguin, 1967 — still in print)

Economics 300 Level .06: History of economics: modern developments 1860-1960
Prereq 16 200 level Senior units of Economics or Economics (P)

This course examines the modern developments in economics flowing from two major shifts in research programs which took place after 1860. The first is the marginalist theory which gained ascendancy from the 1890s; the second is the development of macroeconomics which grew out of the Keynesian revolution of the 1930s. The former attempted to provide a general theory of prices in the goods and factor markets as well as of the level of output as a whole within a general supply demand framework. This was developed within a general equilibrium (Walras/Pareto) and partial equilibrium framework (Marshall/Pigou). Its starting point in England was criticism of the classical system as developed by John Stuart Mill in his *Principles of Political Economy*, revealing some inconsistencies in that framework which became the point of departure for Jevons and Marshall. The course examines these developments and subsequent work in capital theory, distribution theory, welfare economics and the theory of the firm. In addition it looks at the Keynesian revolution in its various manifestations and developments in growth and cycle theory by the writers (Schumpeter, Hicks/Harrod).

Although History of economics: classical economics provides a useful introduction to this course, it is not a prerequisite. The course is free-standing and suitable for all those interested in learning about the intellectual foundations of contemporary economics.

There is no suitable text for this course. A detailed reading guide is provided at the start of lectures. Students taking the two History of economics courses may usefully purchase William J. Barber *A History of Economic Thought* (Penguin, 1967 — still in print)

Economics 300 Level .07: Financial economics
The semester will reflect the following topics:
1. Intertemporal choice and capital markets: the certainty case.
2. Investment decisions and capital budgeting: the certainty case.
The semester will reflect the following topics:
1. Efficient capital markets.
2. Tests of semi-strong and strong form capital market efficiency.
3. Capital structure and the cost of capital.
5. Mergers, restructuring and corporate control.
6. International financial management;

Textbooks
Copeland and Weston *Financial Theory and Corporate Policy* 3rd edn (Addison-Wesley, 1988)
Copeland and Weston *Student Solutions Manual for Financial Theory and Corporate Policy*

**Economics 300 Level .08: Applied corporate finance**  
*Prereq* Financial economics

The semester will reflect the following topics:
1. Efficient capital markets.
2. Tests of semi-strong and strong form capital market efficiency.
3. Capital structure and the cost of capital.
5. Mergers, restructuring and corporate control.
6. International financial management;

Textbooks
Copeland and Weston *Financial Theory and Corporate Policy* 3rd edn (Addison-Wesley, 1988)

**Economics 300 Level .09: Industrial organisation**

The semester will reflect the following topics:
1. Theory of the firm.
2. Competition, monopoly and externalities.
3. Dominant firm with a competitive fringe.
4. Cartels.
5. Non-cooperative oligopoly.
6. Product differentiation and monopolistic competition.
7. Limit pricing, predation and strategic behaviour.
10. Vertical restrictions and vertical integration.
11. Information, advertising and disclosure.
12. Durability.
13. Patents and technological change.
14. Regulation and antitrust policy.

Textbook
D.W. Carlton and J.M. Perloof *Modern Industrial Organisation*  
(Harper Collins, 1990)

**Economics 300 Level .10: Australian industry policy**

This course examines aspects of industry policy in the context of the international competitiveness of Australian industry. It examines industry assistance and the prevalence of foreign multinationals in Australia. Attention is also given to industry regulation, trade practices, legislation, privatisation and microeconomic reform. A distinctive feature of the course is the strong emphasis on the changing structure of Australian industry and on policies aimed at developing high-technology industries.

**Economics 300 Level .11: Contemporary economic issues**

This option treats contemporary economic issues emphasising the Australian experience though not to the exclusion of international economic issues. Attention is devoted to policy issues and experiences so that economic performance is matched against policy prescriptions. This means a heavy reliance on official papers to explore the policy announcements and books and journals for critical appraisals.

Topics to be treated in this option reflect concerns for macroeconomic features of the Australian experience including historical perspectives on contemporary issues. With such a setting the current economic position may be placed in the context of policy developments over previous decades.

Other topics may include employment and unemployment, balance of payments on current account and capital account including matters about debt and equity financing, the role and function of international capital markets, the free trade and protection themes, investment and structural change, trading structures with exports and imports, issues in banking and financial markets, and immigration and population.

**Economics 300 Level .12: Capital and distribution**  
*Prereq* 16 200 level Senior units of Economics or Economics (P)

Throughout the history of economics, theories about the forces which govern income distribution in a capitalist economy have been intimately bound up with the concept of 'capital', in particular, its definition and measurement and how this concept relates to the determination of prices in a capitalist economy. The purpose of this course is to examine the modern version of the classical approach to capital and distribution and also to draw out its wider implications for the theory of output and employment and for economic policy.

The major topics covered are:
1. The modern classical approach to capital, distribution and the rate of profit: circular production processes; the relation between relative prices, the rate of profit and the real wage; income distribution and the choice of technique.
2. Extensions of the modern classical approach to capital and distribution: rents and non-renewable resources; joint production, fixed capital and distribution; exogenous influences on distribution; disequilibrium pricing and stability of equilibrium in the classical approach to value and distribution.
3. Capital, distribution and economic theory — a wider perspective: marginalist views of capital and distribution and the choice of technique; controversy in capital theory and the critique of demand and supply approaches to distribution; capital, distribution, effective demand and the theory of output and employment; value, distribution and economic policy.

Textbook
To be advised
Economics 300 Level .13: Monetary economics
This course surveys the role of money in historical and modern theories of monetary economics. The main focus is on monetary aspects of macroeconomic modelling and policy. We begin with some micro foundations of money demand and supply. We describe popular macro models, showing how money manifests itself through interest rate, wealth and inflation effects. This leads to an analysis of the causes and consequences of inflation and then to a discussion of the theory of expectations and their use in various models, e.g. Monetarist, New Classical and New Keynesian. Various issues may be considered such as debt neutrality, fiscal policy and inflation, credibility in the context of optimal monetary policy, the efficiency of asset markets, the theory of the term structure of interest rates, and the problem of instruments, targets and goals of monetary policy. The course integrates closed and open economy issues—for example interest rate policy and foreign exchange intervention policy are analysed in tandem. Throughout this course, we relate the development of the theory of empirical studies and the evolution of financial institutions.

Textbooks
The following textbooks have been used in recent years:

Economics 300 Level .14: Economic growth
This course deals critically with growth economics. The complexity of economic growth is so great that a single approach which tries to incorporate all the dynamic and structural complications would be incomprehensible. Accordingly, a variety of growth models have been constructed, each examining some small selection of dynamic forces. A critical review of some of these models will be provided with major emphasis on 'new' growth theories which attempt to accommodate structural change, innovation and human learning. The current revival of growth economics, after an eclipse of almost two decades, is both timely and important. It is now increasingly recognised that intelligent macroeconomic policies have to be formulated in the context of a growing economy over the medium of long-term period. The course is recommended to students interested in growth economics, structural change and macro-economic policy.

General references
J. Halevi et al. (eds) Beyond the Steady State (Macmillian, 1992)

Economics 300 Level .15: Public finance A: taxation and revenue
The semester will reflect the following topics:
2. Taxation theory.

Textbook
J.E. Stiglitz Economics of the Public Sector 2nd edn (Norton, 1988)

Economics 300 Level .16: Public finance B: public expenditure
Prereq Public finance A: taxation and revenue
The semester will reflect the following topics:
2. Public goods.
3. Public choice theory.
4. Externalities.
5. The Australian expenditure system.

Textbook
J.E. Stiglitz Economics of the Public Sector 2nd edn (Norton, 1988)

Economics 300 Level .17: Labour economics A
Prereq 16 200 level Senior units of Economics or Economics (P)
This is a practically orientated course which aims to provide an understanding of labour market issues — work conditions, pay and employment levels. Whether you are interested in the functioning of the individual firm, the national economy or issues of equity and social justice, an understanding of how labour markets work is essential. A range of economic theories will be examined, some of which also draw on industrial relations. The emphasis will be on practical issues, on the realities of the Australian situation, and current issues. Among these are the complex issue of enterprise bargaining, what role if any should more centralised wage fixing systems have, skill acquisition and access to jobs, efficiency and equity functions of labour unions and employer associations, and the question of how to design a sustainable highly productive work environment. Although the course centres on the Australian experience, overseas experience is addressed when relevant.

Economics 300 Level .18: Labour economics B
Prereq Labour economics A
Using material introduced in Labour economics A, this option develops a number of themes concerning the functioning of the Australian labour market and the relationship to the labour market of a range of demographic groups within Australian society. Particular attention is given to the problems of persistent unemployment and consequences flowing from it. A profile of unemployment in Australia since the 1950s is presented, as is an assessment of the competing theoretical explanations as to why unemployment has become such a persistent problem. This is followed by an examination of the labour market status of particular demographic groups, e.g. youth, migrants, older workers, Aborigines, sole parents, and the links between labour market status and poverty.

The second part of the semester is devoted to examination of policy prescriptions designed to
improve the functioning of the labour market and/or the labour market outcomes of disadvantaged individuals. Attention is given to, among other things, (i) the links between the education system and the labour market, (ii) the links between immigration policy and the labour market, and (iii) specific labour market programs designed to assist the process of skills acquisition and retraining of the labour force.

Economics 300 Level .19: Economic systems

Prereq 16 200 level Senior units of Economics or Economics (P)

The primary purpose of this course is to show that an economy will function and perform in the way it does partly for reasons of the environment, partly as a result of policies, decisions and actions of its participants, and partly for 'systemic' reasons. Although much emphasis will be placed on systemic factors, the student will be made aware of the common features of modern economic systems in order to avoid the tendency in the conventional comparative economics literature of giving undue importance to those factors.

The course is divided into two major parts. Part I consists of a general theoretical framework for classifying and analysing economic systems, using as far as possible a system-free terminology (free from bias). The aim of this part of the course are to define precisely the nature and structure of contemporary economic systems and to develop an alternative classification of the world's economies to the conventional classifications which have become increasingly obsolete labels for describing the fundamental properties and modus operandi of modern economics. Part II examines the dynamic development of economic systems and their chronological relationship, focusing on the evolution of market economies and the transition from centrally planned to market-orientated economies.

The course is highly recommended for those students who wish to acquire a deeper understanding of the systemic changes that are currently taking place in Eastern Europe and elsewhere.

General references

As the lectures do not follow the general pattern of the conventional comparative economics literature no single textbook is set for this course. However, students are strongly advised to consult the following references:

J.M. Montias The Structure of Economic Systems (Yale, 1976)

Economics 300 Level .20: Strategy, risk and rationality

The semester will reflect the following topics:

1. Introduction: history, role and uses of game theory; its place in social theory.
2. The elements of game theory: agent's motivation, rationality and beliefs.
3. Risk: parametric and strategic uncertainty; expected utility theory and alternatives.
4. The first models of equilibrium behaviour: dominance, stability and John Nash's equilibrium.
6. Repeated games and backward induction: introducing time in interactions; agents choosing strategies before and after they observe others' behaviour.
7. The prisoner's dilemma and the problem of cooperation: game theory and the debates in social theory about the role and necessity of collective agencies (e.g. the State).
8. Evolutionary game theory: the emergence of conventions when social and economic interactions are repeated; the birth of norms and links with moral philosophy as well as evolutionary economics.
9. Laboratory experiments in game theory: evidence on how people choose between risky strategies.
10. Game theory: its place in social science.

Textbooks

D. Kreps Game Theory and Economic Modelling (Clarendon, 1990)
E. Rasmusen Games and Information: An Introduction to Game Theory (Blackwell, 1989)
K. Binmore and P. Dasgupta The Economics of Bargaining (Blackwell, 1987)

Economics 300 Level .21: Bargaining, contracts and social choice

Prereq Strategy/risk and rationality

The option will reflect the following topics:

1. Introduction: (a) the bargaining problem, (b) contracts between individuals, (c) social contracts.
2. Axiomatic and procedural (i.e. explicit) models of bargaining.
3. The first solutions to the bargaining problem: the early contributions of John Nash, Kalai and Smorodinski and Luce and Raiffa.
5. Bargaining uncertainty of a parametric kind: the problem of not 'knowing' one's opponent. Conflict and contract: what do game and bargaining theory have to offer in terms of a theory of why people, firms, countries, unions, etc. fight?
6. Game theory, the pure theory of contract and social choice: how does a collective agency (such as the State) mediate between competing interests; Arrow's impossibility theorem in the light of strategic analysis.
8. Voting strategies: why vote? what does it mean to vote strategically? the limitations of democracy as a result of strategic voting.

9. Theories of justice: the notion of justice within the framework of voluntary associations between citizens with conflicting objectives; John Rawls, Robert Nozick and Amartya Sen on fairness, entitlement and justice.

10. Social contracts, socialisation and the market: a re-interpretation of Rousseau's social contract and of Adam Smith's invisible hand (or its more modern version: general equilibrium) along the lines of game and bargaining theory.

11. The market, the bargaining process and liberty: Liberal, conservative and Marxist perspectives.

Textbooks
D. Kreps Game Theory and Economic Modelling (Clarendon, 1990)
E. Rasmusen Games and Information: An Introduction to Game Theory (Blackwell, 1989)
K. Binmore and P. Dagsupa The Economics of Bargaining (Blackwell, 1987)

Economics 300 Level .22: Health economics
Prereq 16 200 level Senior units of Economics or Economics (P)
This course will provide a general introduction to health economics and to the use of economics in understanding current health issues in Australia. Amongst the topics covered will be the following: scope of health economics; health care as a commodity; market failure in health care; the Australian health care system; the concept of health and need; health care insurance and its failure, the utilisation of health care, demand for health; the supply of medical services; alternative methods of paying doctors; the hospital as a firm; paying hospitals; economic evaluation in health care; costing health care; measuring health effects (economics and epidemiology); valuing human life; QALYS - a measure of benefit; designing an economic evaluation; disease costing in policy; equity in health care; different approaches to health care systems; and the Australian health strategy review.

At the end of the course students should be able to describe the key features of health economics as a sub-discipline, discuss health care issues from an economics perspective and discuss some of the current controversial issues within health economics. During the course students will be introduced to some of the 'classic' articles in health economics and will learn something of the other disciplines with which economists have to become familiar when working in health.

Textbook
A. McGuire et al. The Economics of Health Care: An Introductory Text (Routledge & Kegan Paul, 1988)

Economics 300 Level .23: Housing economics
Prereq 16 200 level Senior units of Economics or Economics (P)
This course will cover some of the economic analysis used to provide an understanding of housing markets and housing policy. Where possible the Australian situation will be placed in a broader context by comparing the outcomes here with those in other countries.

The first part of the course will concentrate on providing background information. It will cover such topics as the nature, structure and operation of housing markets, including the determinants of the demand for and supply of housing, factors affecting house prices, rents and tenure choice. The second part will focus on the interaction between housing and finance markets and on the nature and effect of the ways in which housing is financed. The third part of the course will concentrate on the institutional framework within which Australia's housing policies are implemented. It will examine the characteristics of the various housing tenures or sub-markets which exist (viz owner-occupation, private rental and public rental), provide an overview of the types of policies directed towards each of these tenures in the post-war period in Australia, examine the outcomes of those policies and discuss the policy options being considered by, and available to the government.

At the end of this course, you should have a clear understanding of the complexities involved in analysing housing markets; you should have increased your ability to apply the theoretical constructs of first and second year to analysing real world issues; you should understand the meaning and implications of housing tenure; you should be able to critically evaluate current housing policies and policy proposals.

Textbooks
Currently, there is no textbook which is suitable for this course. The two references below are recommended as a starting point
National Housing Strategy Australian Housing: The Demographic, Economic and Social Environment (NHS Issues Paper No. 1) (Canberra: AGPS, 1991)
L. Smith et al. Recent Development in Economic Models of Housing Markets Journal of Economic Literature, 1988, V26, pp. 29-64

Economics 300 Level .24 Monetary policy and the Australian financial system
Students are provided with an opportunity in this course to examine the impact and operation of monetary policy within the context of the Australian financial system. The course focuses on the institutions through which Australian monetary policy is affected.

Topics covered include:
1. Overview of the Australian monetary/financial system.
2. The operation of monetary policy.
3. The Reserve Bank of Australia.
4. The short-term money market and authorised dealers.
5. The role of commercial banks.
6. Other providers of investment finance.
7. The impact of deregulation.
8. Recent policy experience.

Economics 300 Level .25 Financial markets and instruments
The purpose of this course is to provide an analysis of the behaviour and performance of markets in financial
assets and liabilities. This includes both direct and indirect forms of financing. The emphasis is on the microeconomic functioning of these markets with particular attention to the range and characteristics of instruments traded. The range of instruments considered includes basic instruments such as bonds, contracts, options, swaps, etc. The types of markets considered include equity markets, debt markets and foreign exchange markets.

Topics covered include:
1. The nature and role of financial markets in the economy.
2. The essentials of portfolio management.
3. Basic or underlying instruments in financial markets.
4. Derivative instruments in financial markets

**Economics 300 Level.26 Financial intermediation**

*Prereq* Financial markets and instruments

Financial intermediation attempts to examine the economic function and theory of the workings of the financial system from an institutional point of view. It begins with the theory of intermediation, how the size and form of financial flows are determined and why intermediaries emerge in the process of savings and investment possibilities. The various types of intermediaries, their precise functions and behaviour, are considered within the context of the Australian economy. Some considerations also given to the prudential regulation of these institutions and the problems regulation poses for them and the financial system as a whole.

Topics covered include:
1. Overview of the financial system.
2. Theory of financial intermediation.
3. Commercial banks and thrift institutions.
4. Money market corporations and finance companies.
5. Insurance and superannuation.
7. Regulation.
8. Information, disclosure and supervision.

Subject to Faculty permission students who have completed Economics 292 may be permitted to take Economics 392, in lieu of two options for Economics 301. One option from Economics (P) 301 may be included.

**Economics 390, 391 and 392** each 8 units

See the Table of Courses for entry requirements.

The three courses are:

1. **Economic Analysis: Theory and Policy**
   This part of the course comprises two sections, one on topics in economic theory related to Australian issues. The first section some 72 to 80 hours of lectures are offered on topics spanning a range of themes prominent in contemporary appraisals of economic theory. Each topic will reflect expository and critical representations of the issues being analysed. In the second section some 36 to 40 hours of seminars are offered on contemporary policy issues with some focus on matters bearing upon Australian experiences, domestically or internationally. The lectures and seminars will each be offered for two hours per week during each semester. The class will be divided into groups for effective seminar work to ensure participation by all honours students.

2. **Quantitative Economics II**
   Lectures and classes, two hours per week, dealing with: economic dynamics; further studies in optimisation; econometric analysis; economic decisions under uncertainty; studies in applied economics using econometric techniques. Students who have completed Econometrics II should consult the Department.

3. **One option**
   (Two hours per week) drawn from the list of options available in Economics 301.

**Economics (P) 301 and 302** each 8 units

*Prereq* Economics (P) 201 and (P) 202

This course comprises a number of options of which two may be taken. None of these is compulsory. A semester-length option is four hours per week of lectures.

**Options**

1. **Australia and world capitalism**
   (one semester)

This course deals with the major forces presently restructuring the world economy, with particular reference to the institutions involved, and the implications of this restructuring for the Australian economy. The first part of the course examines the development of capitalism in Australia in its international setting and the institutional organisation of capitalism, of transnational corporations, the nation state and various international organisations. Different theories of international economic relations are then compared with a view to situating Australia internationally and particularly in the context of economic restructuring and crisis. The second part of the course considers the process of the restructuring of the Australian economy in the past twenty years, both
domestically and internationally. Attention is paid to policy debates which arise in response to the restructuring process — particularly pertaining to issues of foreign debt, investment and the balance of payments; industry and trade policy; and monetary policy.

2. Economic conflict and the state
(one semester)

This course examines conflict and power within contemporary capitalist economies and, against this background, a range of state economic policies. The modern state is considered capable of resolving or at least containing economic conflict, although in a manner which may reflect its partial dependence on the more powerful parties to conflicts. The course canvasses a number of analytical approaches to conflict, which differ according to their versions of the locus and character of economic power. Care is taken to acknowledge that the arena of any conflict is typically broad and complex, given that the nature of economic conflicts is historically determined and differs between nations, the examination of state economic policies is undertaken partly by means of case studies of significant periods in the development of some of the major capitalist economies. The overall object of the course is to establish the principles on which the efficacy of various state economic policies depends.

3. Political economy of cities and regions
(one semester)

This course examines the process of urban and regional development with particular, but not exclusive, reference to Australia. It studies the forces shaping the economy and the implications for its spatial structure. It explores the associated socio-economic problems, such as urban socio-economic inequalities, unemployment, housing and congestion. It examines the role of the state in respect of urban and regional policies. Throughout the course there is reference to the contributions of competing paradigms in economics, and the role of interdisciplinary studies in understanding urban and regional issues.

4. The political economy of the environment
(one semester)

The course introduces students to an appreciation of the nature of environmental problems and how economists and political economists theorise economic interactions with the environment. The object of the program is twofold. Firstly, the program contrasts and develops a critical appreciation of the intellectual foundations and analytical bases of the different approaches within the broad field of study of environmental and ecological economics. Secondly, attention focuses on how these different theories inform an appreciation of environmental problems in contemporary industrial economies, the formulation and application of policy guidelines and environmental economic management, and social and political struggles over the environment. These concerns are developed concretely by exploring different policy measures adopted to date as well as a range of struggles over particular issues, locally, nationally and internationally.

The program is divided into two reasonably distinct components. The first concentrates on debates within environmental and ecological economics within a neo-classical economic framework, and examines how the different emphases affect policy. The second section of the program will focus on a range of theories that conceptualise environmental problems as systemic to contemporary industrial economies.

5. Political economy of women
(one semester)

This is an option which is also available as a Faculty of Economics interdepartmental course offered by members of the Departments of Economics, Fine Arts and Industrial Relations. The topics covered in lectures include: the experience of Aboriginal and immigrant women; women's role in the Australian economy from the late nineteenth century to the present (unpaid work, paid work, childcare, women in trade unions); images of women presented in the media.

6. Political economy of development
(one semester)

This option is intended to provide a broad appraisal of the problems of economic development with an emphasis on international economic influences on developing economies. The performance of developing economies over the past three decades is reviewed and major features in recent experiences are examined. Attention is given to the major factors in the development process reflecting both domestic and international influences on developing economies. The common features in the development challenge are treated but characteristics identifiable with individual economies are also taken into account. While the main focus tends to be on the economies of South and East Asia and the Pacific this is not exclusive; experiences and problems in Latin America and Africa are also treated during the lectures. The Australian connections with developing economies especially in East Asia and the Pacific will be assessed and policy issues related to these connections reviewed.

The initial part of the course will be taken up with concepts of the development process and the recent experiences of developing economies. The main thrust of this section is the analysis of theories of growth and development in an international setting and then a review of what has taken place.

The next main section of the course examines the resources appropriate to an appraisal of development. This is not only a matter of issues such as population growth but also organisational arrangements, including the role of government, and technology.

The next section treats development strategies potentially available to developing economies. This encompasses questions of priorities and choices in policy as well as constraints arising in trade, size of economies and institutions.

The final section of the course is concerned with policy issues. It is linked to the wide coverage of domestic and international issues in the preceding
In addition the following options in Economics 301 are available to students enrolled in Economics (P) 301.

If selecting from this list then two options must be taken, but no more than two:

- Business enterprise
- Corporate structure and strategy
- History of economics: classical economics
- History of economics: modern developments 1860-1960
- Capital and distribution
- Economic growth
- Economic systems
- Labour economics A (1995 only)
- Labour economics B (1995 only)
- Health economics (1995 only)
- Housing economics (1995 only)
- Financial markets and instruments
- Financial intermediation

Any two of these options are equivalent to one option in Economics (P) 300 level. See the Economics section in this Handbook for descriptions of these courses.

Note: Not all options will be available in any one year.

### Economics (P) 303 and 304
8 units each
Coreq Economics (P)301 or Economics (P)390

This course consists of any two options, not already taken, from the list of options provided for Economics (P) 300 level.

### Economics (P) 390
8 units
Prereq Credit results in Economics (P)201, (P)202 and (P)290

In general this course is only taken by students who have obtained a Credit or better in Economics (P) 290 but other students may make application for special entry through the Director of P courses. Approval will be required by the Faculty of Arts. This course comprises three of the options from the list for Economics (P) 301 plus an additional seminar of two hours per week which runs for the full year. The three options must include at least two from the options listed above (1-6).

The seminar is on the theme 'Research in Political Economy' and comprises:

- Methodology in political economy.
- Critical evaluation of research in political economy. This is a vehicle for learning about the process of research while simultaneously studying important contributions to the understanding of economic issues.
- Preparation for thesis writing.

Students will be required to submit additional seminar papers and essays in conjunction with the seminar program.

### Economics IV Honours
Prereq Credit passes in Economics 301, 390, 391 and 392

1. Candidates for final honours may complete requirements in one of three ways:
   - by taking four subjects, each of about two hours' lecture or seminar per week;
   - by taking three subjects and submitting an extended essay not exceeding 15 000 words;
   - by taking two subjects and submitting a thesis not exceeding 30 000 words.

2. The subjects offered this year will be drawn from the following schedule, though some may not be available:
   - Macroeconomic theory
   - Microeconomic theory
   - Economic development
   - Economic planning
   - Economic classics
   - Australian macroeconometric model building
   - Finance
   - General equilibrium theory
   - Public economics

In addition there is a seminar for all students on Australian government economic policy documents, and there will be an examination on this material.

### Economics (Social Sciences) IV Honours
Prereq Credit results in Economics (P) 301, (P)302 and (P)390

Students contemplating Economics (Social Sciences) Honours are advised to consult the Director of P Courses in Economics after the publication of third year results in order to discuss the course requirements, thesis topic and appointment of a staff supervisor.

All students are required to undertake a thesis and coursework during their final honours year. The coursework requirement is three semester-length courses or the equivalent (where the student chooses a full-year course). The semester length courses include the following: Marxist economic theory; Feminism and economics; Capital accumulation, policies and institutions in the post-war period; State and economy in East Asia; Theories of social formations; Industrial restructuring and small-scale industry policy; and Particular issues in political economy. Not all of these courses will be available in a given year. The principal full-year course is Economic development.

Students must take at least one of the semester length courses above or the principal full-year course.

Students may choose one semester-length course or one full-year course from among those on offer in other programs in the BSc (Social Sciences) degree, subject to the agreement of the relevant department and the Director of P courses. Some of the full-year courses within Economics Final Honours Year (shown above) are in this category.
Senior levels, while Fourth Year Honours is offered as an additional course at Senior level to suitably qualified candidates.

Courses in English available at Pass level

Junior level courses

**English 101** — unit value 12 — assumed knowledge of HSC 2/3-unit English; see entry under Junior level courses below. The prerequisite for entry to Senior courses in English is English 101.

**English 103** — unit value 6 — assumed knowledge of HSC 2/3-unit English; pre- or corequisite English 101. This course may be taken either in conjunction with or subsequent to English 101. **Note:** Students who have passed English I in 1993 or earlier years are not eligible to take English 103.

Senior level courses

**English 201** — unit value 16 — prerequisite English 101.

**English 203** — unit value 8 — corequisite English 201

**English 204** — unit value 8 — corequisite English 203

**English 290** — unit value 8 — entry requirement: English 101 at Credit level; pre- or corequisite English 201

**English 301** — unit value 16 — prerequisite English 201

**English 303** — unit value 8 — corequisite English 301

**English 304** — unit value 8 — corequisite English 301 or 392; prerequisite English 203

**English 390** — unit value 8 — prerequisite English 201 and 290 at Credit level; corequisite English 301 (English Literature Special Entry students only)

**English 391** — unit value 8 — prerequisite English 201 and 290 at Credit level (Language and Early English Literature Special Entry students only)

**English 392** — unit value 16 — prerequisite both English 201 and 290 at Credit level; corequisite English 391 (English Language and Early English Literature Special Entry students only)

Courses in Australian Literature are also available at Senior level (for details, see the Australian Literature IV entry).

Courses in English available at Honours level

**English IV Honours**

There are two separate courses, one in English Literature since 1500 and the other in English Language and Early English Literature.

Entry requirement — either

(a) Credit results in English 301, with specialisation in areas 3 and 4 (see below), and 390. Students following route (a) enter Fourth Year Honours English Literature since 1500;

or

(b) Credit results in English 391 and English 392. Students following route (b) enter Fourth Year Honours English Language and Early English Literature.

For details of requirements for admission to Australian Literature IV, see the Australian Literature entry.

**Registration**

First Year (English 101 and 103) and English IV students should consult departmental noticeboards for registration details.

Second and Third year students should register with the department during Orientation Week, when members of the teaching staff will be available for consultation.

**Location**

The English Department occupies floors 3 and 4 of the John Woolley Building, A20. The Front Office, to which enquiries should be directed in the first instance, is on your immediate left as you enter the building on floor 3. Telephone 351 2349 or 351 3251, facsimile 351 2434.

**Noticeboards**

The main departmental noticeboards are in the large open area, N335, in the Woolley Building. There are also noticeboards outside rooms N304 (English Language and Early English Literature), S356 (English Literature), and N404 (Australian Literature).

1. Junior level courses in English

**Note:**

English 101 and 103 are based on the assumption that English 2/3-unit has been completed at the Higher School Certificate. English 2-unit General is not an adequate preparation for these courses. Students without the appropriate qualification must seek advice from the Coordinator of Junior level courses (for 1995 Dr David Kelly) at the time of enrolling and are required to complete a form detailing their English studies to date.

**English 101**

**Classes Yr: (2 lec & 1 tut)/wk**

**Assessment** assignments and end-of-year exam

English 101 is a 12-unit introduction to English studies, including work in the three major areas of the Department, English Language and Early English Literature, English Literature since 1500 and Australian Literature. English 101 comprises two lectures and one tutorial hour per week in both semesters of the academic year.

The course presents an overview of developments in writing in English from medieval times to the present, focusing particularly on romance and romanticism. Through the study of associated conventions, traditions and critiques and their transformation over time, students will be introduced to fundamental concepts in literary history, criticism and theory. As well as allowing for close reading of some major English texts and authors, the course will provide introductory work in cultural and language studies, with an emphasis on Australian material.

While students will be expected to have a detailed knowledge of the texts set for the course, they will also be encouraged to extend their reading more widely.

**(a) Romance and anti-romance**

Mr Kruse, Assoc. Prof. Mitchell, Dr Speed, Mrs Taylor, Prof. Wilkes
Chaucer Selections from *The Canterbury Tales* (ed. Cawley, Dent)
Shakespeare *Romeo and Juliet*
Marlowe *Hero and Leander*
Configurations of the lyric: Medieval lyric, Wyatt, Elizabethan sonnets, Donne and the Metaphysicals
Pope *The Rape of the Lock*
Defoe *Moll Flanders*

(b) **New worlds**
Dr D.G. Brooks, Prof. Clunies Ross, Dr Coleman, Dr Fulton, Dr Gay, Assoc. Prof. Gribble, Prof. Harris, Dr Indyk, Mr Kruse, Assoc. Prof. Mitchell

Language and cultural identity
Coleridge *The Rime of the Ancient Mariner*
Wordsworth *Tintern Abbey*
Nineteenth-century verse
Dickens *Great Expectations*
Language and national identity: the colonial poets
Prichard *Coonardoo*
White *Toss*
Anderson *Tirra Lirra by the River*
Beckett *Waiting for Godot*

The following anthologies of poetry will be used:
Allison (ed.) *The Norton Anthology of Poetry*
Wilkes (ed.) *The Colonial Poets*

A resource book containing information for students and additional material for use in lectures and tutorials will be available for purchase from the Department.

**English 103**

*Classes* Sem 2: (2 hr lec & 1 tut)/wk

*Assessment* assignment and end-of-year exam

English 103 is a 6-unit course at Junior level available either to students taking English 101 concurrently or to those who have taken English 101 in a previous year. As with English 101, students are expected to have completed English 2/3-unit at the Higher School Certificate. English 103 will be offered in Semester 2 and will comprise two hours of lectures and one tutorial hour per week over the semester.

This course extends some of the themes developed in English 101 and offers three special areas of study, the American and Australian short story, American literature and medieval English prose literature and drama.

(a) **The short story**
Prof. Webby
A study of developments in short fiction from the nineteenth century to the present.

Cochrane (ed.) *The Penguin Book of American Short Stories*
Hergenanhan (ed.) *The Australian Short Story*

(b) **American literature**
Dr Anderson
A consideration of modern American poetry since Robert Frost, based on selections from *The Norton Anthology*.

(c) **Fifteenth-century literature**
Mrs Taylor
A consideration of the Arthurian stories of Sir Thomas Malory and the morality play *Everyman*. Selections from the Vinaver edition of Malory will be studied in detail.

G. Cooper and C. Wortham (eds) *The Summoning of Everyman* (University of Western Australia Press, 1980)

2. **Senior level Pass courses in English**

English 201; English 203; English 204; English 301; English 303; English 304 (for Special Entry courses 290, 390, 391 and 392 see Section 3 below)

Students taking 16-unit courses at 200-300 level will choose a number of options to make up a total of 3 face-to-face teaching hours per week for 2 semesters. Students taking 8-unit courses at 200-300 level will choose options to make up a total of 3 hours face-to-face teaching per week for a semester. This may be done totally in one semester or spread over the year. (Students cannot enrol in these courses after the first two weeks of first semester in 1995 and they must remain enrolled for the year to get a result, as they are all designated full-year courses for HECS purposes.) Students will be offered a number of options at Senior level, some of 1 hour per week and others of 2 hours per week.

The options the Department offers at Senior level are divided into the following Areas of Study, which are intended as a guide to the major concentrations of the Department's teaching and research interests. There are a number of options that cross area boundaries:

1. Old English, Old Norse (Old Icelandic) and Medieval Celtic Language and Literature
2. Medieval English Language and Literature
3. Renaissance, Seventeenth- and Eighteenth-century Literature in English
4. Romantic, Nineteenth- and Twentieth-century Literature in English
5. Australian Literature
6. Critical Theory, Semiotics and English Language Studies

Both one-hour and two-hour options are offered within each of the six Areas of Study at 200-300 level. These are set out below within their Areas.

The full range of options across the Department's offerings at Senior level is available to all students who have passed English 101, subject to the following restrictions and recommendations:

(a) options will be offered only if the enrolment in each is sufficient (normally 15-20 minimum).

(b) students must observe prerequisite requirements for individual courses or options. For example, English 290, 390-2 are only available to students who have obtained Credits in English 101 and 201 respectively.

(c) since the Department believes that any student who majors in English must have studied a minimum number of options from Areas of English Literature before 1800, all students who major in English (i.e. take at least 32 Senior units of English) must have taken at least 2 hours' worth of options from Areas 1-3 by the end of the major. For example, a student takes English 201 and 301, or 201 and 203-4. By the end of
either of the final courses in each of those sequences, that student must have taken either two 1-hour options or one 2-hour option from Areas 1-3.

(d) students whose principal interests are in English Literature from 1500 to the twentieth century (i.e. literature from Areas 3 and 4) and who are majoring in English are strongly recommended to include two 2-hour options from each of Areas 3 and 4. It is further recommended that these students take two 2-hour options from Area 3 in the one academic year, and two 2-hour options from Area 4 in the one academic year.

**Note:**

Students contemplating eventually doing English TV Honours English Literature since 1500 are advised that they must have passed at least two 2-hour options from each of Areas 3 and 4 before entering their Honours year.

**Areas of study at Senior level**

**Area 1**

Old English, Old Norse (Old Icelandic) and Medieval Celtic language and literature

The Department has a teaching and research strength in Old English (Anglo-Saxon) Studies, Old Norse or Old Icelandic (to be more precise) and Medieval Celtic, comprising both Old Irish and Middle Welsh. All these languages and their literatures offer interesting comparisons with the earlier forms of the English Language and its Literature as well as offering literature that is fascinating in its own right. Area 1 offers opportunities to study Old English, Old Norse, Old Irish and Middle Welsh languages in the original. Further study in these areas is available in the Special Entry courses 391 and 392 and at Honours level.

Old English (Anglo-Saxon)

Options 1.01-1.04 are about the language, literature and culture of the Anglo-Saxons, who migrated to England from the continent of Europe from the late fourth century after Christ, developed a literate, Christian culture there and first wrote down literary texts in the English language.

1.01 *An introduction to Anglo-Saxon literature and society*

Prof. Clunies Ross

*Classes Sem 1: 1 hr/wk*

*Assessment* 2000-2500w essay or 'default' exam

This 1-hour option introduces students to some of the most interesting literature in Old English in its social context and combines well with option 1.02, which allows you to study some Old English texts in the original language. All texts will be read in translation.

We will consider how Anglo-Saxon society developed from its traditional Germanic base under the influence of Christianity and, later, the Viking invasions. We will read some of the prose texts produced during the reign of King Alfred, together with a selection of Old English poetry.

Textbook


1.02 Old English language

Mr Jones

*Classes Sem 1: 1 hr/wk*

*Assessment* assignment and exam

Old English (Anglo-Saxon) is the oldest recorded form of English, closely related to German, Dutch, and Scandinavian languages. An extensive and varied literature in poetry and prose is written in it. Knowledge of Old English is valuable both to students of the English language and to those interested in medieval literature.

No previous knowledge of Old English is assumed. Students will be assisted to acquire a basic knowledge of the language through tutorial-type sessions and a small selection of texts will be closely studied in the original language. Students in this option might also consider taking 1.01 *An Introduction to Anglo-Saxon Literature and Society* which will provide a more general cultural background to their Old English language studies.

Students wishing to extend their knowledge of Old English Language and Literature may apply to enter an appropriate option from the Special Entry options offered under courses 391 and 392 (see below) in Second Semester. This opportunity is available only to those who pass 1.02 with a Credit or better at the end of the Semester 1 examination.

Textbook

To be supplied by the Department

1.03 The Anglo-Saxons: text and culture

Dr Huisman

*Classes Sem 2: 1 hr/wk*

*Assessment* 2000-2500w essay or 'default' exam

*Prerequisite or Coreq* 1.01 or 1.02.

In this option we consider both the physical characteristics of manuscript production and the cultural context in which such texts were produced.

1.04 The Vikings in England

Dr Quinn

*Classes Sem 1: 1 hr/wk*

*Assessment* 2000-2500w essay or 'default' exam

The Anglo-Saxons felt the impact of the Viking invasions of Europe as much as, if not more than, most people. This option examines how they responded to the Scandinavian invaders, taking as evidence a variety of Old English literary texts and other documents which will be read in translation. The Vikings' own image of themselves and of the English will also be studied, principally through poems composed by court poets of the Viking leaders, some of whom accompanied their patrons to England. Although the option will focus on textual evidence, the historical and archaeological record will be drawn on as required. Texts will be made available through the Department.

Old Icelandic (Old Norse)

Options 1.05-1.07 offer opportunities to study the language and literature of medieval Scandinavia,
which has been preserved chiefly in a wealth of genres in the Old Icelandic language, including saga narratives of various kinds and two types of poetry.

1.05 Men, women and power: feud in the Icelandic sagas
Dr Barnes, Prof. Clunies Ross
Classes Sem 2: 1 hr/wk
Assessment: 2000-2500w essay or 'default' exam

This option deals with the best known Old Icelandic genre, the prose saga or narrative of the lives of Icelanders and their neighbours in the Viking Age and offers the interplay of power between and within household groups. It offers an excellent general literary and cultural background to the more concentrated study of language and texts in 1.07 Old Icelandic I.

Textbook
Preben Meulengracht Srensen Sagas and Society (Odense, 1993)

1.06 Scandinavian myths of the Middle Ages
[Not available in 1995, but expected to be available in 1996]
Prof. Clunies Ross
Classes Sem 2: 1 hr/wk
Assessment: 2000-2500w essay or 'default' exam

1.07 Old Icelandic I
Dr Quinn
Classes Sem 1: 1 hr/wk
Assessment: 2hr exam

The option is designed to provide a basic knowledge of the Old Icelandic language, to introduce the student to Old Icelandic texts in both prose and verse, and to provide the relevant cultural background. It combines well with either 1.05 or 1.06. Students who have obtained a Credit or better in 1.07 at the Semester 1 examination may apply to continue with an additional option of Old Icelandic in Second Semester from the whole-year option offered as 392.36-37 Old Icelandic I in Special Entry course 391/392.

Textbook
Further material will be provided by the lecturer

Medieval Celtic (Old Irish and Middle Welsh)¹
Options 1.08-1.11 cover the languages and literatures of the Celts in Ireland and Wales from the sixth to the fourteenth centuries.

1.08 An introduction to medieval Irish literature
Mr Martin
Classes Sem 1: 1 hr/wk
Assessment: 2000-2500w essay or 'default' exam

Apart from its intrinsic merits, medieval Irish literature is one of the few European literatures not strongly marked by Roman classical culture: it gives us a glimpse of the pre-Roman and non-Roman world. The course surveys the principal 'cycles' or groupings of fictional tales, indicates their social setting and later influences, and includes reference to poetry and Christian literature. No knowledge of the Irish language is required.

Textbooks
J. Gantz Early Irish Myths and Sagas (Penguin, 1981)

1.09 Medieval Welsh literature
Dr Fulton
Classes Sem 2: 1 hr/wk
Assessment: 2000-2500w essay or 'default' exam

This option describes the major texts written in Welsh from the sixth to the fourteenth centuries, using English translations. Texts include heroic poetry, court poetry, prose folk tales and Arthurian romances. They will be considered particularly in the context of the history of Wales and its relationship with England throughout the medieval period.

Textbooks
J. Gantz Tlxe Mabinogion (Penguin Classics, 1976)
T. Conran Welsh Verse (Poetry Wales Press, 1986)

1.10 Old Irish 1
Dr Fulton
Classes Sem 1: 1 hr/wk
Assessment: 2hr exam

This is a reading option in Old Irish for students who want access to Old Irish texts in the original language. The basic grammatical principles for reading and translating the language are taught, and by the end of the option students should be able to work through an Old Irish text with the help of a dictionary and grammar. Some linguistic ability is assumed. The set text for this option is a short story from the cycle of heroic sagas in Old Irish, which will be translated in class.

It is possible for students to take an additional 1-hour option of Old Irish 1 in Semester 2. Students must achieve at least a Credit in the Semester 1 examination in order to continue into Semester 2.

Note: Students will only be admitted to this option after consultation with the Department as it is at Special Entry standard.

Textbooks
R. Thurneysen (ed.) ScelaMucceMeic Datho (Dublin Institute, 1969)
J. Strachan Paradigms and Glosses (Royal Irish Academy, 1970)

1.11 Middle Welsh
Dr Fulton
Classes Sem 1: (1 hr/wk)
Assessment: 2hr exam

This is a reading option in Middle Welsh for students who want access to Middle Welsh texts in the original language. The basic grammatical principles for reading and translating the language are taught, and by the end of the option students should be able to work through a Middle Welsh text with the help of a dictionary and grammar. Some linguistic ability is assumed. The set text for this option is one of the tales from the group of legends known as the Mabinogi. The tale will be translated in class.

¹Students who are enrolled in both English and Celtic Studies can only count these options to one course.
It is possible for students to take an additional 1-hour option of Middle Welsh 1 in Semester 2. Students must achieve at least a Credit in the Semester 1 examination in order to continue into Semester 2.

Note: Students will only be admitted to this option after consultation with the Department as it is at Special Entry standard.

Textbooks
R.L. Thomson Pwyll Penduic Dywed (Dublin Institute, 1957)
D.S. Evans A Grammar of Middle Welsh (Dublin Institute, 1976)

Area 2

Medieval English language and literature

Options under this heading focus on texts representing the extensive body of 'Middle English' literature produced between the time of the Norman Conquest and the end of the fifteenth century. Observing the appropriate historical perspective, we read these texts in relation to their wider European cultural context, the reading in some options including translations of texts which were composed in other languages both in England itself and elsewhere. In the writing of this period we find, as well as intrinsic interest, the gradual establishment of standard literary English and the basis of literary forms and conventions developed in subsequent centuries.

2.01-2 Medieval English literature: texts and contexts

Dr Speed (Coordinator), Dr Barnes, Mrs Taylor
Classes Sem 1: 2 hr/wk
Assessment assignments

This reading option involves close encounters with a range of medieval English verse and prose from the thirteenth to the fifteenth century, providing a survey of writing from the period which saw the emergence of the English literary tradition as we know it now, and the reading skills with which to understand and discriminate between such works. Particular attention will thus be given to practical matters such as vocabulary and sentence construction, as well as indications of standardisation and dialectal variation, and of literary and social contexts. There will be some associated discussion of the manuscripts in which these texts have come down to us, and the relationship between texts, books, and readers before printing. The option provides a useful basis both for the study of later literature and for more specialised study of particular Middle English texts. Assessment will be by assignments.

Textbook
f. A. Burrow and Thorlac Turville-Petre A Book of Middle English (Blackwell, 1992)

2.03 Medieval English romances

Dr Barnes (Coordinator), Mrs Taylor
Classes Sem 2: 1 hr/wk
Assessment 2000-2500w essay or 'default' exam

The Middle English romances composed from the late thirteenth century to the end of the fifteenth were the main literature of entertainment for audiences from a broad spectrum of society. This option studies a number of relatively short verse romances and attempts to understand the nature of their popular appeal.

Textbook
D. Speed (ed.) Medieval English Romances (Durham, 1993)

2.04 Love in the Middle Ages

Dr Barnes, Dr Speed
Classes Sem 1: 1 hr/wk
Assessment 2000-2500w essay or 'default' exam

This option explores stories and ideas of love in the literature of medieval England, with reference to classical and Christian background and medieval European literature. Works considered will include some by Chaucer and Gower, and several popular love stories of the time.

Textbooks
J. Fellows (ed.) Of Love and Chivalry: An Anthology of Middle English Romance (Everyman, 1993)

Other texts will be indicated, and some material will be available from the Department.

2.05 Chaucer's Canterbury Tales 1

[Not available in 1995, but expected to be available in 1996]
Classes Sem 1: 1 hr/wk
Assessment 2000-2500w essay or 'default' exam

This option provides for the reading of a selection from The Canterbury Tales. Particular attention will be paid to the relationship between narrative procedures and meaning both within the individual tales and in terms of the framing context of the work as a whole. The option in 1995 will include the tales of the Knight, Miller, Reeve, Cook, Physician and Manciple.

Note: 2.05 is not a prerequisite for 2.06.

Textbook
A.C. Cawley (ed.) Chaucer: The Canterbury Tales (Everyman, 1976)
or

2.06 Chaucer's Canterbury Tales 2

Dr Barnes (Coordinator), Dr Speed
Classes Sem 2: 1 hr/wk
Assessment 2000-2500w essay or 'default' exam

This option explores stories and ideas of love in the literature of medieval England, with reference to classical and Christian background and medieval European literature. Works considered will include some by Chaucer and Gower, and several popular love stories of the time.

Textbooks
J. Fellows (ed.) Of Love and Chivalry: An Anthology of Middle English Romance (Everyman, 1993)

Other texts will be indicated, and some material will be available from the Department.

2.07 Early drama 1: The English theatrical tradition before Shakespeare

Mrs Taylor (Coordinator), Mr Kruse
Classes: Sem 1: 1 hr/wk
Assessment 2000-2500w essay or 'default' exam

A study of the forms of English drama before Shakespeare, concentrating on cyclic miracle plays, morality plays and Tudor interludes. This option considers these three forms in detail with attention to their relation to each other and later theatrical developments.

Textbooks
A.C. Cawley (ed.) Everyman and Medieval Miracle Plays (Everyman Library, latest repr.)
A.Kruse APretty InterludecalledNice Wanton (Sydney English Texts, 1977) available from the Department

2.08 Early Drama 2: The plays of the Wakefield Master

[Not available in 1995, but expected to be available in 1996]
2.09 Sir Thomas Malory, King Arthur and the Knights of the Round Table
Mrs Taylor (coordinator) and others
Classes Sem 2: 1 hr/wk
Assessment 2000-2500w essay or 'default' exam

Malory's account of Arthurian society has provided the authoritative version of the legends in English ever since its publication in the 15th century. This option examines the themes of chivalry, honour, love, and exemplary kingship expressed in the book, as well as Malory's narrative style and his source material.

Note: This is a good preparation for option 2.10, but is not a prerequisite for it.

Textbook
E. Vinaver (ed.) Malory: Works (Oxford Standard Authors, paperback, 1977)

2.10 The Arthurian legend and its social context
Dr Fulton (coordinator) and others
Classes Sem 1: 1 hr/wk
Assessment 2000-2500w essay or 'default' exam

King Arthur is first mentioned in texts that survive from the British Dark Ages, but the massive elaboration of his legend took place in the medieval period. The Arthurian story is still being reproduced in various media, so that versions of the legend are a guide to social and cultural change in Europe over a thousand years. Several major Arthurian texts will be studied (some in translation) with particular attention being paid to their place in this historical process. A reading list will be provided.

Note: Option 2.09 goes well with this option, but is not a prerequisite for it.

2.11 Women in medieval literature
Dr Barnes (Coordinator) and others
Classes Sem 2: 1 hr/wk
Assessment 2000-2500w essay or 'default' exam

Women as a force for good or ill in the lives of men was a subject which preoccupied the Middle Ages. This option explores the role of women in texts over a wide range of medieval works (English, French, Celtic, Scandinavian). Texts, other than those in Middle English, will be studied in translation.

2.12 Medieval women writers
[Not available in 1995 but expected to be available in 1996]

2.13 Medieval literature and popular religion
[Not available in 1995, but expected to be available in 1996]

2.14 Medieval crime fiction
Dr Barnes
Classes Sem 2: 1 hr/wk
Assessment 2000-2500w essay or 'default' exam

Whereas the nineteenth century idealised the Middle Ages, the twentieth century is equally fascinated with their murkier side. The first part of this option examines a variety of medieval narratives which deal with familiar themes of crime and corruption. The second part compares and contrasts these with a selection of twentieth-century mystery novels with medieval settings. A reading list will be provided.

Area 3
Renaissance, seventeenth- and eighteenth-century literature in English

3.01-4 Investigating the canon
'To works ...of which the excellence is not absolute and definite, but gradual and comparative: to works not raised upon principles demonstrative and scientific, but appealing wholly to observation and experience, no other test can be applied but length of duration and continuance of esteem.' (Samuel Johnson, Preface to his edition of The Plays of William Shakespeare, 1765)

The idea of a 'canon' of English literature — a body of literary works tested by time and the 'esteem' of what Dr Johnson elsewhere called 'the common reader' — has been the subject of much recent critical debate. This four-part set of options will consider the historical and political implications of 'canonicity' in relation to a range of canonical texts from Shakespeare to the nineteenth century. Students intending to take all four parts are advised to take them in sequence.

Part one:
3.01-2 Renaissance humanism: constructions, developments, critiques
Assoc. Prof. Gribble, Dr Jackson, Dr Kelly
Classes Sem 1: 2 hr/wk
Assessment 2 hr exam or 3000w essay

Shakespeare Hamlet
King Lear
Donne Songs and Sonnets
Milton Paradise Lost (Norton)

Part one will involve an exploration of three different genres — tragedy, the lyric, and the epic poem — in relation to the cultural context by which they were shaped (and which they in turn helped to shape) and the context which has continued to value and revalue them. How, why and among whom do certain authors and texts come to or fade from prominence? The option will consider readings of these works from a number of different periods and will include a critical examination of new readings offered by structuralist, deconstructionist, feminist and new historicist critics. In addition to the set texts, supplementary critical and theoretical reading will be provided in class.

Not available to those who have taken or are taking 3.05-6 The Metaphysicals to Milton.

Part two:
3.03-4 Eighteenth-Century bourgeois individualism and its critics
Assoc. Prof. Gribble, Assoc. Prof. Mitchell
Classes Sem 2: 2 hr/wk
Assessment 2 hr exam or 3000w essay
Prereq 3.01-2

Part two will explore the canonical status of a group of eighteenth-century works and writers, with a particular focus on the rise of the novel.

Defoe Robinson Crusoe (Norton)
Swift Gulliver's Travels (Norton)
Poetry of Pope and Johnson, from the Norton Anthology
Burney Evelina (World's Classics)
Austen Persuasion (Penguin)
3.05-6 From the metaphysicals to Milton
Dr Spurr
Classes Sem 1: 2hr/wk
Assessment 2hr exam or 3000w essay

The English Renaissance of the sixteenth and seventeenth centuries presents an extraordinary variety of literary themes and styles, from the most sensual of love lyrics to the most profound religious meditations, from the brief utterances of songs and sonnets to the epic scope of Paradise Lost, from intensely personal revelation to urgent political and social commentary.

This option offers a survey of the period, in historical, cultural and aesthetic terms, and focuses closely on the poetry of John Donne, George Herbert and John Milton, concluding with a series of seminars on Paradise Lost.

Not available to those who have taken or are taking 3.01-2 Investigating the canon.

Donne The Complete English Poems (Everyman)
Herbert The Complete English Poems (Penguin)
Milton Complete English Poems (Everyman)

3.07-8 John Milton
Prof. Wilding
Classes Sem 1: 2hr/wk
Assessment 2hr exam or 3000w essay

A study of Milton’s major works, with particular attention to Paradise Lost, Paradise Regained, Samson Agonistes, and A Masque, and to selected prose polemical writings of his from the revolutionary period.

Textbook
Milton Complete English Poetiis (Everyman)

3.09-10 Aspects of Augustanism
Mr Brooks
Classes Sem 2: 2hr/wk
Assessment 2hr exam or 3000w essay

This option will explore forms and tendencies of development in English literature between 1660 and 1789. It will focus on the following topics and offer to connect them: the transition in seventeenth-century poetry; the hegemony of satire; prose fiction and non-literary forms; the influence of norms of non-fiction; pre-romantic developments. It will study the texts against the background of revolutionary and counter-revolutionary developments in the English state during this period, and in the context of divergences and convergences between bourgeois culture and ‘polite’ aristocratic culture.

Dryden Selected Poetry and Prose of John Dryden (Modern Library College Editions)
Pope Collected Poems (Everyman)
Swift Gulliver's Travels and Other Writings (Modern Library College Editions)
Defoe A Journal of the Plague Year (World’s Classics)
Johnson Selected Writings (Penguin)
Students will also need The Norton Anthology of Poetry

3.11-12 Sense and Sensibility
Dr Gay, Dr Williams
Classes Sem 2: 2hr/wk
Assessment 2hr exam or 3000w essay

A survey of the main literary forms — drama, novel, poetry — in the latter half of the eighteenth century, from Fielding to Austen. It will examine the sometimes contending themes of Sentiment and Reason in the period, and might be considered as an introductory tour of ‘Jane Austen’s library’.

Austen Sense and Sensibility (World’s Classics)
Burney Evelina (World’s Classics)
Cowper Poems (selected in class)
Crabbe Poems (selected in class)
Goldsmith The Vicar of Wakefield (World’s Classics)
She Stoops to Conquer Poems (selected in class)
Johnson short prose selection
Mackenzie The Man of Feeling (World’s Classics)
Radcliffe The Romance of the Forest (World’s Classics)
Sheridan The School for Scandal

The plays by Goldsmith and Sheridan are reprinted in Four English Comedies of the Seventeenth and Eighteenth Centuries (Penguin). Selected poems by Cowper, Crabbe, and Goldsmith, and prose by Johnson, will be available in a resource book from the Department.

3.13 Jacobean and Restoration drama
[Not available in 1995]

3.14 Shakespearean tragedy
Prof. Wilkes
Classes Sem 2: 1hr/wk
Assessment 2000w essay or take-home exam

A study of the range of Shakespeare’s achievement in tragedy, with special attention to the following plays, which should be read in modern annotated editions.

Hamlet
Othello
King Lear
Macbeth
Anthony and Cleopatra
Coriolanus

3.15 Shakespeare’s comedies
Mr Kruse
Classes Sem 1: 1hr/wk
Assessment 2000w essay or take-home exam

A study of the range of Shakespeare’s achievement in comedy, with special attention to the following plays, which should be read in modern annotated editions.

The Taming of the Shrew
The Comedy of Errors
Love’s Labour’s Lost
Much Ado About Nothing
As You Like It
Twelfth Night

3.16 Political Shakespeare
Mr Brooks
Classes Sem 1: 1hr/wk
Assessment 2000w essay or take-home exam

This option will study the representation of political themes in Shakespeare’s poetic drama. It will be as concerned with the poetic and dramatic forms of representation as with the political content. The texts have been chosen with a view to comparing
Shakespeare's treatment of politics in the semi-feudal monarchy of medieval England with his treatment of the politics of republican ancient Rome. The relations between public life and private life, political ambition and personal loyalty, the politically expedient and the moral (and the religious) will be the major focus.

Shakespeare
Richard II
Henry IV, part 1
Henry IV, part 2
Julius Caesar
Coriolanus

3.17 'To see God only': Studies in English spirituality and poetry, 1600-1800
Dr Spurr, Assoc. Prof. Tulip
Classes Sem 2: 1hr/wk
Assessment 2000w essay or take-home exam

The influence of meditative disciplines on English poetry, in the seventeenth-century, produced some of the most spiritually inspired and artistically accomplished poems in the language. A study of these disciplines, and a broader general knowledge of religious history (both of which this option will provide) is essential to the informed reading of the poetry of writers such as Donne, Herbert, Crashaw and Vaughan. The option will also relate the poets' subjects and aesthetics to scriptural, theological and liturgical preoccupations of the period.

The option concludes with a consideration of the eighteenth-century religious poetry of Charles Wesley, Johnson and Smart, which provides a striking contrast with the intensities of seventeenth-century spirituality, in verse, but also presents a variety of approaches: in the Methodist hymns of Wesley, the Anglican restraint of Johnson and Smart's mysticism.

Not available to those who have taken 3.15-6 From the Metaphysicals to Milton.

Textbooks
Helen Gardner (ed.) The Metaphysical Poets (Penguin)
Allison (ed.) The Norton Anthology

3.18 Women's writing 1660-1800
[Not offered in 1995]

3.19 Eighteenth-century prose fiction: Behn to Austen
Mr Brooks
Classes Sem 2: 1hr/wk
Assessment 2000w essay or take-home exam

This option offers to explore the variety of prose fiction produced during the period traditionally thought of as that of 'the rise of the English novel'. It will consider different critical approaches to its subject, especially that associated with F.R. and Q.D. Leavis, and those of Marxist literary history and feminist literary criticism.

Aphra Behn
Oroonoko; or, The Royal Slave
Daniel Defoe
Colonel Jack
Samuel Richardson
Pamela, vol. 1 (Everyman)
Henry Fielding
Tom Jones
Maria Edgeworth
Castle Rackrent
Jane Austen
Persuasion

3.20 Rakes, Rogues and Rantipoles
Dr Williams
Classes Sem 1: 1hr/wk
Assessment 2000w essay or take-home exam

Containing an enquiry in which the reader is introduced to a range of characters high and low, and a discourse on the ideal and the real in Art and Life.

Not available to those who have taken or intend to take 3.21 Modes of satire.

Defoe
Roxana (Penguin)
Fielding
Joseph Andrews (Penguin)
Jonathan Wild (Penguin)
Gay
The Beggar's Opera (Penguin)
Johnson
The Life of Richard Savage in Selected Writings (Penguin)
Smollett
Roderick Random (World's Classics)

3.21 Modes of satire
[Not available in 1995]

3.22 Special study of Jane Austen
[Not offered in 1995]

3.23 American literature: seventeenth to nineteenth century
Assoc. Prof. Tulip, Dr Runcie
Classes Sem 1: 1hr/wk
Assessment 2000w essay or take-home exam

A study of literature, society and culture in the United States from seventeenth-century Puritanism to the rise of Transcendentalism in the nineteenth century. Religion, politics and philosophy will be considered as elements in the emergence of an independent national literature and culture.

The Norton Anthology of American Literature 1620-1860 Vol.1 (3rd edn)

Area 4
Nineteenth- and twentieth-century literature in English

4.01-4 Investigating the canon: Parts Three and Four Constructions of the self: Romantic, Victorian, Modernist

These courses build on Parts One and Two (Area 3) in pursuing the historical and political implications of 'canonicity' in the light of recent theoretical challenges to the humanist construction of the autonomous individual subject. How do nineteenth-century writers construe and construct the self? How are these constructions affected by considerations of gender, class, ideology, money, environment? How does the nineteenth-century spiritual autobiography, the classic 'realist' novel, the early modernist text, reflect and shape a changing self?

Part Three: 4.01-2
Assoc. Prof. Gribble, Dr Petch, Dr Jackson
Classes Sem 1: 2hr/wk
Assessment 2hr exam or 3000w essay

Wordsworth
The Prelude (Norton)
Dickens
David Copperfield (Norton)
Charlotte Bronte
Villette (World's Classics)
George Eliot
Middlemarch
Part Four:  4.03-4
Assoc. Prof. Gribble, Dr Petch, Dr Jackson
Classes Sem 2: 2hr/wk
Assessment 2hr exam or 3000w essay
Prereq 4.01-2
Tennyson *In Memoriam, Maud and other Poetry* (Everyman)
Hopkins *Hie Wreck of the Deutschland* (Gerard Manley Hopkins
Penguin)
James *The Portrait of a Lady* (Penguin)
Conrad *Heart of Darkness* (Norton)
Virginia Woolf *Mrs Dalloway* (Penguin)

4.05-6 Poetry in revolution and reaction 1780-1830
Dr Christie
Classes Sem 1: 2hr/wk
Assessment: 2hr exam or 3000w essay
This option will consider the poetry of the late eighteenth and early nineteenth centuries in relation to the French Revolution and its social and political consequences, addressing such questions as how far the late eighteenth century saw a comparable 'revolution' in poetic form, language, and subject matter; what effect the political reaction in Britain had on the poetry of the 'second generation' romantics; whether or not we can identify a distinctively feminine Romantic tradition. Other cultural changes that will be considered have more to do with the industrial revolution and with the development of the physical sciences: how the expansion of printing and of the reading public for example, or the challenge of positivist and utilitarian thinking might have altered the form and self-conscious function of poetry during the period.


Breen (ed.) *Romantic Women Poets* (Everyman)
Bromwich (ed.) *Romantic Critical Essays* (Cambridge)
Byron *Don Juan* (Penguin)

4.07-8 Modernism
Dr Spurr, Dr Runcie
Classes Sem 2: 2hr/wk
Assessment: 2hr exam or 3000w essay
The modernist movement of the early twentieth century is an historical and aesthetic phenomenon which may now be analysed and appreciated as a completed, if complex entity in the history of English Literature.

This option focuses on the lives, aesthetic principles and published works of several principal figures in Modernism and will include an assessment of their influence on later literary developments in this century.

W. B. Yeats *Selected Poetry* (Macmillan/Pan)
T. S. Eliot *Collected Poems* 1909-1962 (Faber)
Ezra Pound *Selected Poems* (Faber)
Lytton Strachey *Eminent Victorians* (Penguin)
James Joyce *Dubliners* (Penguin)
*A Portrait of the Artist as a Young Man* (Penguin)
Virginia Woolf *To the Lighthouse* (Penguin)
*The Waves* (Penguin)

4.09-10 American writing 1965-1990: conspiracy, gossip, resistance
Dr Lilley
Classes Sem 2: 2hr/wk
Assessment 2hr exam or 3000w essay
This option will explore a variety of popular and avant-garde metropolitan texts of scandal, conspiracy and resistance in relation to such topics as assassination, persecution, censorship, black nationalism, identity politics, queer theory, anti-humanist poetics and 'culture wars'.

Allan Ginsberg 'Howl', 'Kaddish' (available in class)
Malcolm X (with Alex Haley) *The Autobiography of Malcolm X*
African American poetry (available in class)
James Baldwin *Another Country* (Penguin)
Don DeLillo *Libra* (Penguin)
John Berryman *The Dream Songs* (Penguin)
Truman Capote *Answered Prayers* (Penguin)
New York School poetry (available in class)
Tama Janowitz *Slaves of New York* (Picador)
Scholder and Silverberg (eds.) *High Risk: an anthology of forbidden writings*
Language poetry (available in class)

4.11 Romantic fiction, 1785-1818
Dr Coleman
Classes Sem 1: 1hr/wk
This option offers a sample of short stories and novels from 1785-1818. The texts will be studied chronologically in the hope of developing some feeling for the general context in which these writers worked, and of how their fictions may have interacted with each other. Another organising focus will be the different genres (oriental tale, children's literature, gothic, sentimental romance) and how these relate to contemporary codes of female reading and writing.

Clara Reeve 'The History of Charoba' [1785] in *Oriental Tales* (Oxford)
William Beckford *Vathek* [1786] (Oxford)
Ann Radcliffe *A Sicilian Romance* [1790] (Oxford)
Elizabeth Inchbald *A Simple Story* [1791] (Oxford)
William Godwin *Caleb Williams* [1794] (Oxford)
Matthew Lewis *The Monk* [1796] (Oxford)
Mary Wollstonecraft *The Wrongs of Woman: or, Maria* [1789] (Oxford)
Mary Edgeworth 'Murad the Unlucky' [1804] in *Oriental Tales* (Oxford)
Jane Austen *Mansfield Park* [1814] (Oxford)
Mary Shelley *Frankenstein* [1818] (Chatto and Pickering)

4.12 Victorian poetry
Dr Gay, Dr Runcie
Classes Sem 2: 1hr/wk
Assessment 2000w essay or take-home exam
This option explores the rich variety of poetry in the Victorian period from the perspective of the debates (in both poetry and prose) about the nature and function of poetry. Themes include the ambivalent relation with Romanticism, the retreat to alternative worlds, questions of 'masculinity' and 'femininity' in writing and representation, and the problems of modernity.

Textbook
A resource book containing all the poetry and prose to be discussed in the course will be available in the Department.
4.13 Narrative kinds in the Victorian novel  
Prof. Harris  
**Classes** Sem 1: 1hr/wk  
**Assessment** 2000w essay or take-home exam  
This option examines a variety of texts chosen from the richness of mid-Victorian fiction. Particular attention will be directed to experiments in narrative form in these works.  
Textbooks  
Charlotte Brontë Jane Eyre  
Charles Dickens Bleak House  
Anthony Trollope Barchester Towers  
George Eliot The Mill on the Floss  
Elizabeth Gaskell Cousin Phillis  

4.14 Novel into film: showing and telling  
Dr Runcie  
**Classes** Sem 1: 1hr/wk  
A study of narrative in realist and modernist novels and their translation to film. Explored are the issues of disposition of narrative elements, use of time, past, present, future; causality; continuity; montage; the visualisation of the conceptual; hoping; narrative point of view; camera point of view; irony; the inner and the outer; action; intention and dream; realism, expressionism and surrealism.  
George Eliot Silas Marner (Penguin), Silas Marner (Director: Giles Forster)  
Dickens Little Dorrit (Penguin), Little Dorrit (Director: Christine Edgard)  
Hardy Tess of the D’Urbervilles (Penguin), Tess (Director: Roman Polanski)  
Joyce Ulysses (Penguin), Ulysses (Director: Joseph Stride)  
Virginia Woolf Orlando (World’s Classics), Orlando (Director: Sally Potter)  
Fowles The French Lieutenant’s Woman (Panther), The French Lieutenant’s Woman (Director: Karel Reisz)  

4.15 American literature: mid-nineteenth century  
Assoc. Prof. Kiernan  
**Classes** Sem 2: 1hr/wk  
**Assessment** 2000w essay or take-home exam  
A study of key texts in the mid-nineteenth century ‘American Renaissance’.  
Whitman Leaves of Grass (Signet)  
Thoreau Walden (Signet)  
Hawthorne The Scarlet Letter (Signet)  
Melville Moby Dick (Norton Critical Edition)  
Dickinson A Choiceof Emily Dickinson’s Verse, ed. Ted Hughes (Faber)  
*Note: Leaves of Grass, The Scarlet Letter and a selection from Emily Dickinson are included in the anthology prescribed for 3.23*  

4.16 Earlier twentieth-century American fiction  
Dr Kelly  
**Classes** Sem 2: 1hr/wk  
**Assessment** 2000w essay or take-home exam  
Sinclair The Jungle  
Stein Three Lives  
Fitzgerald The Great Gatsby  
Hemingway Fiesta (in The Essential Hemingway)  
Faulkner Absalom, Absalom!  

4.17 The rise of modern drama  
Mr Kruse  
**Classes** Sem 1: 1hr/wk  
**Assessment** 2000w essay or take-home exam  
An option which concentrates on the rise of modern realism, both its background of nineteenth-century drama, and the major modern dramatists Ibsen, Chekhov, Shaw and O’Neill. Students are encouraged to follow an interest in particular dramatists with further reading of their plays.  
Jerrold Black-Ey’d Susan  
Lewis The Bells  
Ibsen Ghosts (in Ibsen, Four Major Plays, Oxford)  
Chekhov The Cherry Orchard, tr. Ronald Hingley (in Chekhov, Five Plays, Oxford)  
Shaw Heartbreak House (Penguin)  
O’Neill Long Day’s Journey into Night (Cape)  

4.18 The English novel from Thomas Hardy to Virginia Woolf  
Prof. Harris  
**Classes** Sem 2: 1hr/wk  
**Assessment** 2000w essay or take-home exam  
This option considers the emergence of the ‘modern’ novel in relation to the more traditional ‘realist’ novel against which it defined itself. Suggestions for additional reading — principally essays on the novel by authors represented in the course — will be made as the course proceeds.  
Hardy The Mayor of Casterbridge (World’s Classics)  
Bennett Anna of the Five Towns (Penguin)  
Conrad The Secret Agent (World’s Classics)  
Forster Howards End (Penguin)  
Lawrence T/ze Rainbow (Penguin)  
Woolf Mrs Dalloway (Penguin)  

4.19 Adultery and the novel  
[Not available in 1995]  

4.20 Literature since 1945: reconstructing Britain  
[Not available in 1995]  

4.21 Legal fictions  
Dr Petch  
**Classes** Sem 1: 1hr/wk  
**Assessment** 2000w essay or take-home exam  
This option studies some uses of the law in literature. The assigned texts examine legal institutions, principles, and ideals; they make use of legal protagonists and procedures; and, in the creation of their larger structures of meaning, they explore the legal dimensions of language and consider the possibilities of legal discourse. The focus of the course is literary, but students may anticipate some cross-examination of the relationships between law and literature.  
Melville Billy Budd, Benito Cereno, Bartleby  
James The Spoils of Poynton, The Aspern Papers  
Capote In Cold Blood  
Miller The Crucible  
Doctorow The Book of Daniel, Ragtime
4.22 Masculine mythologies and male experience
Dr Miller
Classes Sem 2: 1hr/wk
Assessment 2000w essay or take-home exam
A study of representations of men and inscriptions of masculinity. Topics to be considered include: mother-son and father-son relations; varieties of eroticism and friendship; work and social obligation; violence and war. The approach will incorporate, but will not be restricted to, theories of neo-Freudian and Jungian psychology. It is a premise of the option that what is called patriarchy is problematic for men as well as for women.

Textbooks
The Bible (Authorised Version), 1-2 Samuel, 1 Kings
Virgil The Aeneid tr. C. Day Lewis
Shakespeare Macbeth, The Winter's Tale
Lawrence Sons and Lovers
Faulkner 'The Bear' (in Go Down, Moses)
Herr Despatches
Seth The Golden Gate
Malouf The Great World

4.23 Writing the self
Dr Petch
Classes Sem 2: 1hr/wk
Assessment 2000w essay or take-home exam
Studies in recent autobiographical writings by women.
Jane Campion To the Is-Land, An Angel at My Table, The Envoy from Mirror City
Janet Frame An Angel at My Table, The Envoy
Maija Angelou I Know Why the Caged Bird Sings
Eva Hoffman Lost in Translation
Dorothy Hewett Wild Card
Drusilla Modjeska Poppy, The Orchard

4.24 Modern poetry in English: idiom, locality, politics
Dr Miller
Classes Sem 2: 1hr/wk
Assessment 2000w essay or take-home exam
A study of six poets from the United States, the British Isles and the Caribbean, whose major works date from the 1920s to the 1990s. Topics include: the development of alternative idioms to the 'high modernist' mode of Yeats, Pound and Eliot; mythologies of place; ways in which the texts are implicated in politics, e.g. sexual (Rich), post-Imperial (Larkin), Irish (Heaney), colonial and postcolonial (Walcott). There will be an emphasis on longer poems and sequences.

Carlos Williams Selected Poems (Penguin)
Wallace Stevens Selected Poems (Faber)
Philip Larkin The Whitsun Weddings (Faber)
Seamus Heaney Station Island (Faber)
Derek Walcott Omeros (Faber)

4.25 'Sappho in Poetry': Women Writing, 1760-1960
Dr Gardiner
Classes Sem 1: 1hr/wk
Assessment 2000w essay or take-home exam
A study of some British and American women writing and reading lyric and epic poetry, from the later eighteenth century to the mid-twentieth century. Topics of special interest will include:
(i) how different kinds of poetry solicit women's attention and construe their femininity, especially how codes of chastity have affected women reading and writing erotic lyrics;
(ii) how some men (specifically, William Collins, John Keats, Pablo Picasso and Ezra Pound) have advised or provoked women to read and write different kinds of poetry, especially how crucial Romantic Hellenism has been in this history of advice and provocation; and
(iii) how successive phases and competing forms of feminism have affected and been affected by women reading and writing poetry.

Anne, Charlotte and Emily Bronte The Bronte Sisters: Selected Poems ed. Stevie Da vies (Carcanet)
Elizabeth Barrett Browning Aurora Leigh, ed. Cora Kaplan (Women's Press)
Christina Rossetti A Choice of Christina Rossetti's Verse ed. Elizabeth Jennings (Faber)
Emily Dickinson Complete Poems, ed. Thomas Johnson (Faber)
Hilda Doolittle (H.D.) Selected Poems, ed. Louis Martz (New Directions), Helen in Egypt (Carcanet)
Gertrude Stein Look at Me Now and Here I Am ed. Patricia Meyerowitz (Penguin)

4.26 William Butler Yeats and Irish poetry
[Not offered in 1995]

4.27 Contemporary Afro-American women's writing
[Not offered in 1995]

Area 5
Australian literature
Australian Literature Senior level courses are listed below under the separate Australian Literature entry. Students taking a 16-unit course of English at Senior level who choose 4 or more options from Area 5 (Australian Literature) are advised to enrol in Australian Literature 201-2. Students taking an 8-unit course of English at Senior level and wishing to enrol in 2 or more options of Australian Literature are advised that they may be better off taking an 8-unit course of Australian Literature rather than using up 8 of their 64 available Senior level units of English.

Area 6
Critical theory, semiotics and English language studies
In this area, texts of various kinds, literary and non-literary, spoken and written, are examined in relation to grammar and discourse (6.01 and 6.02, 6.07-6.09), the historical study of English (6.03-6.06), text and the construction of 'social reality' (6.10-6.14), and critical theory (6.15-6.18).

6.01 Understanding grammar
Mr Jones
Classes Sem 1: 1hr/wk
Assessment assignments and exam
What is a noun? A verb? An adjunct? An adjectival
clause? Does it matter, and if so why? This option will introduce and discuss some basic grammatical terms and ideas, and will look at some of the different ways that people talk about grammar and the assumptions that underlie them. Materials will be supplied.

6.02 Words and sounds in Australian English
Mr Jones
Classes Sem 2: 1 hr/wk
Assessment: assignments
This option will focus on words—how they are made up (of sounds), how they in turn make up texts, and what is specifically Australian about these processes. Sound recordings and written texts will be studied.

Textbook
Alex Jones *An Australian English Grammar* (available from the Department)

6.03 Australian English
Mr Jones (Coordinator)
Classes Sem 1: 1 hr/wk
What makes Australian English different? This option looks at the Australian variety of the language and examines social and cultural forces, past and present, that have shaped it.

6.04 The language of Shakespeare and his contemporaries
Mr Kruse, Mrs Taylor (Coordinator), Assoc. Prof. Tulip
Classes Sem 2: 1 hr/wk
Assessment: 2000-2500w essay or 'default' exam
The option examines the dynamic state of the language of the period. Topics will include the language of characterisation; self-conscious theatrical language; Shakespeare's 'bawdy' and sexual politics and the choice of grammatical constructs to convey meaning. Any scholarly edition of Jonson and Shakespeare may be used. This option would combine well with options offered in Area 3.

6.05 Food language and culture: a thematic examination of the English language and its speakers
Prof. Clunies Ross
Classes Sem 2: 1 hr/wk
Assessment: research assignment or 'default' exam
This is an examination of the English language through the medium of food. Topics covered include: food terms and their history; the semiotics and symbolics of food; food and body, food and gender. A course reader will be available from the Department.

6.06 The Bible in English: culture and politics
[Not available in 1995, but expected to be available in 1996]

6.07 Writing
Dr Quinn
Classes Sem 1 evening: 1 hr/wk
Assessment: two assignments (750w and 1500w)
Drawing on contemporary approaches to discourse analysis, this course will explore the characteristics of different kinds of academic writing and the contexts in which they have arisen. Tutorial exercises and assignments will involve the analysis of a range of texts (including students' own) and the testing of theoretical explanations in a variety of practical situations. The course will provide an introduction to the nature of spoken and written language and the means of classifying and understanding texts and their characteristics (register, genre, mode). We will also investigate aspects of the compositional process and the impact of computers on composition.

6.08 Stylistics: reading and writing the text
Dr Fulton, Mr Williams (Coordinator)
Classes Sem 2: 1 hr/wk
Assessment: assignment
What influences our reading of a text? What constrains us when we write? And how can we describe the features of language in a text? In this option we use a functional model of language to discuss discourse and grammar in texts of various genres, literary and non-literary. While grammatical description enables us to label the various parts of the sentence, discourse analysis allows us to discuss the relation between the interpretation and production of texts and the social conditions in which those texts are read/written.

Textbook
J. Haynes *Introducing Stylistics* (Unwin Hyman, 1989)

6.09 Language in poetry
Dr Huisman
Classes Sem 2: 1 hr/wk
Assessment: 2000-2500w essay or 'default' exam
This option is concerned with the language choices in specific poems from different historical periods, from Old English to the twentieth century, bringing together the terminology of traditional ways of talking about poetry (of metrical patterns, of rhetorical figures and so on) and the terminology of modern linguistics (in particular, utilising the linguistic model of systemic grammar).

6.10 Introduction to feminist poetics
[Not available in 1995]

6.11 Poetics and politics of children's literature
Mr Williams
Classes Sem 1 day, Sem 2 evening: 1 hr/wk
Assessment: 2000-2500w essay or 'default' exam
The option is an introduction to critical practice in the field of children's literature. It aims to provide a basis for understanding distinctive aspects of writing, reading, selection, publishing and criticism of texts for children. A major theme will be examination of effects of narrative form in the production of young readers.

Textbook
The set text will be a collection of readings compiled by the Department.
6.12-13 Introduction to Semiotics
Dr Huisman (Coordinator)
Classes Sem 1: 2hrs/pw
Assessment 2000w essay or 'default' exam
This option offers an historical overview of the development of semiotics as a subject/object of study. It focuses, week by week, on the work of individual scholars influential in this development, such as that of de Saussure (dichotomies, the sign), Peirce (sign, index, icon, the interpretant), Marx (the economic base, production and exchange), Jakobson (structuralism and poetics), Levi-Strauss (structuralism and myth), Barthes (narrative and textuality), Eco (code and sign production), Derrida (deconstruction), Bakhtin (heteroglossia, Halliday (linguistics and the social semiotic) and Foucault (discourse and subjectivity). The option aims to give students a sense of the movement from so-called structuralism to post-structuralism as the critical context for semiotics, that is, a movement from the originating study of signs to a study of signifying practices.
Textbook
J. Deely (ed.) Frontiers of Semiotics
R.E. Innes (ed.) Semiotics: An Introductory Reader (Hutchinson London 1986 or Indiana U.P., 1985)

6.14 Communication and Ideology
Dr Fulton
Classes Sem 2: 1hr/wk
Assessment classwork and 2000w essay
The main topics covered in this option are (1) theories of communication (codes, signification, structuralism, semiotics) and (2) how to apply these theories in analysing particular discourses (current affairs journalism, advertising, literature). The purpose of the option is to provide methods of textual interpretation, and to examine the connection between meaning and ideology.
Textbook
J. Fiske Introduction to Communication Studies (Routledge, London 1990)

6.15 From Plato to Postmodernity
Dr Runcie
Classes Sem 2: 1hr/wk
Assessment 2000w essay or take-home exam
This option follows the critical and theoretical debate since Plato's Republic about the nature and value of poetry and fiction and the nature and value of interpretation. Particular attention is paid to the postmodern debate on determinacy and indeterminacy in interpretation and to texts currently on the syllabus.
Textbooks
Umberto Eco et al. Interpretation and Overinterpretation (Cambridge U.P., 1992)
Allison (ed.) The Norton Anthology of Poetry

6.16 The Place of Theory
Prof. Wilkes
Classes Sem 2: 1hr/wk
Assessment 2000w essay or take-home exam
Do you need to lie awake at night worrying about 'theory' in order to cope with a literary text? This is an introductory course, beginning with the proposition that no critical pronouncement can be 'ideologically innocent', and going on to enquire into the various assumptions that may be brought to the study of literature, and into the contributions of recent critical theorists to the debate. Catherine Belsey, Critical Practice, may be read as an early theoretical formulation: later topics will include Eco's view of 'overinterpretation' and Eagleton's claim that 'deconstruction is effectively over. Jacques Derrida has shot his intellectual bolt'. Literary texts discussed will be those used in other courses.
This option is not available to those taking 290A.3.

6.17 Modern Literary Theory
[Not available in 1995]

6.18 Postmodernism
[Not available in 1995]

3. Special Entry Courses
There are Special Entry courses (290 and 390-2) at both 200 and 300 levels, which are specially designed as preparation for entry into the Fourth Year Honours course and all students wishing to enter Fourth Year Honours English must have gained credits in these courses. All students who gain a credit or better in English 101 may take English 290 which, when passed at Credit level together with English 201 (also at credit level), is the prerequisite for entry into English 390 and 391-2. The content of these courses is described below.

English 290
This 8-unit Special Entry course is intended to be a foundation for Honours work in English. It is available to students who have completed or who are concurrently enrolled in English 201 and who obtained at least a Credit in English 101.
It consists of two strands (A and B), and involves two hours of classes a week (lectures, seminars or tutorials) throughout the year. Both strands A and B must be taken.
The curriculum in English 290 is designed to introduce intending Honours students to a range of skills and methodologies that the Department considers essential preparation for Honours work, whether students eventually specialise in English literature since 1500 or in English language and Early English literature.

Strand A (English literature since 1500)
In this strand, students will take 290A.1 Reading Poetry in the first semester, and in the second semester one option chosen from 290A.2-290A.03.

290A.1 Reading Poetry
Dr Miller
Classes Sem 1: 1hr/wk
Assessment 2hr exam
This option is concerned to develop critical skills and
insights in the reading of poetry, through the study of a range of poems of different kinds and of different periods, and in a variety of modes. The option will follow a lecture/seminar pattern.

Allison (ed.) The Norton Anthology of Poetry

290A.2 Reading narrative
Assoc. Prof. Gribble
Classes Sem 2: 1 hr/wk
Assessment 3000w essay or take-home exam
Close analysis of representative works of fiction from three different periods — Romantic, Victorian, Postmodernist — will provide the focus for an introduction to recent work in narrative studies.
Charlotte Bronte Jane Eyre
Henry James The Turn of the Screw
Thomas Pynchon The Crying of Lot 49

290A.3 The politics of critical theory
Prof. Wilkes
Classes Sem 2: 1 hr/wk
Assessment 3000w essay or take-home exam
This option is concerned not so much with the content of critical theories as with the assumptions underlying them. The critical pronouncements of Arnold or Leavis, it could be argued, rest on assumptions about literature as an agency for moral improvement or social reform. Do more recent notions of 'the death of the author' or 'indeterminacy of meaning' reflect another set of preoccupations? Do such concepts as 'discourse', 'closure', or the 'problematised' text privilege certain readings or interpretations? In the academy, is critical theory promoted to a greater degree than it is scrutinised?
A range of critical readings, and a selection of literary texts, will be studied in consultation with the class.
This option is not available to those taking 6.16, The Place of Theory.

290A.4 Rhetoric and figuration
[Not offered in 1995]

Strand B (English language and Early English literature)
Students will take 290B.1 in First Semester and 290B.2 in Second Semester.

290B.1 Orality and literacy
Dr Quinn
Classes Sem 1: 1 hr/wk
Assessment two 1500-2000w essays (one due each semester)
This strand of the course is taught for one hour per week in both semesters. In some weeks there will be tutorials in place of the lecture. This strand will examine the interplay of orality and literacy in the generic traditions of English literature from the Middle Ages onward. We will investigate the nature of medieval oral traditions and manuscript culture, the discursive nature of Latin and vernacular literacy, the impact of printing on cultural practices, and the emergence of new written genres. We will also examine the rhetorical conventions and discursive traditions that lie behind various literary forms and explore their development with particular regard to the construction of a canon within the institution of English studies. A number of medieval and postmedieval texts will be studied, and connections made between the social and scholarly practices of their day (including ideas of transmission and tradition) and their resonance in twentieth-century textual theory.

Textbooks
Walter Ong Orality and Literacy: The Technologizing of the Word (Methuen, 1982)
Course reader (from Department)

290B.2 Language, literature and cultural theory
Dr Fulton, Dr Rogerson
Classes Sem 2: 1 hr/wk
Assessment 3000w essay
The aims of this course are: (1) to examine the relationship between texts and their social and cultural contexts; (2) to describe contemporary critical positions regarding this relationship between text and context; (3) to examine the split between 'high culture' and 'popular culture' and to renegotiate this division in terms of discursive and ideological practices (i.e. to propose that such division is an ideological construct based on the recognition of some discourses as more 'literary' than others). Lectures will describe the emergence of cultural studies from literary studies, the development of poststructuralist theory, and the relationship between popular culture and ideology.

Textbooks
Antony Easthope and Kate McGowan Critical and Cultural Theory Reader (Allen and Unwin, 1992)

Special Entry options in English at 300 level
At 300 level Special Entry students specialise in either (a) English literature since 1500 or (b) English language and Early English literature. Students specialising in English literature since 1500 take English 301 and 390, while students specialising in English language and Early English literature take English 391 and 392.

English 390
This 8-unit Special Entry course must be taken by all students who are seeking to qualify for entry to English IV Honours specialising in English literature since 1500. Both English 201 and 290 must have been passed at or above Credit standard, and English 301 is a corequisite.
Two options from 390.1-390.9 below are to be taken, one in the first semester and the other in the second. Students may substitute for one of these options an option from either English 391 and 392 or Australian Literature 390 and 391.

390.1 Inventing the Renaissance
Dr Miller
Classes Sem 1: 1.5hr/wk
Assessment 3500w essay
A survey of how writers of the English Renaissance made use of subject matter and literary genres from
ancient Greece and Rome. The option has a dual emphasis. By considering how Renaissance writers appropriated the prestige of the ancient world for themselves and for England, the option is a study in the literature of politics and the politics of literature. It also treats a range of genres that retained their importance long after the Renaissance, and hence it helps equip students for the study of later literature.

Spenser The Shepheardes Calender
The Faerie Queene, Book VI
Marlowe Ovid's Elegies
Shakespeare The Comedy of Errors
Julius Caesar
Troylus and Cressida
Jonson Complete Poems

390.2 Other worlds
Dr Williams
Classes Sem 2:1.5hr/wk
Assessment 3500w essay

An option which looks at the eighteenth century's use of 'other worlds', real or imaginary, to explore and comment on states of being, states of culture outside the Augustan core. It will look at the growing interest in non-Classical, especially Middle Eastern possibilities, and the attempt to define — and confine — the 'other'.

Beckford Vathek in Three Gothic Novels (Penguin)
Cook Voyages (Dover)
Johnson Rasselas (Penguin)
Smollett Travels in France and Italy (World's Classics)
Wortley Montagu Turkish Letters (Virago)
Mack (ed.) Oriental Tales (World's Classics)

390.3 American allegory: From Poe to Pynchon
Assoc. Prof. Tulip, Dr Runcie
Classes Sem 1:1.5hr/wk
Assessment 3500w essay

A study of selected novels and tales from a tradition where allegory once had a Puritan base but which in Romanticism and Post-Romanticism has taken on a peculiarly modernistic character. The option explores what is a central and strong American tradition.

E.A. Poe Selected Tales (World's Classics)
N. Hawthorne The Blithedale Romance (World's Classics)
Young Goodman Brown and other tales (World's Classics)
H. Melville Billy Budd and other tales (Penguin)
Flannery O'Connor A Good Man Is Hard To Find (Women's Press)
D. DeLillo White Noise (Picador)
T. Pynchon V (Picador)

390.4 Leavis, Williams and Eagleton: critical theory and practice
Mr Brooks
Classes Sem 1:1.5hr/wk
Assessment 3500w essay

This option will study the development in twentieth-century English criticism denoted by the names of F.R. Leavis, Raymond Williams and Terry Eagleton (Williams was educated at Cambridge while Leavis was the dominant influence in the English School; Eagleton was Williams' pupil). Leavis' criticism (so it will be claimed) belongs to the hermeneutic-evaluative style of criticism which derives from Kant by way of nineteenth-century 'philosophy of life'. Williams began as a left-Leavisite' but steadily moved towards a rapprochement with Marxism, in the process providing much of the foundation for present-day cultural materialism (where the issue of value so essential to Leavis has become problematical). Eagleton rejected the 'humanist-historicist' Marxism associated with Lukacs, and adopted the 'structuralist' Marxism of Louis Althusser. Subsequently, Eagleton has become entangled in the post-structuralist critique of structuralism. The option will explore what is involved in these shifts, and try to determine what is at stake.

Leavis The Common Pursuit
Williams The Country and the City
Eagleton Walter Benjamin, or Towards a Revolutionary Criticism

390.5 The novel and its milieu
Prof. Wilkes
Classes Sem 2:1.5hr/wk
Assessment 3500w essay

This option is a close study of three novels in three different milieux. Tom Jones will be studied in the context of the Enlightenment and its new interest in human behaviour. The Story of an African Farm will be seen as a novel tied to a specific South African context, which it nevertheless transcends. The Golden Bowl will be seen as a last statement of James' 'European theme', and as a study of the fin de siecle. Other issues to be taken up will include the changing art of the novel, and changing sexual roles.

Fielding Tom Jones
Olive Schreiner The Story of an African Farm
James The Golden Bowl

390.6 'chartered streets... Unreal City' — Images and speculations on modern London
Dr Barbour
Classes Sem 2:1.5hr/wk
Assessment 3500w essay

The empirically-minded English found modern London in Boswell's Johnson's literary men, and have left it to the theoretical French and the technocratic Americans to construct the pentagons of power and the mean streets of poverty of the City of the modern mind. The option will read London in its history, its literature, its streets and the Thames. The writings and films of Lewis Mumford on the modern American city will be read in conjunction with recent work on nineteenth-century Paris, after Baudelaire and Benjamin. Students may choose their essay topic from a number of generically diverse texts, and there is no obligation to trace a chronological sequence of texts from the eighteenth to the twentieth centuries.

Samuel Johnson London: A Poem in Imitation of the Third Satire of Juvena (1735)
Pope The Dunciad: In Four Books (1743)
Blake Songs of Experience. Jerusalem (selected)
Fuseli The Nightmare (an engraved print of the Royal Academy painting of 1782)
Dickens Oliver Twist (1837-8)
James Thomson City of Dreadful Night (1874)
Gissing New Grub Street (1891)
T.S. Eliot The Waste Land (1922) (and London poems of World War I and II by Edith Sitwell and Hilda Doolittle)
George Orwell Down and Out in Paris and London (1933)

390.7 Joyce, O’Brien, Beckett
Dr Anderson, Dr Kelly
Classes Sem 2: 1.5hr/wk
Assessment 3500w essay
This option will explore, in the work of these three writers, the topics of modernism and postmodernism, politics and parody, exile.
James Joyce A Portrait of the Artist as a Young Man, Ulysses
Flann O’Brien At Swim-Two-Birds
Samuel Beckett Malone Dies, Film

390.8 Text to text: literature and cinema
Dr Kelly
Classes Sem 1: 1.5hr/wk
Assessment 3500w essay
This option is conceived as an investigation into comparative textuality; its aim is to pursue the critical and theoretical perspectives that arise from the juxtaposition of literary, cinematic, and other texts. One or two films will be shown each week to be considered in relation to a literary and at times a theoretical text.
Swift ‘An Argument Against Abolishing Christianity’, ‘A Modest Proposal’
Wycherley The Country Wife
Chesterton The Man Who Was Thursday
Stoker Dracula
Beckett Waiting For Godot
Tourneur The Revenger’s Tragedy
Sophocles Oedipus Rex
Hammett The Maltese Falcon
The King James Bible
Selected critical and theoretical writings will also be considered during the option

390.9 The literature of decadence, 1830s to 1930s
Dr Gardiner
Classes Sem 1: 1.5hr/wk
Assessment 3500w essay
Decadence as an historical, textual and sexual configuration in English, Irish, American and European literatures:
1. Edgar Allan Poe The Fall of the House of Usher, Charlotte Perkins Gilman The Yellow Wallpaper, and some Pre-Raphaelite poems;
2. Algernon Charles Swinburne and Emily Dickinson, and some Victorian sadomasochistic poems;
3. Helena Petrovna Blavatsky and William Butler Yeats, and some Victorian visionary poems;
4. Olive Schreiner The Story of an African Farm, Herbert George Wells The Time Machine, and some poems by Thomas Hardy;
5. Poems from the two Books of the Rhymers’ Club, James Joyce A Portrait of the Artist as a Young Man, and some Victorian Catholic literature;
6. August Strindberg The Dance of Death, Eugene O’Neill Long Day’s Journey into Night, and short scenes from plays by Chekhov and Yeats;
7. Edward Fitzgerald The Rubaiyat of Omar Khayyam, Ezra Pound Hugh Selwyn Mauberley: Contacts and Life, and some orientalist and tourist poems; and
8. Oscar Wilde The Picture of Dorian Gray, Djuna Barnes Nightwood, and some Uranian, Sapphic and pornographic texts.

390.10 ‘Make it new’: The American lyric
Dr Gardiner
Classes Sem 1: 1.5hr/wk
Assessment 3500w essay
A study of three twentieth-century American lyric poets, in relation to their contemporaries and to classical, Renaissance, Romantic and Victorian precedent. Topics of special interest will include:
(i) allusion, imitation, translation and parody;
(ii) theories of poetic influence and intertextuality;
(iii) genre and gender; poetic forms of patriarchy, pornography, and misogyny;
(iv) psychoanalytic, phenomenological and grammatological modes of reading.
Ezra Pound Selected Poems (Faber)
Selected Cantos (Faber)
Marianne Moore Complete Poems (Penguin)
Frank O’Hara Selected Poems ed. Donald Allen (Knopf)
Allison (ed.) The Norton Anthology of Poetry

English 391
This 8-unit Special Entry course must be taken by all students who are seeking to qualify for entry to English IV Honours specialising in English Language and Early English Literature. Both English 201 and 290 must have been passed at or above Credit level, and English 392 is a corequisite. Together English 391 and 392 are worth 24 units towards the Pass degree.

Students select two options from 392.01-392.41, listed below under English 392.

English 392
English 392 is a 16-unit Special Entry course designed for students wishing to specialise in English Language and Early English Literature in English IV. Both English 201 and 290 must have been passed at Credit level or above by students wishing to enter English 392 and English 391 is a corequisite. Together English 391 and 392 are worth 24 units towards the Pass degree.

English 392 consists of five one-semester options, of which at least two must be chosen from 392.01-38 listed below. The remaining three options may be selected from any options available to students from the Department’s Senior level courses which have not previously been taken. A student taking English 391 and 392 must thus have chosen a total of at least four options from 392.01-38 plus three other Senior level English options.

Students enrolling in English 391 and 392 must
Group 5 Old Icelandic studies
392.36-37 Old Icelandic I
Dr Barnes, Prof. Clunies Ross, Dr Quinn
Classes double option (1.5hr/wk) both semesters
Assessment Sem 1: 2hr exam; Sem 2: 2000w essay and class test

Like its Pass single-semester counterpart 07 Elementary Old Icelandic, this double option aims to give a basic grounding in medieval Icelandic language and literature. Grammar and the close study of texts in the original language will be conducted in tutorial-type classes.

Textbook
E.V. Gordon An Introduction to Old Norse 2nd edn., rev. A.R. Taylor (O.U.P., 1957 or repr.)

IV Honours only Old Icelandic II
Dr Barnes, Prof. Clunies Ross, Dr Quinn
Classes double option (1.5hr/wk) both semesters
Assessment two x 3000w essays

In this option students’ knowledge of the language will be extended, and a variety of texts in prose and verse will be read. In the first half of the year we will read a complete saga, Hrafnkels saga (text in Gordon’s Reader). In the second half of the year we will study one of the most original works of the European Middle Ages, the Edda of Snorri Sturluson, a treatise on myth and Old Norse poetry. The section of the work known as Gylfaginning will be set for close study.

Textbooks
E.V. Gordon An Introduction to Old Norse 2nd edn. rev. A.R. Taylor (O.U.P., 1957 or latest reprint)
Anthony Faulkes (trans.) Snorri Sturluson, Edda (Everyman Pb., 1992)

Group 6 Medieval Celtic studies
Two strands are available, each of two semesters. They are intended for students who have undertaken the Old Irish or Middle Welsh options in second or third year, but students who can demonstrate a good linguistic background in other languages may be admitted.

392.38-39 Old Irish
Dr Fulton
Classes Sem 1 and 2: double option (1.5hr/wk)
Assessment essay and 2hr exam

This is an option for students who want access to Old Irish texts in the original language. The option is also offered to Pass students who may take it as a single or double option. An advanced option of further work in Old Irish is available in year IV.

Textbooks
R. Thurneysen (ed.) Scela Mucce Meic Da thd (Dublin Institute, 1969)
J. Strachan Paradigms and Glosses (Royal Irish Academy, 1970)

392.40-41 Middle Welsh
Dr Fulton
Classes Sem 1 and 2: double option 1.5hr/wk
Assessment essay and 2hr exam

This is an option in Middle Welsh for students who want access to Middle Welsh texts in the original language. The option is also offered to Pass students who may take it as a single or double option. An advanced option of further work in Old Irish is available in year IV.

Textbooks
R.L. Thomson Pwyll Pendweic Dyuet (Dublin Institute, 1957)
D. Simon Evans A Grammar of Middle Welsh (Dublin, 1976)

IV Honours only Old Irish
Dr Fulton
Classes double option, both semesters (1.5hr/wk)
Assessment essay and 2hr exam

IV Honours only Middle Welsh
Dr Fulton
Classes double option, both semesters (1.5hr/wk)
Assessment essay and 2hr exam

A two-semester option in Old Irish or Middle Welsh is available to students who have already done at least two semesters’ work in the area.

Textbooks
Will be arranged at the beginning of the year

4. English IV Honours
There are two alternative English IV Honours courses.

1. Students entering English IV Honours English Literature since 1500 must have fulfilled the following requirements:
   (i) they must have passed at least two 2-hour options from each of Areas 3 and 4 and
   (ii) they must have obtained Credit or better results in English 301 and 390.

2. Students entering English IV Honours English Language and Early English Literature must have obtained Credit or better results in English 391 and 392. Students wishing to proceed to English IV Honours in English Language and Early English Literature are strongly advised to consult the Coordinator of English 391-2/IV Honours at the beginning of their third year in order to plan an integrated sequence of options over the two years.

With the approval of the Department, students taking one course may substitute for part of it a maximum of two full-year or four semester units from the other course. Alternatively English IV students may be given permission to take up to two semester options from Australian Literature IV.

English IV Honours
English IV Literature since 1500
Students take three units, including at least one from units 1-5. Students may not take both unit 7 and unit 8.

1. Renaissance studies
2. Seventeenth century literature
3. Eighteenth century literature
4. Women’s writing, 1660-1840
5. Literature of the Romantic period
6. Victorian literature
7. The Edwardians and after
9. The theory, criticism and practice of literature
(10) American literatures: 'Red, black, blond, and olive'
(11) Australian literature

Students submit a long essay on a topic to be approved. Long essays are 12,500 words in length and are due at the end of the mid-year vacation. The long essay has the weight of one unit.

The assessment criteria include a 3 hour examination, or a 2 hour examination and a 3000 word essay.

(1) Renaissance studies
Prof. Wilkes, Assoc. Prof. Tulip, Dr Miller, Dr Spurr, Mr Kruse
Classes Yr

Literature of the sixteenth and early seventeenth centuries. This unit is taught partly by seminar and partly by lectures.

- More Utopia (Everyman)
- Sidney Defence of Poetry
- Astrophil and Stella
- The Old Arcadia (World's Classics)
- Mary Sidney and Mary Wroth Poems as selected
- Spenser The Faerie Queene (with special emphasis on Books I, II)
- Kyd The Spanish Tragedy in Two Tudor Tragedies (Penguin)
- Marlowe Tamburlaine
- Shakespeare Sonnets
- Cymbeline
- The Winter's Tale
- The Tempest
- Jonson Volpone
- Sejanus in Five Plays (World's Classics)
- Complete Poems (Penguin)

Further poetry, as selected, from The Norton Anthology of Poetry

(2) Seventeenth-century literature
Prof. Wilding, Dr Spurr
Classes Yr

A study of selected prose and poetry of the seventeenth century, from the Tudor to the Stuart periods. Attention to the historical, social, political and theological dimensions of the writing is balanced with the appreciation of the different literary genres employed, such as meditative poetry, polemical prose and the anatomy.

First semester
- Bacon Essays (Penguin)
- The Advancement of Learning (Oxford)
- Donne Poems (Penguin)
- Browne The Major Works (Penguin)
- Herbert Tjie English Poems, ed. C.A. Patrides (Dent)
- Marvell Poems (Penguin)
- Lucy Hutchinson Memoirs of the Life of Colonel Hutchinson (Dent)
- Dorothy Osborne Letters to Sir William Temple (Penguin)

Second semester
- Milton Complete English Poems (Dent)
- Vaughan Complete Poems, ed. Rudrum (Penguin)
- Dryden Dryden (Penguin)
- Aubrey Brief Lives (Penguin)
- Walton The Compleat Angler (World's Classics)
- Bunyan Grace Abounding (Penguin)
- Aphra Behn Oroonoko; or, The Royal Slave (Norton)

Further poetry, as selected, from The Norton Anthology of Poetry

(3) Eighteenth-century literature
Assoc. Prof. Mitchell, Dr Williams
Classes Yr

The option covers a wide range of eighteenth-century literature and examines issues arising from a study of the period in general. The main areas for enquiry will be: the concept of 'literature' as applied to characteristic eighteenth-century texts—biography, travel writing, novel, poem, etc.; concepts of female-male relationships; scientific enquiry.

- Brooke Emily Montague (Carlton University Press)
- Cleland Fanny Hill
- Fielding Jonathan Wild (Penguin)
- Gibbon Memoirs of My Life (Penguin)
- Goldsmith Poems (selected in class)
- Johnson Tife of Savage in Selected Writings (Penguin)
- Pope The Dunciad
- Richardson Pamela (Penguin)
- Smollett Humphry Clinker (Penguin)
- Swift Tale of a Tub (World's Classics)
- Thomson The Seasons (Oxford)
- White Natural History of Selborne (Penguin)
- Wollstonecraft A Short Residence in Sweden
- Godwin Memoirs of the Author of The Rights of Woman (Penguin)
- and Wortley Montagu Turkish Letters (Virago)

(4) Women's writing 1660-1840: gender, rhetoric, history
Dr Barbour, Dr Lilley
Classes Yr

This course will examine women's writing in the period across a wide range of genres under such headings as: blazon/anatomy, Utopia, pedagogy, allegory, topical satire, romance, vindication, gothic, pastoral, georgic/country house, diary and letter, the fourth estate/public sphere, travel/exotic. Particular emphasis will be given to questions of rhetoric and genre, and their dynamic relations with social and sexual taxonomies, and the discourses of history and literary history.

- Margaret Fell Fox Women's Speaking Justified [1666]*
- Margaret Cavendish The Blazing World and Other Writings [1666]
- Katherine Philips Poems [1667]*
- Aphra Behn Oroonoko, The Rover and Other Works (Penguin)
- Mary Astell A Serious Proposal to the Ladies [1674-7]*
- Delarivier Manley The New Atlantis [1709] (Penguin)
- Eliza Haywood The Female Spectator [1744-6]*, Philidore and Placenta *
- Charlotte Lennox The Female Quixote [1752] (World's Classics)
- Robert Mack (ed.) Oriental Tales (World's Classics) [Frances Sheridan, Clara Reeve, Maria Edgeworth]
- Mary Wollstonecraft A Vindication of the Rights of Woman [1792];
- Maria or the Wrongs of Woman [1798] (Penguin)
- Hannah More Structures on... Female Education [1799]*
- Fanny Burney The Wanderer or Female Difficulties [1814] (World's Classics)
- Ann Radcliffe The Mysteries of Udolpho [1794]
- Jane Austen Mansfield Park [1814]
- Mary Shelley Frankenstein [1831]; Matilda (Penguin)

Anne Lister I Know My Own Heart: The Diaries of Anne Lister 1791-1840 ed. Whitbread (New York University Press)
Roger Lonsdale (ed.) *Eighteenth Century Women Poets* (Oxford)
Jennifer Breen (ed.) *Romantic English Women Poets* (Dent)
Recommended

Texts marked * will be made available in class

(5) Studies in Romanticism
Dr Coleman, Dr Barbour

First semester: 'Poetry and Polemic'
This semester will examine the writings of the first generation of English Romantics, particularly as these reflect the impact of the French Revolution on English culture in the 1790s. Amongst our concerns will be feminist writing, anti-slavery polemic, the politics of Wordsworth and Coleridge and their later collaboration, and *The Prelude.*

Mary Wollstonecraft *Vindication of the Rights of Women* (Penguin)
William Blake *Visions of the Daughters of Albion, The Book of Thel* (Penguin or Longman or Oxford Authors)
Selections from *Burke, Paine, Godwin, and the Revolution* (OUP)
Godwin *Caleb Williams* ed. McCracken (Oxford)
Wordsworth and Coleridge *Lyrical Ballads* ed. Brett and Jones (Methuen)
*The New Oxford Book of Romantic Period Verse* ed. McGann (OUP)
Coleridge Poems ed. Beer (Everyman)
Wordsworth ed. Gill (Oxford Authors)
*Romantic Women Poets* ed. Breen (Everyman)
Dorothy Wordsworth *Journals* (Oxford)

Second semester: 'Romance and Realism'
After Waterloo, and before American literature in English came to dominate modernity, the Romantics expanded cultural representations of British Englishness. In Gothic tales of terror and the uncanny, narratives of travel and exile, literary criticism, memoirs, letters, and journalism, Irish and Scottish writing challenged the centrality of the metropolis London, and women’s writing challenged constructions of woman and the female body.

Radcliffe *The Mysteries of Udolpho* (Oxford)
Wollstonecraft and Godwin *A Short Residence in Sweden and Memoirs* ed. Holmes (Penguin)
Wollstonecraft and Shelley *Wrongs of Woman and Mathilda* ed. Todd (Penguin)
Edgeworth *Castle Rackrent* (Oxford); *The Absentee* ed. McCormack and Walker (Oxford)
Mary Shelley *Frankenstein* (1818), ed. Butler (Chatto and Pickering)
P.B. Shelley *Selected Poetry and Prose* (Norton)
Byron ed. McGann (Oxford Authors)
Scott *Ivanhoe* (Oxford)
Carlyle *Sartor Resartus* (Oxford)

(6) Victorian literature
Dr Petch

Classes Yr

A range of Victorian texts will be used to explore the self-conscious analysis, in English literature, of the cultural life of the nation. Possible topics for discussion in first semester are related to Victorian conceptions of individuality and individualism: the nature of the self, the significance of gender, varieties of personal crisis. In second semester, the emphasis is on the Victorians’ views of their contrasting, and expanding, social worlds — urban, rural, and colonial.

First semester: 'Victorian Identities'
Dickens *David Copperfield* (World’s Classics)
Gosse *Father and Son* (Penguin)
Gaskell *The Life of Charlotte Bronte* (Penguin)
Mill *The Subjection of Women*
Charlotte Bronte *Villette* (World’s Classics)
Poetry as selected, from *The New Oxford Book of Victorian Verse,* ed. Ricks

Second semester: 'City, Country, Empire'
Eliot *Daniel Deronda* (Penguin)
Gaskell *North and South* (World’s Classics)
Gissing *The Nether World* (World’s Classics)
Stevenson ‘The Beach of Falesa’, ‘The Ebb-Tide’ (in *Dr jekyll and Mr Hyde and other stories*) (Penguin)
Conrad *Heart of Darkness* (World’s Classics)
Poetry as selected, from *The New Oxford Book of Victorian Verse,* ed. Ricks

(7) The Edwardians and after
Assoc. Prof. Mitchell, Dr Runcie
Classes Yr

Although the Edwardian period extends historically from 1901 to 1910, its literary identity is not so easily defined. It has been seen as a Victorian afterglow, or as the genesis of modernism, or as a period made equivocal by Virginia Woolf's claim that 'in or about December 1910 human character changed'. This course is an enquiry into Edwardian literature, as a body of writing in need of exploration and definition.

The ‘young woman affronting her destiny’
Wharton *The House of Mirth*
Franklin *My Brilliant Career*
Dreiser *Jennie Gerlaitd*
Woolf *The Voyage Out*

The social order
Bennett *The Old Wives Tale*
Forster *Howards End*
Ford *The Good Soldier*
Boyd *Outbreak of Love*

A New Poetic?
Hardy *Selected Poems*
Yeats as selected
Brooke *Poems*
Eliot *Prufrock*

*Changing Frontiers*
*Kipling Kim*
*Conrad Heart of Darkness*
*Furphy Such is Life*

*Newer Modes*
Richardson *Maurice Guest*
Joyce *Dubliners*
Mansfield *In a German Pension*

(8) English literature, 1915-1990
Prof. Harris, Dr Kelly
Classes Yr

An option examining the responses of writers and writing to four critical periods in England’s twentieth-century political, cultural, and social history.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>To the Lighthouse</td>
<td>Woolf</td>
</tr>
<tr>
<td>Put Out More Flags</td>
<td>Waugh</td>
</tr>
<tr>
<td>Poetry of the Thirties</td>
<td>Skelton (ed.)</td>
</tr>
<tr>
<td>Writing around the Second World War</td>
<td>Forster</td>
</tr>
<tr>
<td>A Passage to India</td>
<td>Penguin</td>
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<tr>
<td>Thirties</td>
<td>Penguin</td>
</tr>
<tr>
<td>The Heat of the Day</td>
<td>Bowen</td>
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<tr>
<td>The Sixties and their aftermath</td>
<td>Murdoch, A Severed Head (Penguin)</td>
</tr>
<tr>
<td>The Mersey Sound</td>
<td>Henri, McCough, Patten</td>
</tr>
<tr>
<td>Greene The Human Factor</td>
<td>Greene</td>
</tr>
<tr>
<td>Orton What the Butler Saw</td>
<td>Orton</td>
</tr>
<tr>
<td>Towards the Nineties</td>
<td>Tony Harrison</td>
</tr>
<tr>
<td>Selected Poems</td>
<td>Kureishi</td>
</tr>
<tr>
<td>Lodge Nice Work</td>
<td>Lodge</td>
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<tr>
<td>Possession</td>
<td>Lodge</td>
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<tr>
<td>Throughout the year essays from Walder (ed.), Literature in</td>
<td>Walder</td>
</tr>
<tr>
<td>the Modern World</td>
<td>Walder</td>
</tr>
<tr>
<td>The Deerslayer</td>
<td>James Fenimore Cooper</td>
</tr>
<tr>
<td>The Poet</td>
<td>Ralph Waldo Emerson</td>
</tr>
<tr>
<td>The Song of Hiawatha</td>
<td>Henry Wadsworth Longfellow</td>
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<tr>
<td>Leaves of Grass</td>
<td>Walt Whitman</td>
</tr>
<tr>
<td>The Bridge</td>
<td>Hart Crane</td>
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<tr>
<td>Complete Poems</td>
<td>Marianne Moore</td>
</tr>
<tr>
<td>The Poet</td>
<td>Toni Morrison</td>
</tr>
<tr>
<td>Silko Ceremony</td>
<td>Leslie Marmon Silko</td>
</tr>
</tbody>
</table>

(9) The theory, criticism and practice of literature

Dr Christie

Classes Yr

As well as looking at the way in which literature is conceived or defined in a selection of formal literary theories and at the theoretical assumptions informing a number of 'critical' and/or interpretative studies, this course will examine the theoretical questions more or less directly raised by some 'creative' texts about their own nature, form and function.

I Theory as theory

Plato and Aristotle in Classical Literary Criticism (World's Classics)

Romantic Critical Essays, ed. Bromwich (Oxford)


Frye, John, Anatomy of Criticism (Princeton)

Wills, John, Marxism and Literature (Verso)

Fish, Islandia, Is There a Text in This Class? (Harvard)

Derrida, Acts of Literature (Routledge)

Steiner, Reines Presences (Faber)

II Writing as theory

Shakespeare The Tempest

Pope The Rape of the Lock

Sterne Tristram Shandy

Shelley Frankenstein

Steven's Selected Poetry (Faber)

Woolf Orlando

Stopard Travesties (Faber)

III Reading as theory

Leavis The Great Tradition (Pelican)

Auerbach Mimesis (Princeton)

The Purloined Poe, ed. Muller and Richardson (Johns Hopkins)

Jacobus Reading Woman (Methuen)

Said Culture and Imperialism (Verso)

Eco et al. Interpretation and Overinterpretation (Cambridge)

Note The texts from the different sections may be well integrated and reorganised for more effective seminar discussion

(10) American literatures: 'Red, black, blond, and olive'

Dr Gardiner, Dr Anderson

Classes Yr

... our Negroes and Indians, ... the northern trade, the southern planting, the western clearing... are yet unsung. Ralph Waldo Emerson, 'The Poet' (1844)

The option examines some American texts written in the mid-nineteenth century and others written through the twentieth century, in relation to: Emerson's challenge; oral traditions of American and African-American cultures; literary traditions of England and Europe.

First semester

The figure of the American Indian in American literature; the native as alien; frontier, settlement, colony, nationhood; epic, adventure-story, elegy, and georgic.

John Bierhorst (ed.) Four Masterworks of American Indian Literature

James Fenimore Cooper The Deerslayer

Henry Wadsworth Longfellow The Song of Hiawatha

Walt Whitman Leaves of Grass (Original Edition only, 1855)

Hart Crane The Bridge

Marianne Moore Complete Poems

William Carlos Williams Paterson

Leslie Marmon Silko Ceremony

Second semester

The figure of the African-American in American literature; varieties of slavery and enfranchisement; individual, family, and social hierarchy; narratives of sensational disclosure and cultivated enigma; lyrical forms such as hymns, epitaphs, ballads, and blues.

Harriet Beecher Stowe Uncle Tom's Cabin

Herman Melville Benito Cereno

Harriet Jacobs Incidents in the Life of a Slave Girl

Gertrude Stein Three Lives

Jean Toomer Cane

William Faulkner Absalom, Absalom!

Toni Morrison Sula

Further poetry, as selected

11. Australian literature

See Australian Literature IV.

English IV English language and Early English literature

The course consists of ten semester-length course elements: students may choose to take seven options from the list set out under English 392 above and write a short thesis worth three options or they may choose ten options without the thesis. In all cases the way in which individual programs are made up from the options available is subject to departmental approval and intending students should consult the department as early as possible to discuss their choices and their thesis topic. Students qualified to do so may include in their ten (or seven) options up to the equivalent of four semesters' work from elements offered in English TV English literature since 1500 or Australian literature.
from these areas taking English language and Early English literature options will be expected to write slightly longer essays or other forms of assessment.

1. The Thesis
The thesis will count as the equivalent of three of the ten elements required for the course. It will be written under the individual supervision of a member of staff. As early as possible, preferably towards the end of their third year, students should consult with the Fourth Year Coordinator (for 1995 Mr A.I. Jones) to discuss their topic and the appropriate supervisor. The student and supervisor are expected to agree on a timetable for progress reports and submissions to meet a deadline of the first Monday after the semester break in Second Semester. The thesis is expected to be between 10,000 and 12,500 words inclusive, except for references and bibliography.

2. Options not previously studied from those listed under English 392
Students select ten options (or seven options if writing a thesis) from the list.

**Australian Literature (A)**

**English Department Area 5**
The following Senior level courses are available.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Literature 201</td>
<td>(8 units), prereq 24 Junior units in no more than two subject areas</td>
<td></td>
<td>8</td>
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<tr>
<td>Australian Literature 202</td>
<td>(8 units), coreq Australian Literature 201</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Australian Literature 301</td>
<td>(8 units), prereq Australian Literature 201-2</td>
<td></td>
<td>8</td>
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<tr>
<td>Australian Literature 302</td>
<td>(8 units), coreq Australian Literature 301</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Australian Literature 390</td>
<td>(8 units), prereq Australian Literature 201-2 at Credit level; coreq Australian Literature 301 and 302</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Australian Literature 391</td>
<td>(8 units), coreq Australian Literature 390</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Australian Literature TV—</td>
<td>prereq Australian Literature 301, 302, 390, 391 at Credit level or Australian Literature 301 and 302, and English 301, 390, at Credit level</td>
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<td></td>
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</tbody>
</table>

**Australian Literature 201, 202, 301 and 302**
For each of these courses, students will choose three options, at least two of which must come from those offered in Australian literature. Students may, if they wish, take any appropriate one-hour option from those offered in the other English Department areas of study (1-4 and 6) in place of their third Australian literature option. All options are of equal value.

Some Australian literature options are available only to those who have already completed 16 Senior units in Australian Literature or in English.

The following options will be offered in 1995-96, subject to appropriate levels of enrolment and availability of staff:

(a) *Fiction*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.01</td>
<td>Six Australian romances (Sem 1,1996)</td>
<td></td>
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<tr>
<td>5.02</td>
<td>The short story after Lawson (Sem 2,1996)</td>
<td></td>
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<tr>
<td>5.03</td>
<td>Australian epic (Sem 1,1995)</td>
<td></td>
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<tr>
<td>5.04</td>
<td>Contemporary Australian writing (Sem 2,1995)</td>
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(b) *Poetry*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>5.05</td>
<td>Australian poetry, 1900-1950 (Sem 11995)</td>
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<tr>
<td>5.06</td>
<td>Contemporary Australian poetry (Sem 1,1996)</td>
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<tr>
<td>5.07</td>
<td>Reconsiderations in Australian poetry (Sem 2,1996)</td>
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<tr>
<td>5.08</td>
<td>Australian poetry, Fifties and after (Sem 2,1995)</td>
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</table>

(c) *Drama and media studies*

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.09</td>
<td>Nineteenth century Australia on stage (Sem 1,1995)</td>
<td></td>
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<tr>
<td>5.10</td>
<td>Novel and the media (Sem 2,1996)</td>
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<tr>
<td>5.11</td>
<td>Recent Australian drama (Sem 1,1995)</td>
<td></td>
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<tr>
<td>5.12</td>
<td>The Australian stage (Sem 2,1995)</td>
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</tbody>
</table>

(d) *Comparative, thematic and other studies*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.13</td>
<td>Reorientations: Australian literature and its region (Sem 1,1996)</td>
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<tr>
<td>5.14</td>
<td>Non-fictional prose (Sem 2,1996)</td>
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<tr>
<td>5.15</td>
<td>Displacement and its aesthetic (Sem 2,1996)</td>
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<tr>
<td>5.16</td>
<td>Recent Aboriginal and Maori writing (Sem 1, 1995)</td>
<td></td>
<td></td>
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<tr>
<td>5.17</td>
<td>Australian literature, 1788-1901 (Sem 2,1995)</td>
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</tbody>
</table>

(e) *Special Studies*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.18</td>
<td>Creative writing (Sem 1,1995 and 1996)</td>
<td></td>
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<tr>
<td>5.19</td>
<td>Special study of an Australian author (Sem 2, 1995 and 1996)</td>
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</tr>
</tbody>
</table>

Before proceeding to Australian Literature TV, students must have completed at least two options from each of groups (a) to (d). A similar spread of options is highly recommended to all students enrolling in Australian literature courses.

5.03 *Australian epic*

**Classes** Sem 1: 1hr
**Assessment** 1.5h exam

This course examines various uses of the epic form in Australian fiction with particular reference to the following texts.

M. Barnard Eldershaw *Tomorrow and Tomorrow and Tomorrow* (Virago)
X. Herbert *Capricornia* (Angus & Robertson)
H.H. Richardson *The Fortunes of Richard Mahony* (Penguin)
P. White *The Tree of Man* (Penguin)
Aristotle *The Poetics* (any edition) (recommended reading)

5.04 *Contemporary Australian writing*

**Dr Brooks**

**Classes** Sem 2: 1hr
**Assessment** take-home exam

A survey of the range of contemporary writing in Australia, examining both works within traditional genres and works which question or extend them.

B. Mathews *Louisa* (Penguin)
G. Murnane *The Plains* (Penguin)
M. Campbell *Lines of Flight* (RA.C.P.)
J. Tranter *The Floor of Heaven* (Angus & Robertson)
J. Scott *Translation* (Picador)
5.05 Australian poetry 1900s-1950s
Dr Smith and others
Classes Sem 1: 1hr »
Assessment assignment and essay

The course will consider the poetry of: John Shaw Neilson, Kenneth Slessor, Judith Wright, A.D. Hope, James McAuley, and David Campbell.

Textbooks
Barnes and McFarlane (eds) Cross Country (Heinemann)
The Selected Poems or Collected Poems of each of these writers is available in an Angus & Robertson edition

Note: This option is not available to those who completed Australian Literature II in 1993 or earlier.

5.08 Australian poetry, Fifties and after
Dr Smith, Dr Rowe
Classes Sem 2: 1hr
Assessment essay

R. Dobson Selected Poems (Angus & Robertson)
G. Harwood Selected Poems (Angus & Robertson)
M. Griffith (ed.) Cap and Bells: The Poetry of Francis Webb (Angus & Robertson)
V. Smith New Selected Poems (Angus & Robertson)
B. Dawe Sometimes Gladness (Longman Cheshire)
L. Murray Collected Poems (Angus & Robertson)
Oodgeroo Nunukul (Kath Walker) My People (Jacaranda)

5.11 Recent Australian drama
Dr Rowe
Classes Sem 1: 1hr
Assessment take-home exam

R. Blair The Christian Brothers
J. Davis Kullark and The Dreamers
M. Gow Away
D. Hewett Collected Plays Vol. 1
L. Nowra The Precious Woman
J. Romeril The Floating World
S. Sewell Hate
S. Spears The Elocution of Benjamin Franklin
(All texts are published by Currency Press)

5.12 The Australian stage
Prof. Webby
Classes Sem 2: 1hr
Assessment 1.5hr exam

B. Bailey On Our Selection
A. Dampier and G. Walsh Robbery Under Arms
L. Esson The Time is Not Yet Ripe
R. Lawler Summer of the Seventeenth Doll
K.S. Prichard Brumby Innes
D. Stewart, H. Porter and A Seymour Three Australian Plays (Penguin)
P. White Collected Plays Vol. 1
(All other texts available in Currency Press editions)

5.16 Recent Aboriginal and Maori writing
Prof. Webby
Classes Sem 1: 1hr
Assessment take-home exam

This course will introduce students to a range of recent writing in English by the indigenous peoples of Australia and Aotearoa (New Zealand). Two anthologies will provide an overview of the styles and genres most favoured in each country while three contemporary novels will show varying uses of 'magic realism'.

J. Davis el al. Paperbark (U.Q.P.)
W. Ihimaera Te Ao Marama: Contemporary Maori Writing, Vol I (Reed)
P. Grace Potiki (Penguin)
K. Hulme The Bone People (Picador)
Mudrooroo Master of the Ghost Dreaming (Angus & Robertson)

5.17 Australian literature, 1788-1901
Prof. Webby
Classes Sem 2: 1hr
Assessment 1.5hr exam

This course will provide an overview of the developments in literature and literary culture in Australia during the nineteenth century, with a particular concentration on non-fictional prose, poetry and the novel.

J. Furphy The Annotated Such is Life (Oxford)
H. Thomson (ed.) Catherine Helen Spence (U.Q.P.)
E. Webby (ed.) Colonial Voices (U.Q.P.)
M. Wilding (ed.) Marcus Clarke (U.Q.P.)
G A. Wilkes (ed.) The Colonial Poets (Angus & Robertson)

5.18 Creative writing
Prof. Wilding, Dr Rowe
Prereq Australian Literature 201-2 or English 201-2
Classes Sem 1: 2 hr
Assessment assignments, total 2000 words

This is a third year workshop course which requires regular attendance. In 1995 the course comprises two strands, to be taught simultaneously: Prose (Michael Wilding) and Poetry (Noel Rowe). Each workshop will limit its enrolment to 25 students.

Recommended text
G. Kinross-Smith, Writer (O.U.P.)

5.19 Special study: Judith Wright
Dr Smith
Prereq Australian Literature 201-2 or English 201-2
Classes Sem 2: 1 hr
Assessment essay

Collected Selected Poems (Angus & Robertson)
The Generations of Men (O.U.P.)
The Cry for the Dead (O.U.P.)
Preoccupations in Australian Poetry (O.U.P.) and selected essays

Australian Literature 390 and 391
Students will take a core course in Australian Cultural Studies. They will also take two options chosen from:

5.21 Poetic narratives and sequences
Dr Smith
Classes Sem 1
Authors discussed will include colonial poets, but the emphasis will be on modern poetry.

Poems set for study are:
Brennan Poems 1913
Australian Literature IV
Students will take a full-year course in critical theory and four semester options. All students will submit a long essay on a topic to be approved. Essays are 12,500 words in length, and are due on Monday 23 October 1995.

Australian criticism and critical theory (compulsory)
Dr Brooks, Dr Anderson, Prof. Webby
This course will consider nineteenth-century, earlier twentieth-century and more recent developments (including post-structuralist, post-colonial and feminist approaches). It will examine both original works of literary theory and uses made of them by Australian critics. A reading list will be made available at the beginning of the year.

Semester options
Some influences on Australian fiction
Assoc. Prof. Kiernan
Classes Sem 1
This course will widen the context for discussion of Australian fiction by examining some texts by authors acknowledged, or assumed, to have been influential on local writers. As well as considering the concerns and techniques of these texts, we shall pursue questions about the meanings of 'influence', direct or indirect, 'models' and 'movements'.

Flaubert Madame Bovary
Dostoyevsky Crime and Punishment
Tolstoi Anna Karenin
Twain Adventures of Huckleberry Finn
Joyce A Portrait of the Artist as a Young Man
Lawrence Kangaroo

Australian women's writing
Prof. Webby
Classes Sem 1
A survey of writing by women in and of Australia during the past two hundred years. While the main focus is on developments in the novel, attention will also be paid to other important genres, including poetry, the short story, autobiography, journalism and literary criticism and the relationship between them. Texts will include:

A. Cambridge A Woman's Friendship (U.N.S.W. Press)
R. Cappiello O Lucky Country (U.Q.P.)
D. Cusack Jungfrau (Penguin)

Australian poetry and the Symbolistes
Dr Brooks, Dr Smith
Classes Sem 2
A study of the poetics and key poetry of the Symbolistes movement and its role in the development of Australian poetry from 1900 to the present day.

E.A. Poe The Fall of the House of Usher and Other Writings (Penguin)
A. Rimbaud Complete Works, trans. Paul Schmidt (Picador Classics)
S. Mallarme Selected Poetry and Prose, ed. Mary Ann Caws (New Directions)
R.M. Rilke The Selected Poetry, ed. and trans. Stephen Mitchell (Picador Classics)
C. Brennan Christopher Brennan ed. Terry Sturm (U.Q.P.)
J. Mauley James Mauley: Poetry, essays and personal commentary, ed. Leonie Kramer (U.Q.P.)
A.D. Hope Selected Poems (Angus & Robertson)
J. Tranter Selected Poems (Hale & Iremonger)
R. Adamson Selected Poems (U.Q.P.)

Contemporary writing
Classes Sem 2
This course will examine a wide range of texts written over the last few years to show the variety of thematic and stylistic concerns in contemporary Australian writing. The following texts will be considered, with others (including plays) to be prescribed at the beginning of the course:

M. Bail Holden's Performance (Penguin)
P. Carey The Unusual Life of Tristan Smith (U.Q.P.)
J. Forbes New and Selected Poems (Angus & Robertson)
H. Garner Cosmo, Cosmolino (Penguin)
J.S. Harry New and Selected Poems (Penguin)
I. Indyk and E. Webby (eds) Poetry (Angus & Robertson)
E. Jolley The Georges' Wife (Penguin)
D. Malouf Remembering Babylon (Penguin)
D. Modjeska Poppy (Penguin)
D. Porter The Monkey's Mask (U.Q.P.)
G. Ryan Excavation (Picador)

Note: Students may also be given permission to choose up to two semester options from those offered for the MA program or for English Language and Early English Literature IV. One full-year course may be taken from those offered for English Literature IV, in place of 2 semester options.

Power Department of Fine Arts (A)

Pass course
Candidates for the Pass degree of Bachelor of Arts may count up to 82 units from Fine Arts towards
degree requirements. No special prerequisites are required for enrolment in Fine Arts 101 but students will be expected to possess a general knowledge of the history of western art.

The courses that may be taken are as follows:

- Fine Arts 101
- Fine Arts 201
- Fine Arts 202
- Fine Arts 203
- Fine Arts 204
- Fine Arts 205
- Fine Arts 206
- Fine Arts 207
- Fine Arts 208
- Fine Arts 290
- Fine Arts 390

Honours course
Candidates for honours in Fine Arts are required to obtain Credit results in 60 units of Fine Arts (including Fine Arts 290 and Fine Arts 390) and to take Fine Arts IV Honours. Students wishing to proceed to postgraduate research work in Fine Arts are advised to acquire a good reading knowledge of a language other than English.

Availability of Senior level options
The Fine Arts Department reserves the right to withdraw or vary Senior level options offered according to staff availability and other circumstances. Students should consult the Department before the enrolment period. Entry to certain Senior level options may be restricted by quota.

Assessment
Students of Fine Arts are required to:
- attend lectures and tutorials
- complete prescribed written work
- read the texts recommended
During each semester, coursework is credited towards the final result. Coursework consists of visual tests, essays and class papers in differing proportions. Students will be given details early in each course.

Registration
Students are required to register with the Department of Fine Arts in the R.C. Mills Building on Wednesday of the orientation period.

Location
The Fine Arts Department is on the second floor in the R.C. Mills Building, A26. The departmental general office, where enquiries may be made, is Room 215. The telephone number is 351 2147; the fax number is 351 4212.

Noticeboards
Noticeboards are located on the second floor of the R.C. Mills Building in the vicinity of the general office.

Fine Arts 101 12 units

First semester: Art history — systems of difference
The course will introduce students to the field of visual culture including methodologies involved in the interpretation and study of art history and theory. Areas covered include visual analysis, the concept of style, the formation of avant gardes and issues of colonialism, ethnicity, race, class and gender. The course will study the discipline of Art History as a creation of European culture and raise the question of its implications for non-European art forms in the areas in which the Department specialises.

Second semester: Modernism
The course builds on the historical and theoretical work undertaken in the first half of the year as well as introducing film studies. Students will be introduced to the concepts of Modernism and Modernity as they relate to twentieth-century visual culture.

Art Workshop I (optional)
Ms Kenyon and the Art Workshop staff
Art Workshop I consists of one semester-long practical art course chosen from the various media studied in the workshop. A satisfactory mark in Art Workshop I is necessary if the student is intending to take the Art Workshop semester unit in a senior Fine Arts course.

Fine Arts 201 8 units

Prereq Fine Arts 101
Sem 1 or Sem 2
This course consists of one of the options listed below under Fine Arts Senior level options.

Fine Arts 202 8 units

Prereq Fine Arts 101
Coreq 8 Senior units of Fine Arts
Sem 1 or Sem 2
This course consists of a second option from those listed below under Fine Arts Senior level options.

Fine Arts 203 8 units

Prereq Fine Arts 101
Coreq 16 Senior units of Fine Arts
Sem 1 or Sem 2
This course consists of a third option from those listed below under Fine Arts Senior level options.

Fine Arts 204 8 units

Prereq Fine Arts 101
Coreq 24 Senior units of Fine Arts
Sem 1 or Sem 2
This course consists of a fourth option from those listed below under Fine Arts Senior level options.

Fine Arts 205 8 units

Prereq Fine Arts 101
Coreq 32 Senior units of Fine Arts
Sem 1 or Sem 2
This course consists of a fifth option from those listed below under Fine Arts Senior level options.
Fine Arts 206 8 units
*Prereq* Fine Arts 101
*Coreq* 40 Senior units of Fine Arts
Sem 1 or Sem 2
This course consists of a sixth option from those listed below under Fine Arts Senior level options.

Fine Arts 207 8 units
*Prereq* Fine Arts 101
*Coreq* 48 Senior units of Fine Arts
Sem 1 or Sem 2
This course consists of a seventh option from those listed below under Fine Arts Senior level options.

Fine Arts 208 8 units
*Prereq* Fine Arts 101
*Coreq* 56 Senior units of Fine Arts
Sem 1 or Sem 2
This course consists of an eighth option from those listed below under Fine Arts Senior level options.

Fine Arts 290 8 units
*Prereq* Credit result in Fine Arts 101
*Coreq* 8 Senior units of Fine Arts
Sem 1
This course consists of the option 10.1 Theories of art/history, described below. This course is compulsory for intending Honours students. Intending Honours students should note the requirements for Honours above. This course may also be taken by students who do not wish to proceed to Fine Arts TV Honours provided the entry requirement is met.

Fine Arts 390 8 units
*Prereq* Credit result in 16 Senior units of Fine Arts including 290
*Coreq* an additional 8 Senior units of Fine Arts
Sem 2
This course consists of the option 10.2 Theories of the Image described below. This course is compulsory for intending Honours students. Intending Honours students should note the requirements for Honours above. This course may also be taken by students who do not wish to proceed to Fine Arts IV Honours provided the entry requirement is met.

FACULTY OF ARCHITECTURE COURSES
Selected upper level courses in Architecture offered by the Faculty of Architecture may be counted as part of a major in Fine Arts. Fine Arts students may take a maximum of 32 Senior units (4 Architecture units = 8 Arts units) in the Faculty of Architecture, provided that for every 8 Arts Senior units taken in the Faculty of Architecture, 8 Senior units are also taken in the Fine Arts Department. See the Fine Arts Department for a list of approved Upper Level Architecture Courses.

Fine Arts Senior level options
*Note: Not all options will be given in any one year*

1.1(b) *The art of modern Asia*
Dr Clark
*Classes* Sem 1: (2 lec & 1 tut)/wk
*Assessment* essay, tut paper
In Asia there has developed both the nationalist art of a series of modernising states, and a counter establishment art which has frequently been modern in the Euramerican sense. In order to provide a more sharply focused historical approach the course will commence with a survey of development of modern art in Japan from 1850 to the 1980s. This will serve as a reference for subsequent examination of the Chinese experience, both in Republican China and, after 1949, in the People's Republic of China, Taiwan, and Hong Kong. Further lectures and some tutorials will also look briefly at modern art in India, Thailand, and Indonesia.

3.2 *Baroque Rome*
Dr Marshall
*Classes* Sem 2: (1 lec & 1 seminar)/wk
*Assessment* class paper, essay
[Not offered in 1995]

3.3 *Art and society in Trecento Italy*
Dr Marshall
*Classes* Sem 1: (1 lec & 1 seminar)/wk
*Assessment* seminar paper, essay
This course will explore a range of alternative approaches to art produced in Italy during the late thirteenth and fourteenth centuries. Topics to be investigated: problems of monographic analysis; the implications of contemporary workshop practice; civic, familial and princely patterns of artistic patronage; the meaning of Trecento 'naturalism'; alternatives to the 'Tuscanisation' of fourteenth-century art through a consideration of other centres such as Bologna, Rimini, Verona, Padua and Venice.

3.4 *Quattrocento studies*
Dr Marshall
*Classes* Sem 2: (1 lec & 1 seminar)/wk
*Assessment* seminar paper, essay
This course will explore a range of alternative approaches to Italian Renaissance art and architecture. Topics to be investigated include the concept of the Renaissance and the idea of progress; Quattrocento ‘naturalism’ and the function of the image; perspective as symbolic form; the Renaissance altarpiece; nudity and the body; Renaissance portraiture and issues of gender; the ‘building boom’ and the family palace; patronage networks, including the patronage of major Florentine families such as the Strozzi and Medici; civic ritual and public space; the mythology of Venice; art at the papal and princely courts, such as Ferrara, Rimini, Mantua, or Milan.

4.1 *Art and society in Victorian England*
Dr Cooper
*Classes* Sem 2: (2 lec & 1 tut)/wk
*Assessment* visual test, 3000w essay, 750w assignment, class work
This course will investigate Victorian art in relation to its social and cultural contexts. Visual images produced in this period will be examined for the meanings they carry and for their relationship with their audience. The course will also consider art education, policies, institutions, exhibitions, criticism and patronage (private and state).

Among the topics to be dealt with in lectures and tutorials are: narrativity and painting; the Pre-Raphaelites; the poor in Victorian painting; paintings of modern life; Ruskin and other critics; the popularisation of art; women and art.

4.2(a) Painting in France 1760-1799: The age of revolution
Prof. Spate
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment essay, visual test, tut paper
[Not offered in 1995]

4.2(b) Realism and Impressionism in France, 1840-1880
Prof. Spate
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment essay, visual test, class work
This course will examine developments in French Realism and Impressionism with particular emphasis on their relationship to contemporary social and political developments. Students will be expected to read the major theorists of the period, and are strongly advised to read the novels of Flaubert, Zola, etc.

Topics discussed in lectures and tutorials will include: Realism and the ‘real’; problems of representation, Realism, style and ‘anti-style’; Realism and Naturalism, the avant-garde; academic realism; institutional structures; the relation to tradition; Realist and impressionist iconography: history-painting, landscape and genre; Realism, Impressionism and the representation of modern life; the interpretation of Realism and Impressionism as politically/socially subversive forms; pleinairisme; the city and the country; Realism and the erotic.

4.2(c) Themes in European art 1880-1914
Prof. Spate
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment essay, visual test, tut paper
[Not offered in 1995]

4.4 Modernism in the visual arts in twentieth-century Europe
Dr Pefanis
Classes Sem 2: (2hr lec & 2hr tut)/wk
Assessment essay/paper (total 5000w)
This course will examine the origins of Modernism in the nineteenth century and its evolution in the twentieth, focusing on Modernism between the World Wars. It will consider Dada and Surrealism’s radical threat to the ‘call to order’ — their invocation of the absurd, of the anarchic, of irreason, madness and desire. It will also consider the relationship between the arts and contemporary philosophical and theoretical investigation and will take into account Postmodernism’s disruption of the concept of Modernism. The focus of the course will be on European modernism. Australian and American modernism are examined in other advanced options.

4.5 Contemporary international art
Dr Moore
Classes Sem 1: (2 lec, 1 tut & occasional film screenings)/wk
Assessment essay, tut paper
[Not offered in 1995]

4.6 Postwar art and cultural politics in America and Europe
Dr Moore
Classes Sem 1: (2 lec, 1 tut & occasional film screenings)/wk
Assessment essay, tut paper
The course is offered as a variation on the 4.5 Contemporary international art course and is run in alternate years. Its historical focus is on the post-World War II American and European avant-garde. The course opens up the space for an extensive examination of the critical categories of modernism/late modernism and postmodernism, and the notion of a cultural ‘crisis’ as articulated in art and criticism from the period.

5.1 Post-colonial perspectives on Australian colonial art
Dr Mackay
Classes Sem 2: (2hr lec & 1hr tut)/wk
Assessment essay, project, class paper
Australian nineteenth-century art, architecture and photography is examined within the context of current debates on colonialism, imperialism, cultural identity and aesthetics. The writings of post-colonial theorists are used to discuss issues surrounding pre-settlement imagery of the South Pacific regions and Australia's shifting attitudes to its indigenous population. Other questions explored include landscape, the built environment, the place of women artists and cultural exchange. Students undertake site visits during class hours.

5.2 Australia, identity and the visual
Dr Moore
Classes Sem 1: (one .5 lec & one .5 tut)/wk
Assessment 3000w essay & 2000w tut paper
[Not offered in 1995]

5.3 Australian art and society since 1940
Dr Moore
Classes Sem 2: (2 lec, 1 tut & occasional film screenings)/wk
Assessment essay, tut paper, critical paper
This course traces the shifting relations between modern art, modernism and postmodernism in Australia. These are examined against a field of other cultural, social and political discourses. Issues addressed include artists’ responses to World War II, the Cold War and Vietnam; postwar migration, assimilation, integration and current debates about multiculturalism; regionalism and the impact of globalising cultures, contemporary Koori art and Aboriginality in art by white Australians; ongoing shifts in the treatment of traditional subjects such as landscape; picturing and planning the urban environment and changing concepts of public art, feminist cultural politics, the insitutionalisation of Australian
5.4 Contemporary Aboriginal art: race and representation
Assoc. Prof. Smith and Aboriginal artists

Classes Sem 1: (2 lec & 1 tut)/wk
Assessment essay/project, visual test

A study of the development of contemporary Aboriginal art, particularly since 1970, in the context of recent Australian social history, with special reference to questions of race and representation. The issue of speaking positions will be prioritised, with significant parts of the course being presented by Aboriginal artists. The main focus will be on the emergence of acrylic painting in the Desert areas, the revival of bark painting in Arnhem Land, the growth of Koori and Murri art cultures, and the appearance of art and craftwork at other places in recent years. There will be a thorough study of a variety of discourses surrounding this art, from those of tribal elders to the mass media with special attention to the discursive structures of the art market, of art museums, art criticism and art history/theory.

6.2 American art, design and society 1900-1945
Assoc. Prof. Smith

Classes Sem 2: (2 lec & 1 tut)/wk
Assessment two 2000w essays, visual test, class work

The major theme explored in the course will be the evolution of a distinctively modern visual culture in the United States, its relationship to industrialisation and the consumer society, its phases and diversification across media and usages, its key institutions and exponents and its impact on other countries in the region (Mexico, Canada).

Detailed studies of American painting, sculpture, architecture, photography, film, design, graphics, advertising, exhibitions and planning will be undertaken. Interpretations of American life in literature and sociology will also be relevant.

7.1(a) Film Studies I: Theory of narrative fictional film past and present
Dr Cholodenko

Classes Sem 1: (2 lec, 1 tut & film screenings)/wk
Assessment one 3000w essay, tut paper

Film Studies I is a course in film theory, analysis and criticism. It operates on many levels simultaneously. First, it studies a variety of film texts and filmic forms, addressing crucial issues in and around their analysis, criticism and theorising. Second, it presents, analyses and critiques theories of film from the past (for example, those of Eisenstein, Bazin and Grierson) and present (especially the work of French film semioticians Christian Metz and Raymond Bellour and the English and American work derived from them). Third, it investigates the theoretical work done in France in the last decade which not only informs the theories of film semioticians but also has itself offered a number of theories of film as well as general theories which, while situated within specific disciplines, also travel across and give accounts of the different disciplines, knowledges, discourses and institutions of our society.

Film Studies I presents the various theories of such writers as Barthes, Kristeva, Deleuze, Foucault, Derrida, Baudrillard and Virilio as they correlate with specific film texts and film theories, analyses the relationships of these theories to each other and offers critiques of them. In its articulation of film with post-structuralist and postmodernist thought, this course privileges the work of Baudrillard and Derrida. The work of the course is divided as follows:

Part I
Narrative fictional films and theories of textuality (including examination of methodologies of narrative analysis, cinematic codes and signifiers, notions and issues of cinematic realism, theories of montage and mise-en-scene, modes of narration, the construction of author and reader).

Part IIA
Cinema's relation to desire (including examination of psychoanalytic semiotic's notion of the imaginary signifier, the specular text, forms of visual pleasure, and the metapsychology of the cinematic apparatus; theories of transgressive film practices; auteur and genre theory).

Credit for coursework can be acquired not only through the writing of essays but also by successfully completing a concurrent A course in either Super 8 or video at the Art Workshop.

7.1(b) From silent to sound cinema
Dr Jayamanne

Classes Sem 1: (1 lec, 3hr film screening & 1 tut)/wk
Assessment essay, tut paper, film review

This course will examine the cultural and technological forces that made film a major popular cultural form in the late nineteenth century by looking at some of the early silent film genres and their development into sophisticated forms of visual story telling and spectacle. In order to do this we will focus on the two major American silent film genres of comedy and melodrama which include the work of Sennett, Chaplin, Keaton and Griffith. We will also be examining a selection of silent films from the national cinemas of Germany and the Soviet Union in order to understand the range and complexity of silent cinema. The transition into sound will be studied via Hollywood screwball/romantic comedy genre of the 1930s and 1940s. The final part of the course will examine a selection of contemporary films that pay tribute to and work with ideas generated by silent cinema.

7.2(a) Film Studies II: Theory of documentary science fiction and animation film
Dr Cholodenko

Prereq Film studies I

Classes Sem 2: 2 lec, (1 tut & film screenings)/wk
Assessment one 3000w essay, tut paper

This course continues the work of Film Studies I and is structured as follows:

Part IIB
Cinema's relation to desire in terms of the theory of both the independent film (exploring notions of
experimental, avant-garde, modernist and post-modernist film practices) and the documentary film (engaging problems of authenticity, propaganda, information, education, observation, intervention, direct and indirect address).

Part III

Fiction films on the catastrophe of history in relation to the work of Foucault, Deleuze, Derrida, Baudrillard and Virilio.

Credit for coursework can be acquired not only through the writing of essays but also by successfully completing a concurrent A course in either Super 8 or video at the Art Workshop.

7.2(b) Contemporary cinema: cross-cultural perspectives

Dr Jayamanne

PreReq: Film studies I or From silent to sound cinema

Classes: Sem 2: (1 lec, 3hr film screening & 1 tut)/wk

Assessment: essay, tut paper, film review

This course will examine a range of cross-cultural film movements including those of Italian Neo-Realism, Indian Realism, Brazilian Cinema Novo, Cuban Cinema, New German Cinema as well as 1950s Hollywood, in order to explore questions of cultural politics. The course will also study the theories and polemics of these diverse film making practices.

7.3 The televisual

Dr Fry

Classes: Sem 1: (2hr lec & 2hr tut)/wk

Assessment: two 2500w essays and classwork

The course undertakes an enquiry into the relation between television and culture. This it does through an examination of the medium: as a technology; as a designed, interactive cultural form which forms and draws on many 'lifeworlds', images and ideas; and as a means of cultural authorship. In order to develop understanding of television as designed cultural form and as an instrument of cultural mediation and production, the course will address theories of visibility (and seeing) through analysis of a number of themes drawn from the 'images of the day'.

The coursework comprises: (1) an essay on a chosen theme and; (2) a viewing diary of essay length.

8.1 Advanced Art Workshop

Ms Kenyon

Classes: Sem 1: 42hrs

At present students can only take one semester in Art Workshop studies at Senior level. This unit is offered in first semester only.

The Art Workshop Semester Unit provides increased technical competence, intellectual insight and creative development through 42 hours of studio instruction and the production of an exhibition. Students have the opportunity to realise the problems associated with the production and exhibition of art. Students will make, catalogue, exhibit and maintain an exhibition in an art gallery. The unit is an invaluable introduction to producing art and meaning through object making and exhibition.

The unit will be offered in Ceramics, Drawing, Film/Video, Painting, Photography, Screenprinting and Sculpture.

Enrolment is limited to those students who have completed an Art Workshop I course in a studio relevant to the one they wish to take the Art Workshop Semester Unit in. Exceptions may be made on the production of a portfolio or other materials in an interview with the director of the Art Workshop.

9.1(a) Architecture and heritage

Dr Mackay

Classes: Sem 2: (2hr lec & 1hr tut)/wk

Assessment: essay, project (equivalent to 5000w essay)

[Not offered in 1995]

9.1(b) Design and modernity

Dr Fry

Classes: Sem 2: (2 lec & 1 tut)/wk

Assessment: 3000w essay, 2000w class work paper

This course jointly explores the idea, history and theory of design in industrial society in the twentieth century, the concept of modernity as it appears in cultural, economic and political discourses and the relationship between design and modernity.

9.2 Thinking ecodesign

Dr Fry

Classes: Sem 1: (lecture/classwork and workshop — all held at the Ecodesign Display and Research Centre, Rozelle)

Assessment: project (equivalent to 5000w essay)

This innovatory course is framed by those imperatives which will increasingly change our everyday relations to ecology, design, economy and culture. In doing this the course registers that all material cultures will undergo many fundamental changes in the coming decades. Specially, questions of how, and why, major transformations of built environments, industrial products, services, social imaginaries and cultural values will occur will be explored both philosophically and pragmatically.

The conceptual means to understand contemporary environmental circumstances, as they are characterised or concealed by terms like 'ecological crisis', 'the postmodern', 'restructuring', 'sustainment' and 'development' will be provided. It will also comprehensively examine new ways of thinking about architectural, industrial and visual areas of design.

The course will consist of a lecture/classwork program combined with a workshop — this all in one block of time. A self-selected and guided project made up of action research, analysis, theory, image-making and writing will be the basis of course assessment.

10.1 Theories of art/history

Dr Carter

Classes: Sem 1: (1 lec & 1 tut)/wk

Assessment: 6000w essay or equivalent

The course will be looking at the different ways history is formulated as a practice and as a body of theoretical concepts. A number of general questions will be dealt with, such as historical narrative, biography, memory and the history industry.

The aim of the course is twofold:
• to provide students with an opportunity to examine different ways of doing art history.
• to enable students to acquire the means to both control and direct their own historical writing.

10.2 Theories of the image
(Compulsory for honours students)
Dr Pefanis
Classes Sem 1: (1 lec & 2 tut)/wk
Assessment 3000w essay, 2000w tut paper
This course will look at some of the ways in which the visual image has been constituted as an object of analysis. It will cover theoretical perspectives from orthodox art history (such as iconography and iconology) as well as discourses on the image that have arisen from theories of representation, including semiotics, post-structuralism and psychoanalysis. Issues to be examined will include questions of meaning, interpretation, reading, expression, intentionality, encoding/decoding, questions of effect/affect, intertextuality, the position(ing) of the viewer/subject, image production, reproduction and circulation.

11.1 Women and art history
Dr Cooper
Classes Sem 2: (2 lec & 1 hr tut)/wk
This course will critically examine the representation of women in art history, both as practitioners of art and as the subject matter of art. The course is divided into three parts:
1. The feminist critique of art history
2. Women's art practice
3. Woman as the subject/object of art
Textbook

11.2 Costume, clothing and fashion
Dr Carter
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment 3000w essay, 2000w tut paper or equivalent
Contemporary and historical costume will be examined as a practice of everyday life; that is as a vernacular philosophy, a popular aesthetic and an imaginary transformation of the human body and its immediate environment.

Fine Arts IV Honours
Prereq Credit results in 60 units of Fine Arts including 290 and 390
The Fine Arts IV course has 3 components: a dissertation and 2 semester-length seminars chosen from a pool of options. Intending Fine Arts students are required to make a preliminary registration with the Department in November of the preceding year. They should also have an approved dissertation topic by then.

Dissertation on an approved subject
15 000-18 000 words: this will be written under the individual supervision of a member of staff.

Seminar options
Not all options will be offered in any one year. These courses are based on weekly two-hour seminars. Students are required to submit written work totalling 8000 words for each option.
(a) Modernisms/modernity
An exploration of the concept-formations 'Modern Art', 'modernism', 'modernisation' and 'modernity' through the close reading of key texts in art criticism, history, sociology and philosophy from Baudelaire to the present.
(b) Feminism and film theory
This course is in two parts The first will examine the history of feminist film theory and feminist criticism. The second will examine a selection of films that are not designated as 'feminist' to see how they can pose questions and problematise some aspects of feminist theorising on cinema.
(c) Australian colonial culture 1788-1870
This interdisciplinary course, normally conducted in conjunction with the Department of English, will consider nineteenth-century Australian culture from two main perspectives: the production of culture in a colonial situation and the construction of images of a new world and its inhabitants.
(d) Symbolism and the fin-de-siecle
This course will focus on mysticism, anarchism and eroticism in Decadent and Symbolist art in the 1890s. They will be examined in the context of late nineteenth-century rationalism and imperialism, socialism and feminism. Attention will also be given to aestheticism, and to the influence of science and technology on 1890s art. The relationship between the fin-de-siecle and modernism will also be examined. The focus will be on art in Paris, with attention being given to other centres when appropriate. A reading knowledge of French is important.
(e) Fashion classics
This course will examine some of the classic formulations of clothing and fashion of the nineteenth and twentieth centuries. It will consist of readings of Carlyle, Veblen, Simmel, Benjamin, Baudrillard, etc.
(f) Reanimations: Poststructuralism, Postmodernism and the moving image
An enquiry into theories of the postmodern and their relation to recent film, animation, and video theory and practice, with concentration on certain themes, forms and figures associated with the postmodern, screening and analysis of relevant films, and reading and criticism of relevant writings of Barthes, Deleuze, Derrida, Lyotard, Baudrillard and Virilio (among others).
(g) Art writing/criticism
The course explores the varieties of art writing particularly those which engage with the ongoing production of art and its institutions. This will be pursued through: (i) a study of the practice of individual critics of modern art; (ii) examination of the work of recent and current art writers, particularly in Australia; (iii) direct practice in a number of different art writing genres. The results of (i) and (ii) will be
This course explores theories of the televisual as well as the relation of design and television, not just in the medium but in ways the experience of television constitutes knowledge and the perception of social space. Presentation of work will be in a conference format.

(i) From critical surrealism to the postmodern surreal
This reading seminar sets out from the premise that the relationship between trends in post-structuralist and postmodernist writing and art and the thought of the critical surrealists is a crucial one, but one which remains largely uncharted, and whose time has come. Critical surrealism and the postmodern surreal will require careful specification: they are tendentious, volatile and slightly impossible ideas; both involve a poetics. Students will be asked to explore the relationship between the two domains, drawing on the psychoanalytic, ethnographic and political theory central to the aesthetics of surrealism.

(j) Mystic eroticism
The focus of this course is upon the persistent habit of erotised metaphor in Christian devotion and hence in visual images. Inspired by the heady language of the Song of Songs in the Old Testament, Christian verbal and visual culture was profoundly informed by mystic eroticism. In exploring the visualisation of such erotic metaphors, the course will consider the concept of original sin and Christian attitudes to sexuality and the gendered body. Other themes include the imagery of the sacred or mystic marriage; male and female visionary experiences and the representation of the Virgin Mary and of Mary Magdalene; representing the body of Christ.

(k) Art theory in China and Japan
Art theories in China and Japan will be discussed with some reference to recent critical theory. For China will be examined: shamanist belief and metaphors of state power; theories of representation; the literati empathetic expression; Marxist moralism in art. For Japan will be examined: binary constructions of cultural discourse; poetics of court romances; performer identification and performance in Noh and Tea; social aesthetics of chic and resigned acceptance; the 'national' and the 'authentic'; overcoming or going beyond the 'modern'.

Department of French Studies

Courses in the Department of French Studies are concerned with the range of French language, literature, culture and society, including the numerous francophone cultures outside France. Courses in the Department are language based—they all deal with French language material. Most classes are conducted in French.

Students in the later years of the course will be expected to select one of three strands, namely:
—French linguistics
—French literature
—The social sciences and the French-speaking world.

Students who wish to explore more than one field are invited to enrol for additional units in French.

The Department offers two streams: one for students with a basic knowledge of the language (stream A) and another for absolute beginners (stream B). At first year level an intermediate course (French AB101) has been designed for students with some knowledge of French.

Students from all three first year courses can qualify for honours in French.

Placement of students in the three first-year levels is usually as follows:
A 101 Students having a 3 unit/2 unit HSC or matriculation in French.
AB 101 Students having School Certificate level French or HSC 2 unit general or 2 Unit Z.
B 101 Students having no previous experience of French.

Students should note that not more than 82 credit units from the same subject area may be counted towards the pass degree.

Location

Placement test
Students who do not fall easily into one of the categories above, including advanced and native speakers of French, should sit for a placement test (see departmental noticeboard on Level 6 of the Brennan Building for times and locations).

COURSE SEQUENCES

The following course-sequences may be taken:
Linguistics

Students whose main interest is French linguistics rather than literature or civilisation would derive particular benefit from taking Linguistics 101 (preferably in first year).

Dr Djite will be available to discuss this question with students during the enrolment period.

Information and advice

More detailed information about the Department is contained in the booklet Undergraduate French Studies available from Room 687 in the Christopher Brennan Building.

Noticeboards

On level 6 of the Brennan Building.

Registration

All students who have enrolled in courses in French must also register with the Department (see departmental noticeboard on level 6 of the Brennan Building).

Overlapping of courses

Students may not take any course or unit that is identical with, or significantly overlaps, the content of any course or unit for which they have already been given credit or may concurrently be given credit.

Junior level courses

French 113 Short reading course in French

6 units

Coordinator: Mr Walkley

Entry Nil or equivalent of any level of HSC French (not available to students who have completed or who are completing another tertiary French course at any level)

Classes Sem 1: 3 class/wk

Assessment continuous

This course is designed for students who wish to acquire a reading knowledge of French. There will be one weekly grammar class and two weekly reading tutorials.

At first the reading classes will concentrate on general reading skills. Later, classes in specialised fields (social sciences, natural sciences, etc.) can be offered according to student needs.
Students who have completed the short reading course may subsequently enter an appropriate Junior Level French language course if they choose to do so. Information on registration and timetable is available from the Department (Christopher Brennan Building, A18, Room 687, telephone 351 2381).

Textbook
E.M. Stack *Reading French in the Arts and Sciences*, 4th edn (Houghton Mifflin Co.)

**French A 101**

**12 units**

Coordinator: Mrs Bates
Entry: HSC 2-unit or 3-unit French
**Classes Yr:** (2 lec & 3 tut)/wk
**Assessment** continuous

**Syllabus**
1. Practical Language
   Normally 3 class/wk

Students will enter their appropriate language level: L1.2 (usual), or L1.3 (advanced students and native French speakers).

**EITHER**

Language level 1.2
Mr Durel
**Classes Yr:** 3 class/wk
**Assessment** continuous

The L1.2 course is a video-based communicative course that will develop all four skills, listening, speaking, reading and writing, and at the same time give an insight into contemporary France.

Students' active participation (through role-playing and interactive exercises) is an essential aspect of these classes.

**Textbook**
Abbadie, Chovelon, Morsel *Lexpression frangaise — ecrite et orale* (Presses Universaires de Grenoble)

**Reference books for purchase**
P. Robert et al. *Le petit Robert* (Societe du Nouveau Littere)*
*Collins-Robert French Dictionary*

**OR**

Language level 1.3
To be decided
**Classes Yr:** 2 class/wk
**Assessment** continuous

For French A 101 students with advanced language skills, including native speakers of French. Interested students should take placement test (see Departmental noticeboard).

**Reference books for purchase**
P. Robert et al. *Le petit Robert* (Societe du Nouveau Littere)
*Collins-Robert French Dictionary*

2. **Reading**

Coordinator: Dr Rechniewski
**Classes Yr:** (1 lec & 1 tut)/wk
**Assessment** assignments, essays, exam

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**French national and cultural identity in the 20th century**

This course is designed both to provide a socio-historical and cultural framework for the student's studies within the department, and to develop reading, analytical and critical skills through the close study of a variety of contemporary, authentic texts. In the first semester the course will present an overview of the social transformations France has undergone this century and the political challenges it confronts as it attempts to redefine its role in the world and in Europe. The course progresses to a study of cultural movements and discursive analysis of literary and other texts.

**Textbooks**
*Dossiers de textes* provided by the Department
A. Camus *L’Exil et le royaume* (Gallimard)
J.P. Sartre *Le Mur* (Gallimard)

**French A 103**
The making of modern France

**6 units**

Coordinator: Dr Rechniewski
Coreq French A 101
**Classes Yr:** (1 lec & 1 tut)/wk
**Assessment** class papers, assignments, exam

This course provides a historical context for the study of contemporary French society, culture, political institutions and ideologies. The first semester traces a number of historical developments (the process of nation-building for example) while concentrating on the period preceding the Revolution of 1789, the Revolution itself and its legacy in the nineteenth century. The second semester addresses the evolution of French social, political and cultural life in the twentieth century. A wide variety of historical materials and literary texts are used to illustrate the content of the course. Tutorials are given in French and language and vocabulary development are seen as an integral part of the course.

**Textbooks**
*Dossier de textes* provided by the Department

**French AB 101**

**12 units**

Coordinator: Assoc. Prof. Steele
**Prereq** School Certificate or HSC 2-unit Z or HSC 2-unit general or equivalent and placement test (see above)
**Classes Yr:** (1 lec & 4 tut)/wk
**Assessment** continuous

**Syllabus**
1. Practical language
**Classes Yr:** (1 lec & 2 tut)/wk

Language level 1.1
Assoc. Prof. Steele

**Textbooks**
J. Courtillon and S. Raillard *Archipel 1, Livre de l’etudiant* (Didier)
R Steele and J. Zemiro *Revisions I* (Hachette)

2. **Reading**

Coordinators: Sem 1 Mr Walkley; Sem 2 Dr White
**2hrs/wk**

Development of reading skills, through a study of texts reflecting aspects of contemporary France.

*Students not intending to continue with French beyond first year may purchase the Micro-Robert.*
Textbooks
Anthology of texts to be provided by the Department
Reference books
P. Robert et al. Le petit Robert (Societe du Nouveau Littre) or Le petit Larousse (Librairie Larousse).
Collins-Robert French Dictionary or Harrap's Concise French and English Dictionary
R. Steele and J. Zemiro Revisions I (Hachette)

French AB 103 The making of modern France 6 units
Coordinator: Dr Rechniewski
Coreq French AB 101
Classes Yr: (1 lec & 1 tut)/wk
Assessment class papers, assignments, exam

This course provides a historical context for the study of contemporary French society, culture, political institutions and ideologies. The first semester traces a number of historical developments (the process of nation-building for example) while concentrating on the period preceding the Revolution of 1789, the Revolution itself and its legacy in the nineteenth century. The second semester addresses the evolution of French social, political and cultural life in the twentieth century. A wide variety of historical materials and literary texts are used to illustrate the content of the course. Tutorials are given in French and language and vocabulary development are seen as an integral part of the course.

Textbooks
Dossier de textes provided by the Department

French B 101 12 units
Coordinator: Dr Barbaux-Couper
Prereq Nil (French B 101 is open only to students with no previous experience of the language.)
Classes Yr: 5 class/wk
Assessment continuous

This is an accelerated course for beginners requiring considerable commitment of time and effort. The course is based on a 'communicative' approach and consists of:
• practice in developing conversational skills that will allow students to cope with everyday situations in a French-speaking environment;
• an intensive study of basic French grammar;
• comprehension of written French through the reading of short graded texts (general and literary).

At the beginning of the year the course will mainly concentrate on developing listening and speaking skills. The emphasis will progressively move towards reading and writing.

Students' active participation in class (through interactive exercises) is essential and students who miss more than 20% of classes (lectures and tutorials) will not be granted credit for the course. A minimum of six hours of home study per week is expected.

Textbooks
Vlary E. Coffman French Grammar (McGraw-Hill Book Company—'Schaum's Outline Series')
3uy Capelle and Noelle Gidon Espaces I (Hachette)
Anthology of texts to be provided by the Department

Senior level courses
French A 201 16 units
Coordinator: Dr Djite
Prereq French A 101 or AB 101
Classes Yr: 4 class/wk
Assessment mainly continuous

Syllabus
1. Practical language
Normally 2 class/wk

The standard language level for French A 201 is L2.2. Advanced students and native French speakers will be placed in L2.3.

EITHER
Language level 2.2
Mr Gabriel
Classes Yr: 2 class/wk
Assessment continuous

Textbooks
J. Ollivier Grammaire francaise (Harcourt Brace Jovanovich)
Additional duplicated material will be made available by the Department

Reference books for purchase
P. Robert et al. Le petit Robert (Societe du Nouveau Littre)
Collins-Robert French Dictionary or Harrap's Concise French and English Dictionary

OR
Language level 2.3
Mr Durel
Prereq L1.3
Classes Yr: 2 class/wk
Assessment continuous
2. Core study
2 class/wk

Students choose one of three strands:
(i) French linguistics
(ii) French literature
(iii) Social sciences and the French-speaking world

Within the selected strand, students are to take a core option (one lecture, one tutorial), which is designed to give students a greater awareness of the nature and aims of the discipline they have chosen as well as a better understanding of the assumptions behind the methods of enquiry available. As far as possible, theoretical issues will be related to concrete examples and problems. See Schedule of Core Options below.

N.B. Students wishing to qualify for French IV will also enrol in French 290.

French A 203
8 units
Coordinator: As for French A 201
See Table of Courses for entry requirement
Classes Yr: 2 class/wk
Assessment mainly continuous

EITHER

Students choose a core option in one of the three strands not already taken in another course:
(i) French linguistics
(ii) French literature
(iii) Social sciences and the French-speaking world
OR
(iv) Le francais dans le monde
OR
(v) French 290

Prereq a Credit level result (or better) in French A101 or French B 201

For details, see Schedule of Core Options and Additional Units below.

French A 204
8 units
Coordinator: As for French A 201
See Table of Courses for entry requirement
Classes Yr: 2 class/wk

Syllabus
As for French A 203.

French 290
8 units
A Special Entry unit (prerequisite for admission to Honours)
Coordinator: Dr White
Prereq a credit level result (or better) in French A 101 or French B 201 or a distinction level result in French AB101
Coreq French A201
Classes Yr: 2 class/wk

Syllabus
First semester
1. Sociocultural analysis and historicity
Dr Shevtsova
Classes Sem: one class/wk
Assessment 1 essay
Textbook
Pierre Bourdieu Choses dites (Minuit)

2. An introduction to medieval French: language and literature
Mr Walkley
Classes Sem: one class/wk
Assessment coursework, assignment, exam

An introduction to the wide variety of French texts written from the twelfth to the thirteenth century. Fables, Roman de Renart, lyric poetry, the Arthurian romances of Chrétien de Troyes and the allegorical Roman de la Rose will be included.

Textbook
C.W. Aspland A Medieval French Reader (Oxford U.P.)

Second semester

3. Les technologies du texte
Professor Martin
Classes Sem: one class/wk
Assessment to be determined

This segment of the course will investigate, in the French context, how texts of all kinds have been transmitted, stored and catalogued from the Renaissance to the present day. It will be concerned not only with printed texts but also modern electronic formats, and will emphasise the practicalities of using a wide range of information sources.

Textbooks
No set texts

4. Montaigne, le moi et le poids de l’histoire
Coordinator: Dr White
Classes Sem: one class/wk
Assessment to be determined

No sixteenth-century writer was a keener or more critical student of history than Montaigne. This course seeks to study his successive attempts to portray a self caught between an ever-receding past and an ever-evolving present.

Textbook
Michel de Montaigne Essais, Livre I (Garnier-Flammarion)

French B 201
16 units
Coordinator: Dr Mesana
Prereq French B 101 or AB 101. Long vacation study is recommended.
Classes Yr: 5 class/wk
Assessment continuous

This course is based on a communicative approach and concentrates on interactive exercises to consolidate speaking and written skills. Phonetics is included in the language course to help students with pronunciation and to improve their listening skills.

N.B. Students wishing to increase their understanding and skills more than is possible in the French B 201 course will be encouraged to enrol in French B 203 and B 204.

Syllabus
1. Practical language
Dr Mesana
Classes 3 class/wk
Language level 2.0
Textbooks
Espaces II (Hachette)
Language material provided by the Department
Reference books for purchase
P. Robert et al. Le petit Robert (Societe du Nouveau Littre)*
J. Ollivier Grammaire francaise (Harcourt Brace Jovanovich)
R. Steele and J. Zemiro Revisions II (Hachette)

2. Reading
Dr Rechniewski
Classes Yr: 2 class/wk

French national cultural identity in the 20th century
This course is designed both to provide a socio-historical and cultural framework for the student's studies within the department, and to develop reading, analytical and critical skills through the close study of a variety of contemporary, authentic texts. In the first semester the course will present an overview of the social transformations France has undergone this century and the political challenges it confronts as it attempts to redefine its role in the world and in Europe. The course progresses to a study of cultural movements and discursive analysis of literary and other texts.

Textbooks
Dossier de textes provided by the Department
A. Camus L'Exil et le royaume (Gallimard)
J.P. Sartre Le Mur (Gallimard)

French B 203 8 units
Coordinator: Dr Mesana
Coreq French B 201
Classes Yr: 2 class/wk
The course concentrates on developing creativity and spontaneity in oral and written skills.

French B 204 8 units
Coordinator: Dr Mesana
Coreq 24 Senior units of French B
Classes Yr: 2 class/wk
A variety of modern literary texts will be used to develop comprehension, analytical and critical skills as an extension of the work undertaken in the B 201 Social and Cultural Studies course.

French A 301 16 units
Coordinator: Mr Gabriel
Prereq Either French A 201 or French B 201, B 203 and B 204
Classes Yr: 4 class/wk
Assessment mainly continuous

Syllabus
2. Practical language
2hrs/wk
The standard language level for French A 301 is L3.2.
The appropriate level for students with advanced language skills is L3.3

*Students not intending to continue with French may purchase the Micro-Robert.

EITHER

Language level 3.2
Mr Gabriel
Classes Yr: 2 class/wk
Assessment continuous
Textbooks
En fin de compte (Hodder & Stoughton)
Additional material will be provided by the Department
Reference books
H. Ferrar A French Reference Grammar (Oxford U.P.) or
A. Judge and T. Healey Reference Grammar of Modern French (E. Arnold)
P. Robert et al. Le petit Robert (Societe du Nouveau Littre) or
Collins-Robert French Dictionary or Harrap's concise French and English Dictionary

Language level 3.3
Staff to be announced
Prereq L2.3
Classes Yr: 1.5 class/wk
Assessment continuous

2. Core study
2 class/wk
Students will normally continue in the strand taken in their second year course, either (i) French linguistics, or (ii) French literature or (iii) the Social sciences and the French-speaking world.
Within their strand students are to take a core option consisting of one lecture and one tutorial. For details see Schedule of Core Options below.

French A 303 8 units
Coordinator: Mr Gabriel
Coreq: 32 Senior units of French A
Classes Yr: 2 class/wk

EITHER

Students choose a core option in one of the three strands not already taken in another course:
(i) French linguistics
(ii) French literature
(iii) Social sciences and the French-speaking world
OR
(iv) Le francais dans le monde
OR
(v) French 290
See Table of Courses for entry requirement
OR
(vi) French 390
See Table of Courses for entry requirement
For details, see Schedule of Core Options and Additional Units below.

French A 304 8 units
Coordinator: Mr Gabriel
Coreq: 40 senior units of French A
Classes Yr: 2 class/wk or Sem: 4 class/wk

Syllabus
As for French A 303.
French 390 8 units
A Special Entry unit (prerequisite for admission to honours)
Coordinator: Dr White
See Table of Courses for entry requirement
Classes Yr: 2 class/wk

Syllabus
First semester
1. Lire-ecrire
Dr Grauby
Classes 2 class/wk
This course revolves around the concepts of reading and writing. What is happening when we read? Why and how do we read? The course involves critical theories as well as the study of several literary extracts. The students will be asked to participate by writing different kinds of discourses.

Textbook
Reading material will be provided by the Department

Second semester
2. Theories of social analysis and artistic creation
Coordinator: Dr Shevtsova
Classes Sem 2: one class/wk
Assessment 1 essay, classwork

Textbooks
Lucien Goldmann Sciences humaines et philosophie, (Editions Gonthier)
Selected pages from Pierre Bourdieu, Les regies de l'art (Le Seuil) will be provided by the department

3. La langue des sciences sociales et de la critique litteraire
Dr Grauby
Classes Yr: 1 class/wk
Entry: L2.2 or L2.3
Assessment continuous

Training in the use of oral and written academic French.

Textbook
Reading material will be provided by the Department

French B 301 16 units
Coordinator: Mr Durel
Prereq French B 201
Classes Yr: 4 class/wk

Syllabus
1. Practical language

Language level 3.0
Mr Durel
Classes Yr: 2 class/wk
Assessment continuous

Textbook
Abbadie, Chovelon, Morsel L'expression francaise — e'crire et orale (Presses Universitaires de Grenoble)

Reference book
P. Robert et al. Le petit Robert (Societe du Nouveau Littere)

French B 303 8 units
Coordinator: Mr Durel
Coreq: French B 301
Classes Yr: 2 class/wk

Syllabus
EITHER
Students choose one of three strands:
(i) French linguistics
(ii) French literature
(iii) Social sciences and the French-speaking world

OR
(iv) Le francais dans le monde

OR
(v) French 290
Prereq a Credit level result (or better) in French A101 or French B 201

For details, see Schedule of Core Options and Additional Units below.

French B 304 8 units
Coordinator: Mr Durel
Coreq: 40 senior units of French B
Classes Yr: 2 class/wk or Sem: 4 class/wk

Syllabus
As for B 303

Schedule of Core Options and Additional Units (Senior Level Courses)

<table>
<thead>
<tr>
<th>Strand</th>
<th>Linguistics</th>
<th>Literature</th>
<th>The Social Sciences</th>
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<tbody>
<tr>
<td></td>
<td>No</td>
<td>Sem.</td>
<td>Title</td>
</tr>
<tr>
<td>Part A of the Core</td>
<td>701-2</td>
<td>1 &amp; 2</td>
<td>French Linguistics (A)</td>
</tr>
<tr>
<td>Part B of the Core</td>
<td>703-4</td>
<td>1 &amp; 2</td>
<td>French Linguistics (B)</td>
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</tbody>
</table>

Additional Units

951 1 & 2 Le francais dans le monde
French 290 (see prerequisites)
French 390 (see prerequisites)
Definitions
The core option (two hours) is designed to give students a greater awareness of the nature and aims of the discipline they have chosen as well as a better understanding of the assumptions behind the methods of enquiry available. As far as possible, theoretical issues will be related to concrete examples and problems.

Note: Students wishing to qualify for French TV must include French 290 and French 390 in their course.

200 and 300 Core Options and Additional Units

French linguistics
701-2 French linguistics (A)
Dr Djite, Dr Barbaux-Couper, Mr Gabriel
Classes Yr: (1 lec & 1 tut)/wk
Assessment class work, assignment, tests

Introduction to the concept of language as a linguistic system (phonetics, phonology, morphology) and as a means of communication. This course will also consider the process of language acquisition.

Duplicated material will be available from the Department.

Textbook
A. Grundstrom L’Analyse du français (University Press of America)

703-4 French linguistics (B)
Dr Djite, Mr Gabriel
Prereq 701-2
Classes Yr: (1 lec & 1 tut)/wk
Assessment class work, tests, assignments

This course follows on from 701-2. It will provide in-depth study in such areas as syntax, semantics and sociolinguistics, as well as theories of language acquisition, with particular reference to French.

Duplicated material will be available from the Department.

Textbook

French literature
801-2 Introduction to genres: cinema and novel
Assoc. Prof. McAuley, Mrs Bates

First semester
Assoc. Prof. McAuley
Classes (1 lec & 1 tut & film screenings)/wk
Assessment class work, assignment, essay

Meaning and communication in French narrative cinema (801)
An introduction to the language of film and to techniques of film narrative. This course explores some basic concepts in French film theory and analytical methods derived from them. Film screenings are an integral part of this unit and students must arrange their timetables so that they can attend the screenings.

Textbooks
J. Aumont and M. Marie L’analyse des films (Eds Nathon)
J. Collet, M. Marie et al. Lectures du film (Eds Albatros)

Second semester
Mrs Bates
Classes (1 lec & 1 tut)/wk

The novel (802)
An introductory study of narrative structure as it manifests itself in the novel. Three works will provide the basis of our analysis: La Princesse de Cleves (1678), regarded as the first modern French novel, Manon Lescaut (1731) and Madame Bovary (1856). Particular attention will be given to distance, perspective and focalisation, and to the role of the reader.

Textbooks
Madame de Lafayette Romans et nouvelles (Classiques Gamier)
A. F. Prevost L’histoire du Chevalier des Grieux et de Manon Lescaut (Classiques Gamier)
G. Flaubert Madame Bovary (Classiques Gamier)

803-4 Introduction to genres: poetry and drama
Dr Grauby, Assoc. Prof. McAuley

First semester
Dr Grauby
Classes (1 lec & 1 tut)/wk
Assessment continuous

Poetry (803)
This segment is designed to demonstrate the specific ways poetry functions and to develop reading strategies. Theory will be constantly illustrated and supported by the study of texts.

Textbook
An anthology of poetry will be made available by the Department

Second semester
Assoc. Prof. McAuley
Classes (1 lec & 1 tut)/wk
Assessment class work, assignment, essay

Reading theatre texts (804)
Close textual study of four plays representing different styles of dramaturgy is followed by the consideration of the relationship between text and performance. The aim is to explore and illuminate the nature of communication in the theatre.

Textbooks
J. Genet Les bonnes (Folio)
Marivaux Le jeu de YAmour et du Hasard (Poche)
Moliere Le malade imaginaire (Folio)
J. Racine Britannicus (Larousse)
I.-P. Ryngaert Introduction a l’analyse du theatre (Bordas)

Social sciences and the French-speaking world
901-2 Introduction to the social sciences: contemporary France in context
Dr Shevtsova
Classes Yr: (1 lec & 1 tut)/wk
Assessment essay, oral presentation, class work

Aspects of the main theories in the French tradition, of some of the founders of modern sociology. This historical perspective leads to work on the different kinds of sociology practised in France today. The relationship between social theory and cultural theory.
Textbooks
M. Dubois Les fondateurs de la pensee sociologique (Ellipses)
T. Pacquot La sociologie en France (La Decouverte, Coll. Repères)
M. Wieviorka La démocratie à l'épreuve (La Decouverte)

903-4 French social and political thought
Dr White, Dr Rechniewski
Prereq Yr: (1 lec & 1 tut)/wk
Classes Yr: (1 lec & 1 tut)/wk

First semester
Dr White
Assessment continuous

Descartes and the Enlightenment (903)
This course will consist of a survey of the epistemological origins and development of French social and political thought from Descartes to Rousseau. It will be devoted to the methodology of Descartes in relation to the social theories of the Enlightenment, a close study being made of selected works by Rousseau.

Textbooks
R Descartes Discours de la méthode (Garnier-Flammarion)
J.-J. Rousseau Discours sur Yorigine et les fondements de l'inégalité (Garnier-Flammarion)

Second semester
Dr Rechniewski
Classes (1 lec & 1 tut)/wk
Assessment continuous

The challenge to Enlightenment thought (904)
The second semester of this course will study intellectual movements in France since the war, in particular existentialism, structuralism and post-structuralism, in relation to the different challenges they pose to the tradition of Enlightenment philosophy. The analysis will be placed in the context of the contribution of intellectuals to contemporary debates.

Textbooks
Sartre, L'existentialisme est un humanisme (Nagel)
M. Foucault L'ordre du discours (Gallimard)

951-2 Le français dans le monde
Dr Djite, Mr Walkley
Classes Yr: (1 lec & 1 tut)/wk
Assessment class work; assignment, tests

This elective provides an introduction to the movement of francophonie and the historical, socio-political, linguistic and literary issues relevant to the spread of French influence in over 40 countries around the world. Special emphasis is laid on four regions that have developed distinctive francophone cultures and literatures: Europe (Belgium and Switzerland), North America (Quebec), black Africa and the Caribbean.

Textbooks
Sartre, L'existentialisme est un humanisme (Nagel)
M. Foucault L'ordre du discours (Gallimard)

French IV Honours
Coordinator: Dr White
Prereq A Credit-level result or better in at least t the following:
1. French A301 and French 390
And
2. Either French A 201
   Or French B 201 and French B203 and French B 204 and
   French A 203
Classes Yr: approx. 6 class/wk
Assessment essay, tut paper, class work, assignment, thesis
(a) Language level 4.2
Dr Grauby
Classes Yr: 2 class/wk
Assessment continuous

The aim of the course is to further the acquisition of skills necessary for the writing of a thesis.

(b) Four semester-length seminars, chosen from the following:
(1) Social change and political ideology in twentieth-century France
Dr Rechniewski, Dr White
Classes Sem 2: 2 class/wk
Assessment class paper, assignment, essay

The expression ‘L’exception franchise’ refers to the persistence into the twentieth century of political (and occasionally physical) confrontation between the far left and the far right, in a tradition of ideological opposition stemming from the Revolution. This seminar will trace the evolution of these extremes of the political spectrum from the beginning of the twentieth century to the present day, in relation to the social upheavals, historical events and class development of twenty-first-century France. Material to be used for analysis will include authentic texts (press and video) and literature.

Textbooks
A. Chebel d’Appollonia L’extreme droite en France de Maurras à Le Pen (Editions Complexe)
J. Giono Ecrits pacifistes (Gallimard “Idees’’)
R. Rolland Ecrits politiques, sociaux et philosophiques choisis (Editions sociales)

(2) L’évolution du genre romanesque au XVIIe et au XVIIIe siècles
Prof. Martin
Classes Sem 1: two class/wk
A study of the ways in which the narrative genres developed new forms and techniques in the early modern period. The nature of literary genres will be a general focus of the course. Two French novels of the eighteenth century are set for intensive study and a choice of other texts will be proposed for background reading.

Textbooks
Marivaux La vie de Marianne (Folio)
Laclos Les liaisons dangereuses (Garnier-Flammarion)

(3) The sociology of the theatre: contemporary French drama
Dr Shevtsova
Classes Sem 1: two class/wk
Assessment essay, seminar paper, class work
This course is devoted to a number of major problems,
theoretical and practical, which are encountered when
theatre is understood to be an artistic activity
integral to the society and culture generating it. The
plays listed are linked to issues concerning contem­
porary France, as well as to questions on staging and
performance which distinguish spectacle from dramatic
literature.

Textbooks
B. Pequignot Pour line sociologie esthétique (L'Harmattan)
L. Doutreligne Carmen la nouvelle (L'Avant-Scene)
F. Gallaire Princesses (Minuit)
B-M. Koltes Roberto Zucco (Minuit)

(4) La représentation du corps dans la littérature
Dr Grauby
Classes Sem 2: two class/wk
Assessment continuous

The course will involve critical theories on the body in
the text (as presented by feminist thought, psycho­
analysis and socio-criticism). The representation of
the body in these three major French novels will be
discussed.

Textbooks
Flaubert L. éducation sentimentale
Huysmans A Rebours
Villiers de l'Isle-Adam L'Eve future
Other texts to be provided by the Department

(5) Language planning and language policies
Dr Djite
Classes Sem 1: two class/wk
Assessment assignment

This is an interdisciplinary study of language as a
plannable societal resource. The first part of this course
will examine the theoretical underpinning of language
planning, the relevance of language attitudes and
language choice as important factors in the planning
process, and will look at the role of the different
language planning agencies.

The second part of the course will focus on language
planning in Australia.

Textbook
Paulin G. Djite From language policy to language planning
(NLLIA)

(6) Computers and communicative language
Dr Barbaux-Couper
Classes Sem 2: two class/wk

The course aims to place computer-aided language
learning within applied linguistics and language
methodology theories, with special reference to
communicative teaching.

Department of Geography (S)

Currently there are three main elements of geography
actively pursued by the Department. Aspects of physical
geography (geomorphology) deal with such phenomena
as landforms, plants and soil as elements of physical
landscapes. Human geography consists mainly of social
and economic geography. Social geography is

concerned with such features as rural and urban
settlements, cultural influences and way of life.

Environmental geography includes study of agriculture,
industry, transport, marketing and resources.

Economic geography is concerned with the human/
land relationships. This was a traditional theme used
as early as in Griffith Taylor's time in the 1920s. It has
come to the forefront with contemporary concerns for
the environment. However, these three divisions are
arbitrary, and some courses involve integration of
various aspects of them all.

Location
The Department's enquiry office is on the third level
in the Institute Building (Room N421) on the eastern
side of City Road.

The Department's office telephone number is
351 2886 and the facsimile number is 3513644.

Noticeboards
First year noticeboards are on the second level, Dixon
Wing of the Institute Building outside Room N332.
Second and third year noticeboards are between the
respective teaching laboratories on the second and
third levels in the Institute Building. A general
noticeboard is in the corridor of the Institute Building
near the entrance on the ground floor.

Registration
In addition to complying with enrolment procedures
required by the University all students must register
with the Department in the Geography Conference
Room, Institute Building, during the orientation
period.

Tutorials and practical work
First year students must attend one 2-hour practical
session per week (see timetable). All students in second
and third years are required to attend tutorials and/
or designated practical sessions each week.

Reading
Students in all years are required to undertake
preliminary reading before courses begin. In addition,
consistent reading is necessary throughout the year,
not only of book-length texts but also of periodical
literature. Reading lists will be supplied for each
course. Students are strongly urged to consult members
of the Department before purchasing textbooks.

Assigned work and examinations
In first, second and third years, semester assignments
and examinations will contribute significantly to final
marks for the year.

Conducted field excursions
In first year, students are required to attend two one
day excursions to localities within about 150 km of
Sydney. In each of second and third years, students
are required to take part in a long excursion, of about
a week's duration, based on a centre remote from
Sydney. In physical and environmental geography
there may be the chance of substituting this remote
excursion by having a number of days each semester
in the field (up to 5 days each semester). It is expected
that basic costs per student this year will be around
$250. Excursion work will be assessed by written
assignment and/or by examination. Students
requesting exemptions should apply in writing to the head of department. Students who wish to apply for an interest-free loan to enable them to meet the costs of excursions should consult the SRC or Students' Financial Assistance.

Further details of departmental activities, courses, excursions and other relevant material are contained in the Geography Department Handbook available from the Secretary, Institute Building.

The Department of Geography offers a wide range of courses in each year. It is possible to count up to 82 units in Geography towards the BA degree:
- Geography 101 (12 units)
- Geography 201 (Geomorphology) (16 units)
- Geography 203 (Environmental) (16 units)
- Geography 205 (Human) (16 units)
- Geography 350 (Geomorphology) (24 units)
- Geography 353 (Environmental) (24 units)
- Geography 356 (Human) (24 units)

Geography 101 12 units
Class: Yr: (3 lec & 2hr prac)/wk
Assessment: (one 3hr exam, 1500w report and one 2hr prac exam)/sem
Morning or afternoon course

The course extends over two semesters with three lectures and two hours of laboratory work weekly. Morning sessions are repeated in the afternoon. All students do the same course.

The course introduces students to university geography. The first semester concentrates on physical geography, including geomorphology, climate and hydrology, where the emphasis is on understanding our world. This serves as a platform for what follows. The second semester introduces the human impact with a consideration of environmental geography, or the interactions between people and the environment, and human geography, viewed mainly through Australia's impact on and relationships with peoples and states of the South Pacific.

Geography 200 courses each 16 units
Each course extends over two semesters with three lectures and the equivalent of five hours' assignment work (which may comprise tutorials and/or individual course work including fieldwork) weekly. The following courses are offered:
- Geography 201 (Geomorphology)
- Geography 203 (Environmental)
- Geography 205 (Human)

Students may choose to undertake one or two of these courses.

In addition, all students must undertake a field methods course which will examine skills associated with the acquisition, manipulation and presentation of data used in geographical analysis of a region. The region will be studied in the field during a compulsory one-week excursion. Skills developed within the courses studied in the first semester will be applied to the collection and analysis of data obtained during the excursion.

Geography 201 (Geomorphology) 16 units
This is a two-semester course designed to introduce students to the principles of geomorphology. The first semester involves an examination of the major earth surface landforms and the theories which have been developed to explain landform genesis. Earth surface processes are examined; there is an emphasis on systems theory to provide an understanding of the processes over a wide range of spatial and temporal scales.

Geography 203 (Environmental) 16 units
This two-semester course is designed to evaluate the interaction of the physical environment and human use of the earth's surface. The first part of the course examines the role of the physical environment in influencing human activities with particular attention being given to two aspects of physical systems: soil erosion and natural hazards. The second part of the course studies resources from social, political and economic perspectives using resource management problems to investigate a range of scales with emphasis on the changing relationships between people and environment in tropical areas.

Geography 205 (Human) 16 units
The course introduces concepts concerned with explaining the peopling of the earth by examining processes at various scales and the dynamics of systems over time. The major concerns are with introductions to economic, social, political and cultural geographies.

Geography 300 courses each 24 units
Each course extends over two semesters with three lectures and the equivalent of nine hours' assignment work (which may comprise tutorials and/or individual course work including fieldwork) weekly. All students are required to attend a five-day field excursion. The traditional excursion may be replaced with fieldwork (up to 5 days each semester) conducted locally in association with courses being offered in Geography 350 (Geomorphology) and Geography 353 (Environmental). Three 24-unit courses are offered:
- Geography 350 (Geomorphology)
- Geography 353 (Environmental)
- Geography 356 (Human)

Students may choose to undertake one or two of these courses.

It would be assumed that those doing Geography 350 (Geomorphology) would have undertaken Geography 201 (Geomorphology) in second year, those doing Geography 353 (Environmental) would have undertaken Geography 203 (Environmental) in second year, and those doing Geography 356 (Human) would have undertaken Geography 205 (Human) in second year.

Students may combine a semester-length segment from Geography 350 (Geomorphology) with a semester-length segment from Geography 353 (Environmental) on the advice of the Head of Department.
Geography 350 (Geomorphology) 24 units
This two-semester course is designed to allow students to pursue advanced topics. In the first semester the main concern is with coastal geomorphology with particular emphasis on coastal depositional environments and coastal morphodynamics. In the second semester the considerations involve pedogeomorphology (shared with Soil Science), weathering, and the environmental relevance of landscape evolution studies. Students may combine a semester-length segment from Geography 350 (Geomorphology) with a semester-length segment from Geography 353 (Environmental) on the advice of the Head of Department. As the 300 level courses are all year-long, enrolment can only be in one or other of the courses if only 24 units are being undertaken.

Geography 353 (Environmental) 24 units
This course extends over two semesters and has two main points of focus: environmental geomorphology of rivers and coastal zone management. Both are concerned with the application of geomorphic principles in pursuing environmental impacts on river and coastal systems and their management. Students may combine a semester-length segment from Geography 350 (Geomorphology) with a semester-length segment from Geography 353 (Environmental) on the advice of the Head of Department.

Geography 356 (Human) 24 units
This two-semester course is based on a consideration of the dynamics of the Asia-Pacific region, where the general structure and growth patterns of the region are studied (special topics include agricultural processes, population, migration and urbanisation) and urban and regional geographic systems. In the latter, development theories and their relationship to rural development and natural resources development, the role of aid, and the structure and role of international capital flows are examined. Social structures and their relationship to resolving conflicts over development aims and environmental management are also considered.

Geography IV Honours
Prereq Credit results in 40 Senior units of Geography in the same area (i.e. Geomorphology, Environmental or Human)

Students contemplating Geography Honours in their fourth year are required to consult the head of department as soon as possible after the publication of third year results concerning the choice of topic and the appointment of a staff supervisor. Entry into Fourth Year Honours will require completion of special entry courses in Geography 200 and Geography 300 level (to be passed at Credit or better). Information on special entry requirements will be provided by the head of department.

Honours students are required to undertake formal coursework during first semester and to participate in seminars through the year as arranged. They will be required to study original problems, working as appropriate in the field, the laboratory, libraries, and in some instances in conjunction with other university or government departments. A dissertation of not more than 20 000 words must be submitted during second semester, followed by an examination that may include both written and oral work.

Geomorphology IV Honours
Prereq Credit results in both Geography 201 and Geography 350, for students who choose to work on landform studies

Students who enter fourth year through Geography 350, and who choose to work on landform studies, may elect to proceed to an honours degree in Geomorphology in lieu of Geography. General course and entry requirements are identical with those listed for Geography Honours.

Geology and Geophysics
(S)

The Department offers courses in geology and geophysics that provide the necessary qualifications for professional employment in these fields of earth science. Courses are also offered for students seeking a geoscience component in a broadly-based degree. Postgraduate research is conducted in many fields of earth science.

Location
The Department is housed in the Edgeworth David Building, immediately south of the Fisher Library on Eastern Avenue. First year lectures and laboratories are held in the Carslaw Building.

Geology in the BA
BA candidates may take 52 units of Geology, designated as Geology 101, 201 and 350 and corresponding to the BSc courses Geology 1, Geology 2 and Geology 3. Geology 203 corresponds to the BSc course Environmental Geology 2 Auxiliary.

Enquiries: Department of Geology and Geophysics, telephone 351 2912.

Noticeboards
Information for first year students is posted on noticeboards both inside and outside Carslaw Laboratory 1. Noticeboards for students in intermediate and later years are in the foyer and corridors of the Edgeworth David Building. Students should consult the noticeboards regularly.

Registration
All first year students are required to register with the Department during the orientation period, on a day and at a place specified in the orientation program. Students in intermediate and senior years register with the Department before the first week of lectures.

Structure of courses
Geology 101 is a general course that provides an introduction to the earth sciences. Entry into Geology 101 requires no prior knowledge of the subject. The Senior Geology courses build on the preceding coursework to present a balanced and wide ranging coverage of the subject.

Geophysics, a component of geology courses at all levels, is offered as a comprehensive Senior course.
Honours courses in geology and geophysics are offered to suitably qualified students.

Textbooks
For details of prescribed textbooks, students should consult the pamphlets relating to various departmental courses available from the enquiry office in the Edgeworth David Building.

Examinations
These are held in June and November.

Geology 101 12 units
Dr Keene (coordinator)
Classes Yr: (3 lec & 1 prac/tut)/wk
Assessment Sem 1: one 3hr exam; Sem 2: two 3hr exams, class and field work
A course of three lectures per week presenting a balanced coverage of the sciences focused on planet earth. It serves both those students wishing to broaden their understanding of such contemporary problems as the conservation and utilisation of earth resources and those aiming to undertake later courses leading to professional training in the earth sciences. No prior knowledge of geology is assumed of students entering Geology 101.

A weekly three-hour laboratory and tutorial session is given to study of materials and concepts introduced in the lectures: minerals, rocks, fossils, maps, earth structure, etc.

Several field excursions during the year are an integral part of the course.

Students considering enrolling in Geology 101 should study the pamphlet Geology 1 — 1995, obtainable from the enquiry office in the Edgeworth David Building; it gives details of course content, text and reference books, staffing and other relevant matters.

Geology 201 16 units
Dr Middlemost (coordinator)
Prereq Geology 101
Classes Yr: (4 lec & 2 prac)/wk
Assessment one 3hr & one 1.5hr exam/sem, prac & field work
This course is designed to develop the concepts introduced in the Junior course. The main topics covered include: optical mineralogy, geochemistry, petrography, petrogenesis, palaeontology, palaeo-ecology, palaeoclimatology, petrophysics, exploration geophysics, solid earth geophysics, structural geology, tectonic processes, fuels, ores and resources. Students are required to attend a compulsory field excursion during the mid-year vacation.

Geology 203 8 units
Dr Birch (coordinator)
Prereq Geology 101
Classes Yr: 3 lec/wk, 4 days field work
Assessment one 3hr exam/sem, field reports
This is a broadly based course on the application of geological principles and knowledge to the problems created by human occupancy and exploitation of the earth. It examines the fundamentals of hydrogeology, safe disposal of solid and liquid wastes, pollution in the marine environment, responsible extraction of mineral and fuel resources, evaluation of geological hazards, and an examination of the nature of environmental changes on a dynamic planet. Four one-day field workshops will provide students with practical experience in evaluating and monitoring actual and potential environmental problems in the Newcastle-Sydney-Wollongong conurbation.

*Note that not more than 16 units of Geology may be taken at 200 level.

Geology 350 24 units
Mr Stienstra (coordinator)
Prereq Geology 201
Classes Yr: (3 lec & 3 prac)/wk
Assessment three 2hr exam/sem, assignments
This is the core course in geology at the Senior level. The course Geology 350 treats in some depth a conspectus of modern earth science. Study in the first semester emphasises materials: mineralogy; igneous, sedimentary and metamorphic petrology; sedimentary resources; micropalaeontology; and ore deposits. The second semester program leads from solid earth geophysics, through basin studies to geotectonics and concludes with a critical review of the evolution of the Australian continent.

Two field excursions, each of about one week's duration, are required components of the Geology 350 course; class teaching time is adjusted accordingly. Provision may be made for an optional third excursion during the year.

Department of Germanic Studies

Junior courses
Junior courses in German are offered in two streams: the A stream is designed for those with a prior basic knowledge of the language; the B stream is for beginners and others whose previous experience of German does not qualify them for admission to the A stream.

In order to accommodate as far as possible the different needs of students, some further internal streaming takes place within each stream. Both a 12-unit and a 6-unit course are available in each stream, but the 6-unit course may only be taken by students who are concurrently enrolled in the 12-unit course.

A stream courses: All first-year students who have sat HSC German should enrol in the course German A101. During the orientation period these students will be required to take a language placement test organised by the Department. On the basis of the information gained from this test (and the results obtained in the HSC) students will be assigned to a language group which best meets their particular skills and needs. The placement test is not part of the assessment for German A101. The 6-unit course German A103 is available to all students enrolled in A 101. In order to proceed to Senior courses in the A stream it is not necessary for a student to have completed the course A103. However
all students considering making German a major component of their degree are urged to consider carefully the advantages of taking the extra six units at Junior level; it will strengthen and deepen their fundamental grasp of the language, and so help them to perform better in the Senior courses.

**B stream courses:** All first-year students without HSC German should enrol in the course German B 101. Those with considerable experience of the language should however take the departmental placement test during the orientation period to ascertain whether they must transfer their enrolment to German A101. In order to proceed to Senior courses in the B stream, students either must complete the course German B 103 concurrently with B 101, or they will be required to complete the course German 203 concurrently with German B 201 in their second year of German. Students are urged to consider carefully the advantages of taking the extra 6-unit course at Junior level, which will give them the necessary foundation for proceeding with the subject. In general only students who firmly do not intend proceeding with German beyond a first year of study should enrol in the course German B101 alone.

**Senior courses**
The Department offers Senior courses of 16 units and of 8 units for both second and third year students. The 16-unit courses form parts of the A and B streams, e.g. German A 201, German B 201, etc., and students proceed in the stream they entered at Junior level. Most of the language instruction given at Senior level is conducted within these courses; the Department generally tries to provide a range of language instruction so that the needs of all students are met. Eligibility to enter German TV Honours (for detailed prerequisites see under German IV Honours below) may be gained through courses in either the A or the B stream.

The 8-unit courses, of which two are available in each Senior year, require that students are concurrently enrolled in, or have previously completed, a 16-unit course in German at the same level. Students wishing to qualify to enter German IV Honours should note that they must complete a minimum of 32 Senior units of German with a Credit result or better. See the Table of Courses for entry requirements.

**Access courses**
Students wishing to enrol in AU courses in the Department of Germanic Studies are advised to consult the Department before enrolment.

**Noticeboards**
These are on the eighth floor of the Christopher Brennan Building. During the orientation period first year students should consult these boards for time and place of all classes.

**Information**
Members of the Department will be available before semester begins to give advice about courses. Enquiries may be made at the Administrative Assistant’s office. From mid February, students should consult the year coordinators whose names are listed on the departmental notice boards. The Department issues its own Handbook, which is distributed free to all students at the beginning of the year; it contains further information on the Department and its courses.

**Administrative Assistant**
Room 887, 8th Floor, Christopher Brennan Building. Telephone: 3512380. Fax: 692 8599.

**Registration**
In addition to enrolling with the University, students in all years must register with the Department on the 8th floor, Christopher Brennan Building. First year students who have taken HSC German will also be required to take the placement test at this time.

**Textbooks**
Because of unforeseen difficulties in the supply of books, set texts may have to be changed after the Handbook has been printed. Students should consult the noticeboards before buying textbooks.

**Reference books**
There are many good reference works available, and students should buy the best that they can afford; members of staff will gladly give advice. A grammar book is essential, and the Department recommends:
- U. Borgert and A. Nyhan *A German Reference Grammar* 3rd edn (Harcourt Brace Jovanovich)
- M. Durrell *Hammer’s German Grammar and Usage* revised edn (Edward Arnold)

A good German-English English-German dictionary is also essential and the Department recommends:
- *Collins German Dictionary* (Collins and Klett)

Students are also advised that the following works are very useful and they should consider purchasing them, particularly if they envisage pursuing German beyond first year:
- R. Farrell *A Dictionary of German Synonyms* (Cambridge U.P.)
- Langenscheidts Groflwbrterbuch. Deutsch als Fremdsprache (Langenscheidt)
- *Duden Richtiges und gutes Deutsch. Duden Band 9* (Dudenverlag)

**Service courses: Reading**
Two reading courses in German (normally free for enrolled students of the Faculty of Arts, but fee-paying for others) are usually offered each year by the Language Centre: a beginners’ course for those with little or no prior knowledge of German, and an advanced course for those with a good grounding in the language. The advanced course attempts to teach speed reading of German and could be of help to students of the Department who wish to improve their ability to read set texts faster; see entry for Language Centre. These courses do not count towards the degree.

**German A 101**
12 units
Course coordinator: Dr Borgert (first semester); Assoc. Prof. Clifton-Everest (second semester)
**Prereq** HSC German 3-Unit or 2-Unit at a satisfactory standard (or equivalent)
**Classes** Yr: 4 classes/wk (5 classes/wk for Language Group 3) •
Assessment language assignments, two 3hr exams
The course will consist of:

- Practical language classes, including conversation: 3hr/wk (4hr/wk for Language Group 3)

These classes provide a systematic review of each of the four language skills and a coordinated program to develop and extend these skills. On the basis of a language placement test (and the results obtained in the HSC) students are assigned to a language group which best meets their particular skills and needs.

- Literature tutorial/text study class (discussion of a variety of literary texts to develop the students' appreciation of literature and introduce them to the skills of literary analysis): 1hr/wk

Textbooks
Borgert/Moulden/Wolters *German in Focus* (Sydney U.P./Oxford U.P.)
Durrenmatt *Romulus der Große* (Diogenes 20832)
Frisch *Biedermann und die Brandstifter* (es 41)
Haussermann et al. *Sprachkurs Deutsch* Bd. 2+3 (Diesterweg)
Horvath *Jugend ohne Gott* (Nelson)
Kafka *Die Verwandlung* (Methuen)

The course will consist of:

- Classes: Yr: 2 classes/wk

Course coordinator: Dr Borgert (First semester); Assoc. Prof. Clifton-Everest (Second semester)

Coreq German A101. (This course is not available to students who have already completed German A 201)

Classes Yr: 2 classes/wk
Assessment two 2hr exams

The course will consist of:

- Lectures on background studies (Geographie, Geschichte der deutschen Sprache, Kulturgeschichte): 1hr/wk.
- Literature tutorial/text study class (discussion of a variety of literary texts to develop further the students' appreciation of literature and introduce them to the skills of literary analysis): 1hr/wk.

Textbooks
Brecht *Der kaukasische Kreidekreis* (es 31)
Frisch *Homo faber* (St 354)
Horvath *Kasimir und Karoline* (St 1055)

German A 103 6 units
Course coordinator: Dr Borgert (First semester); Assoc. Prof. Clifton-Everest (Second semester)

Coreq German A101. (This course is not available to students who have already completed German A 201)

Classes Yr: 2 classes/wk
Assessment two 2hr exams

The course will consist of:

- Lectures on background studies (Geographie, Geschichte, Geschichte der deutschen Sprache, Kulturgeschichte): 1hr/wk.
- Literature tutorial/text study class (discussion of a variety of literary texts to develop further the students' appreciation of literature and introduce them to the skills of literary analysis): 1hr/wk.

Textbooks
Brech *Der kaukasische Kreidekreis* (es 31)
Frisch *Homo faber* (St 354)
Horvath *Kasimir und Karoline* (St 1055)

German B 101 12 units
Course coordinator: Ms M Veber

Coreq No previous study or knowledge of German is required

Classes Yr: 4 class/wk
Assessment language assignments, one 2hr exam, one 3hr exam

Students who have little or no previous experience of foreign language learning will initially be catered for in a separate core group from those with considerable prior experience.

The course will consist of:

- Practical language classes: 3hr/wk. (The classes are based on a communicative approach which is reinforced by the study of basic German grammar.)
- Reading of carefully graded German texts to develop the students' command of grammar, syntactical structures and vocabulary needed to read German: 1hr/wk.

Textbooks
Crossgrove et al. *Graded German Reader* 3rd edn (Heath)
T. Terrell, E. Tschimer, B. Nikolai, H. Genzmer *Kontakte* *A Communicative Approach* 2nd edn (McGraw-Hill)

German B 103 6 units
Course coordinator: Ms M Veber

Coreq German B 101

Classes Yr: 2 class/wk
Assessment two 2hr exams

The course will consist of:

- Lectures on background studies (Landeskunde, Geographie, Gesellschaft, Erziehungswesen, Politik, Kultur): 1hr/wk.
- Oral/aural classes which aim to develop the students' ability to cope with basic everyday situations, e.g. obtaining goods and services, in a German-speaking country: 1hr/wk.

Textbooks
Material supplied by Department

German A 201 16 units
Course coordinator: Dr Moulden

Coreq German A101

Classes Yr: 5 class/wk
Assessment classwork, seminar assignments or exams, two 1.5hr exams (Lit.), one 3 hr exam (Lang.)

The course will consist of:

- Language including oral/aural classes: 3hr/wk
- Lectures/seminars on literature 1820-1950: 1hr/wk
- Two seminars, one per semester, to be chosen from the seminar list given below: 1hr/wk

Textbooks
Heine *Gedichte* (Reclam 8988)
Buchner *Woyzeck* (Reclam 7733)
Keller *Die misbrauchten Liebesbriefe* (Reclam 6176)
Fontane *Stine* (Reclam 7693)
Hauptmann *Bahnwarter Thiel* (Reclam 6617)
Schnitzler *Casanovas Heimfahrt* (Fischer Tb 1343)

German B 201 16 units
Course coordinator: Dr Holbeche

See the Table of Courses for entry requirements

Classes Yr: 5 class/wk
Assessment assignments, one 2hr exam; two 3hr exams

The course will consist of:

- Language and conversation classes: Sem 1: 4 hr/wk; Sem 2: 3 hr/wk
- Texts, reading and lectures on background studies: Sem 1: 1 hr/wk; Sem 2: 2hr/wk.

Textbooks
T Terrell, E. Tschimer, B. Nikolai, H. Genzmer *Kontakte* *A Communicative Approach* (McGraw-Hill)

Short stories to be provided by Department

Frisch *Biedermann und die Brandstifter* (es 41)
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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Coordinator</th>
<th>Coreq</th>
<th>Classes</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>German 203</td>
<td>8 unit</td>
<td>Dr Moulden</td>
<td>German A 201 or German B 201</td>
<td>Yr: 2 class/wk or equivalent</td>
<td>Assignment or exam</td>
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<td>The course will consist of:</td>
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<tr>
<td>4. seminars to be chosen from the seminar list given below. Students intending to do German IV Honours should consider the entry requirements for German IV and are advised to consult with the coordinator of their 16-unit course in making their choice of seminars: 2hr/wk.</td>
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<tr>
<td>German 204</td>
<td>8 unit</td>
<td>Dr Moulden</td>
<td>24 Senior units of German</td>
<td>Yr: 2 class/wk or equivalent</td>
<td>Assignment or exam</td>
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<td>Course content as for German 203 above.</td>
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<td>German A 301</td>
<td>16 units</td>
<td>To be advised</td>
<td>German A 201</td>
<td>Yr: 5 class/wk</td>
<td>Assignment, classwork, seminar assignments or exams, two 1.5hr exams (Lit.), two 2hr exams (Lang.)</td>
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<td>The course will consist of:</td>
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<td>Language including oral/aural classes: 3hr/wk</td>
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<td>Lectures/seminars on literature 1700-1830</td>
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<td>Two seminars, one per semester, to be chosen from the seminar list given below: 1hr/wk.</td>
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<td>Textbooks</td>
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<td>Poetry (Material supplied by Department)</td>
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<td>Lessing <em>Nathan der Weise</em> (Reclam 8118)</td>
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<td>Goethe <em>Egmont</em> (Reclam 75)</td>
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<td>Schiller <em>Wilhelm Tell</em> (Reclam 12)</td>
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<td>Kleist <em>Die Verlobung in St. Domingo</em> (Reclam 8003)</td>
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<td>Hoffmann, <em>Rat Kreipel</em> (Reclam 5274)</td>
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<tr>
<td>German B 301</td>
<td>16 units</td>
<td>Dr Nelson</td>
<td>German B 201</td>
<td>Yr: 5 class/wk</td>
<td>Assignment, classwork, seminar assignments or exams, two 1.5hr exams (Lit.), two 2hr exams (Lang.)</td>
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<td>The course will consist of:</td>
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<td>Language classes, including conversation: 3hr/wk</td>
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<td>2 seminars to be chosen from the seminars list given below. Students should consult closely with members of staff as to their choice of seminars: 1hr/wk</td>
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<td>Lectures/seminars on literature 1820-1950: 1hr/wk (for texts see A201 entry).</td>
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<td>Textbooks</td>
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<td>Drochert/Fohr <em>Eindrücke — Einblicke. Textbuch</em> (Langenscheidt)</td>
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<td>Drochert/Fohr <em>Eindrücke — Einblicke. Arbeitsbuch</em> (Langenscheidt)</td>
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<td>German 303</td>
<td>8 unit</td>
<td>Dr Moulden</td>
<td>German A 201 or German B 201</td>
<td>Yr: 2 class/wk or equivalent</td>
<td>Assignment or exam</td>
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<td>The course will consist of:</td>
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<td>4. seminars to be chosen from the seminar list given below. Students intending to do German TV Honours should consider the entry requirements for German IV and are advised to consult with the coordinator of their 16-unit course in making their choice of seminars: 2hr/wk.</td>
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<td>German 304</td>
<td>8 unit</td>
<td>Dr Moulden</td>
<td>German 303</td>
<td>Yr: 2 class/wk or equivalent</td>
<td>Assignment or exam</td>
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<td>Course content as for German 303 above.</td>
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<td>Senior seminars</td>
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<td>While the Department is very reluctant to limit the range of choices available to students, practical considerations make it necessary to limit the number of participants in any seminar; staffing requirements also make it necessary to set a minimum for each seminar. Students are therefore asked to put their names down for their chosen seminars with the departmental Administrative Assistant when they register with the Department in the orientation period.</td>
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<td>Students should also note that they may not take any seminar which is identical with, or significantly overlaps, the content of any course or part-course for which they are being given credit towards the degree. Some seminars may not be offered in 1995.</td>
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<td>First semester</td>
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<td>3. Deutschland seit 1945</td>
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<td>5. Theatre after the Great War</td>
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Second semester
11. Middle High German
Assoc. Prof. Clifton-Everest
Textbook
Walshe A Middle High German Reader (Oxford)

12. Hofmannsthall: Two comedies
Dr Moulden
Textbooks
Hofmannsthall Der Schwierige (Fischer Tb 7111)

13. Fontane
Textbooks
Fontane Effi Briest (Reclam 6961)
Fontane Die Poggenpahls (Reclam 8327)

14. Das Nibelungenlied
Assoc. Prof. Clifton-Everest
Textbook
Das Nibelungenlied. Mittelhochdeutscher Text und Übertragung (Fischer Tb 6038-9)

15. Cultural history of Germany and Austria
Dr Nelson
Students may not take both this seminar and Seminar 3 as part of a 16-unit course.
Textbooks
Contemporary texts in German supplied by Department

16. Lyrik nach 1945
Dr Moulden
Textbooks
Material supplied by Department

17. Contemporary short fiction
Dr Holbeche
This seminar is only available to B-stream students and to students in German A 201 who were in Group 3 in German A 101.
Textbooks
Material supplied by Department

18. Reading the media II: news and current affairs reporting in Germany
Ms Veber
Students may not take more than one of Seminars 6, 8 and 18 as part of a 16-unit course.
Textbooks
Material supplied by Department

19. Hesse
Textbooks
Hesse Siddharta (st 182)
Hesse Der Steppenwolf (st 175)
Hesse Die Morgenlandfahrt (BS 1)

20. DDR-Literatur
Dr Holbeche
Textbooks
Wolf Der geteilte Himmel (dtv Tb. 915)
Braun Unvollendete Geschichte (st 1660)

German IV Honours
Course coordinator: To be advised
Entry requirement Either German A301 or B301 and, in each case, two more 8 unit courses, such as German 203, 204, 303, 304 all of which must be passed at Credit level or better. Students must have included among their seminars the Seminar Middle High German.
Classes Yr: approx. 6 class/wk
Assessment classwork, compositions, seminar assignments or exams, long essay, two 2hr exams (language)
The course will consist of:
• Language classes: comprehension, stylistics, translation, composition, conversation: 2hr/wk
• Four seminars, each 2hr/wk for one semester, chosen from the IV Seminars' list below, one of which must be Advanced Goethe Studies
• Long essay, written under supervision.

IV Seminars
A maximum of six seminars will be offered, selected from the following list. Seminar 1: Advanced Goethe Studies is compulsory.
Department of Government and Public Administration (E)/(A)

The Department of Government and Public Administration is concerned with the study of politics in its broadest sense. It focuses mainly on the institutions of government, the processes of decision-making and the ideas that have been central to classical and contemporary political thought. As politics takes place not only in parliaments and parties but also in the family, in private organisations and in social movements, the Department also studies how politics interacts with the surrounding society. It also studies the international dimension of politics.

The first year courses provide an introduction to the study of politics. In later years students can specialise, choosing options from the main strands of the subject: comparative politics, political theory, political sociology, international politics, Australian politics, public policy and administration and rights, justice and democracy. For honours students there are special seminars and an additional honours year in which students write a research thesis.

Course structure

A three year major in Government consists of 44 units including 32 Senior units.

Government 101/102 is a prerequisite for all Senior options. Normally a student doing a major in Government would do 8 Senior units per semester over two years (201, 202, 301, 302).

In third year, students may also do an additional 8 unit course per semester (303 and 304).

Registration

As well as enrolling with the University, students must register with the Department in their choice of Senior options. Information about registration should be obtained from the Department. There are quotas on options and entry is not automatic.

Location

In the Merewether Building (corner City Road and Butlin Ave). The departmental office where enquiries can be made is Room 269. Telephone 3512054.

Noticeboard

On level 2, Merewether Building, outside rooms 260 (Government 101 and 102), 280 (Government Senior level courses).

Government 101 and 102 each 6 units

Government 101 and 102 are both introductory courses and are essential prerequisites for later year courses in the Department. Both must be passed before a student may proceed to Government 201 or 202. They will not necessarily be offered in the order set out below.

Introduction to Australian politics

This course aims to introduce students to debates about the nature and limits of Australian democracy, to the major institutions of Australian politics, and to the distribution of power in Australian society. Major institutions and forces such as parliament, executive government, the federal system, political parties and
the media will be examined as arenas of power, conflict and consensus. Who rules? How? Which groups are excluded?

Introduction to international and comparative politics
This course aims to introduce students to the major concepts and approaches in international and comparative politics. It will examine the role of the state and of non-state actors in interactions—military, economic and political—between states. It will also introduce the variety of non-Western political systems, and the uses and problems of comparative methods. The course will examine the interactions between the internal and external influences on state behaviour, and how these can interact to produce radical change in both spheres. There will be a strong emphasis on theoretical and normative issues in international and comparative politics.

**Government Senior courses** each 8 units
Pass students at second and third year levels normally complete two options each year, one in each semester, constituting Government 201, 202, 301 and 302 respectively. The prerequisite for all options at 200 level is Government 101 and 102. The prerequisite for Government 301/302 is Government 201/202.

Government 303 and 304, each consisting of further options, may also be attempted subsequently, or concurrently with Government 301/302 courses.

Intending honours students must complete a second year special entry course in addition to Government 201 and 202. In third year, in addition to Government 301 and 302, they take a third year special entry course and a research seminar designed to prepare them for fourth year thesis work.

For all students: To pass an option, students must complete all assignments and examinations at a satisfactory level, as well as achieve a pass overall.

All options are of one semester’s duration. They may be offered in either first or second semester but not both. The list of options is provisional—not all options are given every year.

The Department reserves the right to make amendments and withdraw or add options according to staff availability or other circumstances. Before enrolling, students must consult the Department to find out which options are being offered in that year. In addition there are quotas on options.

**Options**

**Australian politics**

(i) Human rights and Australian politics
Mr Watson

The course focuses on the recent and growing political debate and policy initiatives in Australia aimed at implementing human rights policies in a number of areas. The emphasis of the course is distinctly Australian and concerned with public policy aspects of human rights. It will however touch on the question of what are human rights and where do they come from. It will also be set in the context of the various international instruments (UN Covenants and Conventions, International Labour Organisation instruments and the European Bill of Human Rights) as standards for the Australian debate, and pay attention to the role of governments to protect human rights in addition to the traditional concern of individual rights being protected against governments.

(ii) Australian state politics
Ms Page

A comparative study of the Australian states, with special reference to New South Wales. Topics include the institutional rules of the game (constitutional development, parliamentary procedures, electoral methods). Considerable attention will be given to the role of political parties and interest groups in state politics. Attention will also be given to state bureaucracies, new developments and proposed reforms together with policy formulation and implementation in some key areas of public policy.

(Hi) Australian political and electoral behaviour
Dr Chaples

The focus of this course is the increasing amount of literature on electoral behaviour and mass-based political behaviour in Australia. There will be a concentration on the processes by which Australians acquire their political attitudes, express them as public opinion, and put them into practice through different forms of political participation. Part of the course is concerned with the methodology of the behavioural study of politics, and students will be expected to take part in some survey-based project as a key element in the course.

(iv) The Australian political party system
Mr Watson, Assoc. Prof. Hogan

The course will look at the Australian political party system in a number of ways: historically—the development of parties and the explanations for periods of hegemony, decline, splits, etc.; organisationally—the differing views, and their evolution, of models of organisation, and their relation to the wider body politic; philosophically—the presence or absence of philosophical and ideological bases for the parties, and the importance of this for electoral purposes; sociologically—the presence or absence of class bases for parties, the end of class parties; functionally—interest aggregating and articulating, parties or pressure groups, the role of minor parties and their prospects, the ‘independent’ phenomenon.

(v) Religion in Australian politics
Assoc. Prof. Hogan

The course will concentrate on Australian politics in the twentieth century, especially the institutional aspectsofAustralianpolitics,includingpoliticalparties and pressure groups. Issues to be discussed may include:

- ideological links between the labour movement and various religious value systems (Roman Catholic, Protestant, secularist, Islamic, Judaic);
- the extent of a Protestant ascendancy among non-
The course will survey the major diplomatic and international trade relations; the activities of multi-
conflict. Beginning with a study of the Cold War and financing; the international aid industry.
labour markets; international patterns of investment national corporations; the logic of the accumulation of
practices of a number of substantive issue areas:
This option will provide an overview of the principal role of non-state actors (like transnational corporations)
will be focused upon the system, and hierarchy, of states and the interaction between these states. The
and its instruments in the international arena. Attention will be focused upon the system, and hierarchy, of
a detailed analysis of the policy-making process by examining the role of all relevant factors such as
age and education.
The basic methodology inspiring the course will be an historical one (although largely dealing with
contemporary history). Nevertheless, there will be some discussion of the value of behavioural approaches, especially in the interpretation of public opinion polls and survey data. At the end of the course there will be an attempt to evaluate the role of
in Australian politics in the light of a number of more theoretical approaches to the study of religion in society.

**International politics**

(i) Introduction to international politics

The course will introduce students to international politics. After surveying major concepts and approaches in international politics (such as power and the balance of power, sovereignty, anarchy, order, intervention, imperialism, the role of force and morality), the course will turn to the role of the state and its instruments in the international arena. Attention will be focused upon the system, and hierarchy, of states and the interaction between these states. The role of non-state actors (like transnational corporations) and the making of foreign and defence policy within states will also be analysed.

(ii) Politics of international economic relations

Mr Bell

This option will provide an overview of the principal theoretical approaches to international political economy and how these shape the principles and practices of a number of substantive issue areas: international trade relations; the activities of multinational corporations; the logic of the accumulation of capital on a world scale; the restructuring of global labour markets; international patterns of investment and financing; the international aid industry.

(iii) The superpowers and after

The course will survey the major diplomatic and strategic issues in the recently concluded superpower conflict. Beginning with a study of the Cold War and its origins, the course will proceed to investigate the rise, decline, rise and triumph of detente, focusing closely on the reasons for the collapse of the Soviet Union as a superpower and state. Emergent international relations within the former U.S.S.R, will be explored, together with the sources of nationality conflict and ways of resolving it. The course will then assess the prospects of the post-Cold War world — multipolarity, unipolarity, and, 'a United Nations with teeth'.

The course will cover the following areas of superpower conflict and cooperation in the Cold War period: alliance management in Europe, relations with China, arms control, strategic doctrine, military intervention and crisis management. The course will also cover the superpower role in regional conflicts and conflict resolution in the Third World - especially in South and Southeast Asia and the Middle East. The Australian role in global and regional balances will receive some attention.

(iv) Peace studies

The course will cover in some depth such topics as: conflict resolution; the causes of war and peace; the politics of arms control and disarmament; the consequences of nuclear war; the role of non-violent resistance in national defence; the moral dimension of global politics; human rights in armed conflict; the just war tradition and nuclear war; and the history and role of pacifism, peace movements, peace research and peace education.

(v) Australian foreign and defence policy

Dr Howard

This course is designed to provide students with a broad understanding of the formation, execution and nature of Australian foreign and defence policy. The course will commence with an examination of the aims and objectives of Australian foreign and defence policy and of the global and regional environments in which Australia is required to operate. It will provide a detailed analysis of the policy-making process by examining the role of all relevant factors such as parliament, the political parties and the various government bureaucracies. The largest section of the course will concern itself with a number of major issues in Australian foreign and defence policy such as the defence debate (ANZUS or non-alignment), the Australian-Indonesian-Papua New Guinea triangle, and the problem of Australia's relations with the Third World.

(vi) International communism

Prof. Teiwes

Development of International Communism from the nineteenth century to the present. Brief examination of 1st and 2nd Internationals. Study of relations of non-ruling Communist parties with Soviet Union during Comintern period. Relation of Soviet foreign policy and Comintern strategy. Interaction of Soviet Union and new Communist states after World War II. Disintegration of world movement after 1956, including Sino Soviet conflict and disarray in the Warsaw pact. Relations among the remaining state
socialist regimes and between them and former Communist states following the collapse of Communism in East Europe and the Soviet Union in 1989-1991.

(vii) Politics of globalism
The course will consider a range of problems which are regarded as 'global' in character and the record of attempts by international organisations and movements to cope with these problems.

There will be a review of 'globalist' thinking — especially the ideas of Falk and the World Order Models Project — and the organisations (UN organisations, conferences, etc.) convened to meet global problems.

The main part of the course will deal with particular issues in this area:
- ecological decline, pollution, resource depletion
- anti-terrorist activity
- promotion of human rights/protection of refugees
- 'common heritage' issues — Law of the Sea, Antarctica
- The New International Information Order — issue of UNESCO etc.

The aim of the course would be to reveal basic tendencies in contemporary world politics — more particularly, the extent to which such tendencies continue to frustrate Utopian solutions. Such issues might include the continuing relevance of power politics and sovereignty/nationalism; the limited cohesiveness of the Third World; problems of cultural relativism etc.

(viii) The international security problem in the twentieth century
Dr Howard

The course will examine the causes of major international conflict and efforts to promote international security this century. There will be an emphasis on comparative perspectives and consequently the material will be divided into three sections: pre-1914; the interwar period; the Cold War. Major themes will include: the causes of wars, with special references to the debates about the causes of World Wars I and II, and the Cold War; the nature and perception of threats: the dynamic and outcomes of conflicts; the nuclear revolution, deterrence, and the future of war; conventional and revolutionary (peoples') wars; and an examination of measures designed to contain international violence such as the balance of power, international law, crisis management, disarmament, arms control and collective security (the latter to United Nations). The course will conclude with an examination of the current debate about the meaning of security.

Politics and society

(i) Politics and society
The course will introduce students to the study of political sociology in Western industrialised democracies. Particular emphasis will be put on the analysis of Australian society. Four major topics will be covered: the relationship of the social structure to the exercise of power; political culture and political socialisation; parties, movements and groups in Western democracies; and the nature of social and political change in such societies.

(ii) Socialist and labour politics
Assoc. Prof. Irving
This course undertakes a comparison of Australia, Britain and the United States within three areas: (a) Background history: the making of the working class; bourgeois radicalism and socialism; early political activity; parliamentary reform; working class mobilisation and party formation; the revolutionary tradition; the first labour governments; depression and war; the welfare state; the end of the second long boom, (b) Socialist and labourist political strategy: problems of social change and social structure, especially the nature of the state; bureaucracy; revolution or evolution; cultural change, methods of mass organisation, (c) The institutions and political sociology of labour, socialist and social-democratic parties: leadership; composition; electoral support; current problems (the social contract; technocratic labourism, middle-class radicals etc.).

(iii) Politics of information
Assoc. Prof. Tiffen
This course focuses upon news — its production, contents and impacts, the special demands of different news organisations and of different news areas, the interests and strategies of various groups in affecting news content, and policy issues in regulating it. It will also focus upon the structures of Australia's media institutions and how these impinge on the processes of news production.

(iv) Australian labour: politics and culture
Assoc. Prof. Irving
This course explores the changing political culture of Australia, focusing on the ideas and culture of the labour movement. The three main areas of discussion are labour movement traditions, the changing character of the working class, and the culture of mateship in labour politics. Amongst the topics are masculinity and labour; violence and terror in working class politics; labour populism; socialism and the Labor party; respectability and larrikinism in labour politics; ethnic and sexual politics in the labour movement; the new labour right; the new middle class and labour; elegies for communism; and the politics of postfordism.

(v) Social movements and politics: theory and practice
Assoc. Prof. Irving
This course begins with a discussion of social movement theory in sociology (particularly collective behaviour and resource mobilisation approaches) and of the historical setting within which this theory developed. We then move on to 'new social movement' theory in radical social thought and its critique of industrialism, paying special attention to the work of Touraine, Habermas and Cohen. This body of thought is also situated historically. The third part of the course deals with the labour movement as an 'old
social movement'. Lastly the course will examine the empirical literature on recent social movements, concentrating on ecology, youth and peace movements. The aim is to develop a comparison of new and old social movements and theories associated with them.

(vi) **Women and politics**

Do women and men today occupy the same place in political life? What is the significance for our understanding of 'politics' of the fact that for so long politics has been seen as a man's world and that almost all great political theorists argued that women were unfitted for political activity and citizenship? The course will introduce students to the new and rapidly growing body of research and to the lively debates on the question of women and politics. Issues to be discussed may include why it took women so much longer than men to win the franchise; women's political activities before citizenship; the manner in which women have been discussed in political science; the representation of women in parliament and the bureaucracy; women and political parties; the impact of recent legislation and policies to improve women's social position; the question of the 'gender gap'; the political significance of the women's movement past and present; women and the welfare state; women and the politics of personal life.

**Comparative politics**

(i) **Japanese politics**

Assoc. Prof. Matthews

A study of the politics and government of postwar Japan. Main topics will include: the governmental structure, the bureaucracy and policy making, the political party system, relations between business and government, and recent issues in domestic and foreign policy. Emphasis will be given to examining various interpretations of the character of contemporary Japanese politics: a society structured in a hierarchy of patron-client relations; the causative role of traditional attitudes and cultural values; the manipulation of those values in the interest of the capitalist state; modernisation theory; 'Japan Incorporated'.

(ii) **Government and politics of modern China**

Introduction to government and politics of modern China. Brief examination of traditional background and modern revolution from the 19th century to 1949. Primary focus on ideology, leadership, institutions and political processes of the People's Republic. Covers politics of social groups, major issue areas, the Cultural Revolution and the politics of reform.

(iii) **Politics of development**

An analysis of changes in political systems which have accompanied economic development of contemporary less developed countries. We will consider the utility of the principal theoretical approaches to the politics of development and the actual experience of selected industrialised and industrialising countries.

(iv) **Problems of transition in European politics**

Dr Maguire

This course will examine the problems of transition in European politics in three key areas: the shift towards advanced capitalist democracy in the southern Mediterranean; the steps towards transnational unity (through the EC) by northern European nations; and the slow process of economic and political reform in eastern Europe. Different theoretical approaches will be used to examine these phenomena and these will include perspectives that stress the role of the world economy, political institutions and social movements.

(v) **American politics**

The major national institutions in the U.S.A., like the Presidency, the Congress and the Supreme Court, and the underlying values that support the American system of liberal democracy. Particular attention will be paid to America's superpower role in world affairs, to U.S. hegemony in Australia and to the significance of recent U.S. election results.

(vi) **Soviet and post-Soviet politics**

Prof. Gill

The main focus of this course will be the collapse of Soviet power at the end of the 1980s and the emergence of new political structures on the territory of what was the U.S.S.R. It will begin by surveying the course of Soviet development from 1917, paying particular attention to exploring why the crisis engulfing Soviet society at the end of the 1980s came about. The attempts to deal with that crisis will be studied as a prelude to the emergence of new political structures and states in the early 1990s.

(vii) **Revolution, nationalism and modernity**

The course examines two forms of social and political change which have shaped the modern world — revolution and nationalism. It traces some of the social and political processes which have helped produce revolutionary and nationalist movements, identifies and evaluates the role of various actors (classes, individuals, institutions), and studies and evaluates the role of ideas and ideologies in revolutionary and nationalist movements. It examines how some of the ideas which characterise 'modernity' have been produced and used for legitimation. Examples will focus on the French, Russian and Chinese revolutions and the Indian and Indonesian nationalist struggles, and themes include the role of peasants in revolution and emergence of 'mass' politics.

(viii) **Southeast Asian politics**

Dr van Langenberg

The course examines the contemporary nation-states of Indonesia, Thailand, Malaysia and Singapore as case studies in comparative politics. In the past two decades Southeast Asia has undergone profound political and social transformation. Economic growth rates are among the highest in the world. Both wealth and poverty are growing in comparative terms. Agricultural economies are being industrialised. Authoritarian regimes are accommodating to democratising pressures. The global media are
impacting upon domestic cultures. Global capital is transforming economies and political power relations. New movements of religious revival are challenging state authority. Nationalisms and cultural chauvinisms interact and frequently conflict. Globalism and 'post-coloniality' are now determining generational changes both of political leadership and in civil-societies in Southeast Asia.

The course will seek to explain the patterns and dynamics of contemporary politics in this important and rapidly changing region—and provide guidelines for evaluating future developments.

(ix) South Pacific politics
Dr Molley

The course covers contemporary politics in the Pacific and the interaction between the Island Pacific and major states of the Asian-Pacific rim. Particular attention is given to the processes of change in the Pacific, and what some regard as the 're-Asianisation' of the Pacific as Western influence recedes in the post-cold war years.

(x) Authoritarian politics
Prof. Gill

This course will compare a range of different types of authoritarian regimes. Traditional authoritarian political structures will be contrasted with what one author calls 'modern authoritarianism' before looking in more detail at the types of political systems which would fall into the latter category. Among the types of systems to be covered will be single party regimes (both narrow and broad), military regimes, police states, führerist systems and corporatist structures. These will be compared principally in terms of their institutional configurations, modes of operation, legitimating ideologies and conditions making for and sustaining them. Major concepts, such as authoritarianism, totalitarianism, militarism, praetorianism and corporatism will be investigated in the context of particular states.

(xi) States and the politics of economic development
Dr Weiss

The course examines the role that states have played in economic change, concentrating on the task of explaining how and under what conditions the structure, interests and policies of the state have impinged on economic processes. Four principal areas of controversy are covered: the relation between political forms and economic advancement, the international and domestic sources of capitalist development, the political conditions of growth and decline, and the limitations and capacities of state bureaucracies. For each one of these areas, the course considers alternative theoretical perspectives and selected comparative-historical studies touching upon a range of topics in different times and places.

(xii) South Asian politics
The course aims at developing an understanding of the nature and functioning of 'politics' in the post-colonial nation-states of the Indian subcontinent, focusing upon India, Pakistan and Bangladesh, and with material occasionally drawn from Nepal. The course includes some colonial background, independence, the political institutions, issues and problems such as national integration, the roles of civilian and military authorities and religion.

(xiii) The comparative politics of ethnic conflict
Dr Maguire

The course examines the role that ethnic conflict plays in national and international politics. One key issue to be addressed is the persistent and destructive nature of this form of political conflict. Settler societies, former colonies, ex-communist nations and liberal democracies have all had to deal with the political consequences of ethnic tensions. How each regime type has managed this task will be the empirical focus of this course. Among the nations to be studied are Northern Ireland, South Africa, Israel, the United States, Australia, Sri Lanka and Jugoslavia. The course is comparative and covers competing theoretical approaches (such as Marxist and liberal).

(xiv) Northeast Asian regional politics: conflict and change
Mr Patrikeff

Concentrating on Korea, Taiwan and Hong Kong, the course will examine the reasons for conflict and change in the region. It will focus especially on: why it has been considered a political and economic centre of gravity, whether there are unifying strands of ideology or common interest that would allow the region to rival the emerging European/Atlantic bloc, what are the potential sources of disharmony in the region, what are the politics of resources and development in the region, what place is there for Western influence in its political/ economic evolution, and does Big Power politics or a new co-prosperity notion best sum up its future.

Public policy and administration

(i) Public policy and administration
The course provides an introduction to the field of public policy and administration. It focuses principally upon the structures and processes of policy-making. Attention will be devoted to inputs into decision-making, the personnel and machinery of decision-making, and the processes and machinery of policy-making and evaluation.

(ii) Policy analysis
This course examines Australian public policies in the context of modern theories and techniques of policy analysis. Policies in areas such as social welfare, immigration, foreign policy, broadcasting and the environment will be discussed in the framework of the main themes and their application. The course also examines stages in the policy cycle, including policy initiation, formulation and allocation, implementation, evaluation and termination. Students will be encouraged to specialise in specific policy areas.
(Hi) Organisational analysis
Dr Curnow

This course is an introduction to some of the main concepts in the field of organisational studies. The development of these concepts will be traced through the works of major writers in the field, such as Weber, Michels, Blau and Crozier. Some questions considered are: why and how do people combine to form organisations? What is the nature of organisational authority? What is the role of organisational culture or style? How useful are organisational concepts in the analysis of government bodies, private corporations, political parties, trade unions, the churches and voluntary associations? Is the bureaucratic form of organisation inevitable?

(iv) Comparative federalism
The course comprises a comparative analysis of cultural, political and institutional aspects of federal systems of government, and policy-making processes in such systems. The topics to be covered will be drawn from the following areas of study: federal theory, the notion of a federal society and how this influences federal institutional arrangements and policy decisions, federalism in multilingual societies, federal and 'constitutional' reform, judicial review, second chambers, federal financial arrangements, intergovernmental relations, and various policy area case studies. Federal systems to be compared include Australia, Canada and the United States of America, with the comparative framework extended to other federal systems where appropriate.

(v) Politics of the Australian welfare state
Dr Brennan

This course will provide an introduction to the major theoretical approaches used to explain the development of the welfare state and will also give an overview of the key substantive debates surrounding the provision of welfare in Australia. Attention will be given to the role of political parties, the labour movement, business interests, welfare lobby organisations and other pressure groups which attempt to influence welfare policy. The course has both an historical and contemporary focus and will consider critics of welfare on the right and left.

(vi) The politics of government-business relations in Australia
Dr Stewart

The course will focus on the patterns of relations between government and business in theory and practice in Australia. A key question will be 'who controls whom?' Does the state and the public control the market, or is the state an instrument of the private power of business?

In the first part of the course, economic and political models of the relations between government and business will be examined. In the second part of the course, these models will be applied to various policy arenas in Australia. Topics for discussion include: business development in Australia, the Australian financial system, business law and taxation, tariffs, arbitration and industrial relations, manufacturing and rural industry. The course will conclude by discussing corporatism and industry policy in Australia in a changing global economy.

Rights, justice and democracy

(i) Political theory: classical

Many familiar political ideas and concepts were discussed and debated in the ancient world of the Greek polis and other city-republics. This course introduces students to some of the writings of political theorists in the classical period, the most famous of whom were Plato and Aristotle. The focus of the course is upon reading the texts so that students can become familiar with some of the problems of interpretation. Among questions that may be considered are those of justice, the relation of the citizen to the city-state, war and peace and the good life, the place of men and women in political life and the relation of the public and the private.

(ii) Political theory: early modern

Political theorists in the early modern period were writing when the modern state was developing and the ideas of individual freedom and equality were becoming widely influential, and the claims of reason were advanced. Arguments to be considered include those of the social contract theorists, controversies about sovereignty and political obligation, ideas of natural law and natural rights and the political morality of rulers. The focus of the course is on reading and analysing the texts.

(Hi) Political theory: modern

This course examines the arguments of selected theorists from the late eighteenth century to the present day. Theorists in this period have been concerned with questions that arise in the context of the consolidation of capitalism and the nation state, the development of universal suffrage and the welfare state and the emergence of modern ideologies. Among the problems that have preoccupied theorists are those of freedom, justice and equality, the relation of the individual to the state and the relation of the state to society, power, legitimacy and revolution. The focus of the course is on reading and analysing texts.

(iv) Democratic theory

One of the major controversies among democratic theorists is over the meaning of 'democracy' itself. The course will examine conflicting conceptions of democracy and other major debates among contemporary theorists. These include questions concerning citizenship and forms of political participation; problems of consent, political obligation and the position of minorities and majorities; the question of representation; the issue of workplace democracy; the problem of social inequality and democracy. The focus of the course will be on recent contributions to democratic theory but, where appropriate, reference will be made to classic texts.

(v) Marxism

Marxism has been a major influence on the course of political events and movements in the twentieth century. The course introduces students to the writings
of Karl Marx and his collaborator Friedrich Engels and examines their arguments about capitalism, the state and communism, private property, the fetishism of commodities, classes and class struggle, alienation and ideology and revolution. The theories of other prominent Marxists may also be considered including Lenin, Bernstein, Luxemburg, Gramsci and contemporary theorists such as Althusser and Poulantzas, together with wider questions about the development and social and political context of revolutionary movements. Recent feminist criticisms of Marxism, the controversy over Marxism and morality and rational choice Marxism may also be discussed.

(vi) Ethics and politics
Dr Springborg

If being ethical is hard, is being ethical in a political context possible? Politics has always been one of the primary expressions of a nation's ethic, yet the relationship between ethics and politics has never been clear or comfortable. Does politics produce immorality? Can politics be moral? Such questions as these can be examined regarding two of the most serious aspects of political life: violence and technology. Historically, violence has always been a part of politics. But can violence ever be ethical? More recently the development of technology has raised numerous ethical questions that defy political answers. These and other related questions are examined in this course.

National Internship Program
Second and third year students may apply for entry into the national internship program in Canberra. The program comprises a one-semester internship with the Commonwealth Parliament and enrolment in the 'Public Sector Internship A' course, conducted at the Australian National University. Students undertaking the internship will be required to complete a substantial supervised research project equivalent to at least one or two months' full-time work. See the Head of Department for further details.

Intending Honours students
Students proceeding to Fourth Year Honours must complete Government 290 and 390 and attend the Research Seminar.

290 Political analysis  8 units
Prereq Credit passes in Government 101 and 102
Coreq Government 201 and 202

The course aims to help potential honours students develop the disciplines and skills which they will need to excel in any area of substantial political inquiry. It will include attention both to theoretical approaches (problems of conceptualisation, explanation, comparing contending theories and ideologies) and to empirical data (the uses and limits of different research designs including the use of statistical data). More than in most courses, nearly every week students will have to do specific preparation for the tutorials, or do an exercise during the tutorial.

390 Political power: concepts and methods  8 units
Prereq Credit passes in Government 201, 202 and 290
Coreq Government 301 and 302

Power is one of the central concepts in the social sciences; indeed, it is often argued that political science can be defined as the study of power. Power is also extremely controversial: theoretically, methodologically and empirically. One of the major debates in political science has been about the pluralist, elitist and class conceptions of power structure. Another controversy exists about the meaning of power and its relationship to other cognate concepts such as influence, authority, coercion, force, persuasion or manipulation. The course will examine these debates. This will permit us to look at a number of central analytical issues in the social sciences: contending approaches to social explanation (functional, causal and intentional); the essential contestability of key political concepts; the agency/structure debate. We will also look at the way the concept 'power' has been used in the political science literature dealing with such fields of study as international relations, state theory and business/government relations.

Research seminar
The seminar focuses on skills necessary in order to undertake fourth year thesis work. Areas covered include the selection of a thesis topic, research design and the organisation and writing up of research. Students are required to prepare a thesis prospectus.

Government IV Honours
Prereq Credit passes in Government 101, 102, 201, 202, 290, 301, 302 and 390

Students work as far as possible under individual supervision. Courses to be attended will be arranged with the Head of Department. Besides preparing a substantial thesis, students will normally take two seminars from such areas as political theory, Australian politics, international politics, and public policy and administration.

Greek
(A)

It is possible to take courses in both Ancient and Modern Greek towards a BA degree. Ancient Greek is offered within the School of Archaeology, Classics and Ancient History, and Modern Greek is a separate department. For courses, see alphabetical listing for individual departments and schools.

Greek and Roman Literature  (A)

See under Archaeology, Classics and Ancient History.
Courses in the Department are mainly concerned with the contemporary Greek language, and with Greek history, literature and society in the last two centuries. Earlier periods, however, are not neglected, especially in third- and fourth-year courses.

Two main series of courses are offered:
- Modern Greek A101, A 201 and A 301 for those who have studied the subject to HSC or equivalent level (see details of first-year placement below).
- Modern Greek B101, B 201 and B 301 for beginners, or for those whose Greek has not reached a standard appropriate for the A series. Students who have completed B 301 may proceed to A 301 and count it as a subject towards a degree.

The courses A 290 and A 390 can be taken as additional second- and third-year courses by students who meet the entry requirements. They are a prerequisite for Modern Greek IV, which leads to the honours degree. There is also a full range of postgraduate courses.

Location
The Department's offices are on the ground floor of the Griffith Taylor Building (A19). The departmental Administrative Assistant may be found in room 306: telephone 351 3658 and fax 351 3543.

Noticeboard
The noticeboards for Modern Greek are near the Department's offices on the ground floor of the Griffith Taylor Building.

Registration
Registration of students in the first year courses in Modern Greek will take place during the orientation period at the beginning of the year, at times which will be advertised on noticeboards. Students in all other courses should register at the Department office before the first lecture hour for each course. Notice of these first lectures will also appear on the noticeboards.

Textbooks
Lists of prescribed books, chiefly for literature courses (except for the beginners' group of B101, where little literature is studied), are available from the departmental Administrative Assistant.

All students are required to obtain the standard grammar books:

Neoelliniki grammatiki (Organismos Ekdoseos Didaktikon Vivlon) (not required by the beginners' group)
and a Greek Grammar in English available from the Department

All students (again excepting the B 101 beginners’ group), including those who have Greek as their first language, should purchase dictionaries. The following are recommended:

English-Greek
G. Vassiliades Anglo-elliniko lexiko (Penguin-Hellenews)

Greek-English
D.N. Stavropoulos Oxford Greek-English Learner's Dictionary (Oxford U.P.)

Noticeboard

Modern Greek A101: for students who show proficiency in both spoken and written Greek, and who have taken 2-unit or 3-unit HSC in Modern Greek, or have a leaving certificate from Greece or Cyprus; in exceptional cases a student with excellent knowledge of the language but with no formal qualifications in the subject may be placed in A 101.

Modern Greek B101: for complete beginners (who form Group A) and for students who have prior knowledge of the language, but not sufficient to be placed in the A 101 course (these form Group B). The two groups follow different programs. Students who have HSC Modern Greek are not normally placed in the B 101 course. Students enrolling in B101 are encouraged to enrol also in B 103.

Placement in these courses and groups is made by the Department on the basis of students’ HSC results and their general level of proficiency in the language. In borderline cases a placement test may be held at the beginning of the year. Arrangements for placement tests will be made at the time of departmental registration during the orientation period.

Language levels
Students beginning Modern Greek in the Department come with a wide range of language proficiency, from complete beginners to those who have finished high school in Greece or Cyprus. Many also have uneven language skills — for example, some use the spoken language well without having had practice in the writing system. For these reasons, we have a structure which separates specifically linguistic instruction from other parts of the course, allowing for greater flexibility.

In some courses (e.g., A 101) students are divided for language classes into separate groups (language levels) according to their degree of proficiency. Placement in these groups is carried out by the Department staff at the beginning of the year, in the way indicated above. In special cases students may be advised to take a mixture of courses from different language levels, according to need. However, in every Modern Greek course there is a minimum language level which all students must reach in order to pass; in A 101 for example, this is language level 1.3 (see below).
Lecture times
As some of our students are working, or studying at
another university, many classes are held in the late
afternoon. For some classes there is a choice between
an early and a late time.

Assessment
Assessment in all courses is partly by examinations or
class tests and partly by essays and regular coursework.
Oral language tests are used at various levels, and
carry particular weight in Modern Greek B101 and B
201.

Modern Greek A 101 12 units
Prereq see above
Classes Yr: (2 lec. & 1 tut & 2 lang. classes)/wk
The course aims at developing students' accuracy and
overall proficiency in the use of Modern Greek, and at
providing an introduction to the study of modern
Greek literature and to the history and society of
modern Greece and Cyprus.

The teaching is distributed as follows:
• The Greeks and their world (introduction to Greek
history and society, mainly in the period since 1700)
(1 hr/wk)
• Modern Greek literature (fiction, poetry, theatre)(1
hr/wk)
• Tutorial for further discussion of topics treated in
lectures, with emphasis on developing language
skills (1 hr/wk)
• Language classes (2 hr/wk, see below)

Language level 1.3
For students who have HSC in Modern Greek, or have
attained in some other way competence in the spoken
and written language, without approaching native
speaker level. The classes will include a comprehensive
review of Modern Greek grammar and orthography,
together with extensive exercises for the development
of oral and written proficiency.

Language level 1.4
For students whose competence is at or near native
speaker level; they may have qualifications from Greece or Cyprus or very good HSC marks. The course will include the discussion of texts and topics with specialised vocabularies.

Modern Greek B 101 12 units
Classes Yr: 5 class/wk
The B 101 courses are intended to help those with
limited previous knowledge, or none at all, to develop
a useful level of proficiency in the Modern Greek
language. In subsequent years students may go on to
B 201 and B 301.

Students in B 101 are divided into two groups, as
shown below.

Group A (beginners) (= language level 1.1)
For students with little or no previous knowledge of
Modern Greek. The course aims to help students
acquire a sound, basic knowledge of both the spoken
and the written language, which should be useful in
itself as well as forming a basis for further study. The

main emphasis is on achieving practical proficiency in
everyday situations — for example, obtaining goods and
services in a Greek-speaking environment, or
writing a simple letter to a Greek friend. Some simple
literary texts are read towards the end of the year.

Group B (intermediate) (= language level 1.2)
For students who have already acquired some
knowledge of Modern Greek, at a level below that of
the HSC. Students in Group B may have grown up in
a Greek environment, or may have studied the
language in evening courses or on visits to Greece.

The course gives particular emphasis to developing
accuracy and proficiency at reading and writing. There
are also classes for the development of oral skills, and
a limited amount of literature is studied.

Modern Greek B 103 6 units
Greece and Greeks in the modern world
Coreq Modern Greek B 101
Classes 15 hr/wk average over year
Assessment 2000 w and 1000 w essays, class work, two 90
minute exams
An introduction to the history, society and culture of
Greece and Cyprus from Byzantine times to the present
day, and to the development of Greek communities in
Australia and elsewhere.

Students taking Modern Greek B 101 should
consider taking B 103 concurrently if they intend to
proceed to B 201. B 103 is not available to students
taking A 101.

The course is divided into two segments:
• The Modern Greek World: an illustrated lecture
course (1 hr/wk, year) on the history and society of
Greece and Cyprus since Byzantine times, with
main emphasis on the last two centuries
• Tutorials (13 one-hour classes) reinforcing the
lecture course through discussion of particular
topics, texts etc.

Modern Greek A 201 16 units
Prereq Modern Greek A 101
Classes Yr (2 lec & 1 tut & 1 seminar)/wk & language level
2.3 or 2.4 (each 2 hr/wk)
Apart from language classes, the course comprises the
following segments:
• Modern Greek prose: fiction; realism and the modern
novel
• Modern Greek popular culture
• Twentieth-century Greek poetry
• Tutorials for further discussion of topics treated in
lectures
• Two half-year seminar option courses
Topics to be offered for seminar options will be chosen
after consultation with students. The following are some
topics which may be offered in 1995: Migration (with
special reference to Greece and Australia); Venezis;
Theotokis; Ritsos; Continuity in Greek culture; Byzantine
art; Women in Greek society and literature; Greek-
Australian literature; Modernism in Greek poetry.

Language level 2.3
One of the two hours will be spent in developing skills
in speaking and understanding, requiring students to
work on regular oral and written assignments and to participate in group discussions. The other hour will concentrate more on developing accuracy in the use of grammatical and syntactical structures and on developing writing skills in Modern Greek.

**Language level 2.4**

For students whose language proficiency is at or near native speaker level. One hour a week will be devoted to developing language skills at a high level of sophistication.

In addition to this hour of language study students will be asked to take two extra half-year option seminars (see above).

Modern Greek A 290

8 units

*Prereq* Modern Greek A101 at Credit level and Coreq Modern Greek B 201

Classes Yr: 2.5 seminars (average)/wk

The course is intended to provide opportunities for the study of a wider range of aspects of Modern Greek culture than those available in A 201, and to introduce some techniques and methods useful for advanced studies in the field. It includes the following segments:

- The Modern Greek language (including studies on the Language Question and on bilingualism/diglossia) (1 hr/wk, two semesters)
- Myths and meanings: approaches to the study of Modern Greek culture (1 hr/wk, 1 semester)
- Two half-year seminar option courses, chosen from those available to A 201 (see above)

Modern Greek B 201

16 units

*Prereq* Modern Greek B 101

As in B 101, students are divided into two groups with somewhat differing programs. Students normally continue in the same group (A or B) in which they were placed in B 101.

**Group A**

*Classes* Yr: (2 lec & 1 tut & 3 language classes)/wk

The course is intended as a continuation of the B 101 A (beginners') group. The language element (language level 2.1) provides intensive work on oral proficiency while placing increasing emphasis on writing skills. One lecture each week will provide an introduction to modern Greek history and society. In addition, students begin the systematic study of modern Greek literature, attending part of the A 101 lecture course.

**Group B**

*Classes* Yr: (2 lec & 1 tut & 1 seminar & 2 language classes)/wk

The group B course is intended as a continuation of the corresponding B 101 course, and includes the whole of Modern Greek A 101; for details see above. Language level 2.2 is identical to 1.3. In addition, Group B students will choose two half-year seminar options from the list available to A 201 students (see above).

Any students who choose B 201 after completing B 103, or after taking the history and society segment of Modern Greek IB before 1994, must follow an extra language element to replace the history and society lecture of B 201.

Modern Greek B 203

8 units

**Greece and Greeks in the modern world**

*Prereq* Modern Greek B 101

*Classes* 2 hr/wk average over year

*Assessment* 2000w + 1000w essays, 1500w seminar paper, class work, two 90 minute exams

B 203 cannot be taken by students who have taken or are taking A 101 or B 201

An introduction to the history, society and culture of Greece and Cyprus from Byzantine times to the present day, and to the development of Greek communities in Australia and elsewhere.

The course is divided into three segments:

- The Modern Greek World: an illustrated lecture course (1 hr/wk, year) on the history and society of Greece and Cyprus since Byzantine times, with main emphasis on the last two centuries.
- Tutorials (131-hour classes) reinforcing the lecture course through discussion of particular topics, texts etc.
- Seminar (1 hr/wk, one semester)

The topic offered in 1995 will be: Greek migration to Australia — a study of the causes of migration from Greece and Cyprus, its effects on individuals and communities, and the development and culture of the Greek community in Australia.

Modern Greek A 301

16 units

*Prereq* Modern Greek A 201 or B 301

*Classes* Yr: (3 lec & 1 tut & 1 seminar & 1 language class or seminar)/wk

Apart from language classes, the courses comprises the following segments:

- Modern Greek fiction: (a) 'Ethography' and its influence; (b) Experimental fiction in post-war Greece
- Greek poetry: from Rigas to Palamas
- Origins of modern Greek culture: (a) Byzantium; (b) the Post-Byzantine period
- Tutorial for further discussion of topics treated in lectures
- Two half-year seminar options (the range of options available will be the same as for A 201 — see above)

**Language level 3.3**

Emphasis will be primarily on the written language, and the course will include some study of texts with specialised vocabulary of the kind students will need to use in professional life.

**Language level 3.4**

There will be no specific language classes for this level; instead, students will be asked to take two additional half-year option seminars (see on A 201 above).
Modern Greek A 390 8 units

Prereq Credit in Modern Greek A 290 and either A 201 or B 301

Classes Yr: 2.5 seminars (average)/wk

Modern Greek A 390 is intended to develop methodologies, theoretical concepts and background knowledge relevant to more advanced work in Modern Greek studies. The course is a prerequisite for the IV (Honours) course, but should also be useful for those intending to use their knowledge in teaching or other professional fields. It includes seminars on:

- Literary theory and criticism (1 hr/wk, 2 semesters)
- History of the Modern Greek language (1 hr/wk, 1 semester)
- History of modern Greek thought (1 hr/wk, 1 semester)
- Bibliography and research methods (1 hr/wk, 1 semester)

Modern Greek B 301 16 units

Prereq Modern Greek B 201

This course is identical to Modern Greek A 201 (language level 3.3), except that students who have completed Group A of B 201 may be given some separate language classes or tutorials, according to need. For details of the course, see above.

Modern Greek IV Honours

Prereq Credit passes in both Modern Greek A 301 and A 390

Classes Yr: 7 seminars/wk, thesis

All students will attend the following course:

- The classical heritage in Modern Greek culture (2 hours per week, year)
  This course will explore a number of ways in which Ancient Greek culture and literature have been received and used by subsequent periods. Students are advised that it may be useful to have completed the Greek B (Classical) 101 course before beginning Modern Greek IV.
  In addition, students will choose two IV Honours options, each of which will involve two hours of classes per week throughout the year. Five option subjects have been proposed, though not all can be offered in 1994:
  - Modern Greek poetry since AD. 1800
  - Modern Greek prose literature since AD. 1800
    (These two options will involve the study of general issues relevant to the development of poetry or prose fiction in Greece, together with detailed analysis of selected texts.)
  - Byzantine and early Modern Greek literature
    The course will examine works of the late Byzantine, post-Byzantine and Cretan Renaissance periods.
  - Popular culture in Greece
    The course examines aspects of traditional, oral culture ( folksongs, folktales, etc.) and of modern popular culture (e.g. rebetika).
  - Sociolinguistics of Modern Greek in Australia
    Aspects of sociolinguistic acculturation/assimilation in the Greek communities in New South Wales.
  - History students in TV Honours will write a dissertation of about 15 000 words on a subject chosen in consultation with the Department's staff. Individual guidance will be provided.

Hebrew  (A)

See under Semitic Studies.

Historical Archaeology  (A)

See under Archaeology, Classics and Ancient History.

History (Ancient)  (A)

See under Archaeology, Classics and Ancient History.

Department of History  (A)

Undergraduate course structure

To major in History, a minimum of four 8 unit Senior level courses (32 units) must be completed.

To qualify for entrance to History IV Honours, six 8 unit Senior level courses (48 units) are required at Credit average, including History 290 Special entry course and History 390 Special entry course.

Note that students doing History Senior level are able to do one 8 unit course per year in either semester, or up to four 8 unit courses (32 units) in any one semester with a total of eight 8 unit courses (64 units) in a year.

To gain entry to the History 290 Special entry course, students must have gained a Credit or better in 12 History Junior units (or Ancient History or Economic History).

To gain entry to the History 390 Special entry course, students must have completed three 8 unit History Senior level courses (24 units), including History 290, all at Credit level or better.

History students may do History 291 and History 391, 392 and 393 as additional Special entry courses (8 Senior units each), entry requirement as for History 290 and History 390 respectively. History Special entry courses are open to all history students who qualify even if they do not plan to proceed to History IV Honours.

Quotas

Some courses may have quotas. Students should not assume they will be allowed entry to a course if registering late. Late registration may require the permission of the Head of Department.

Diversification

Students who take the following number of options at the History Senior levels, including Honours 290 and 390 courses, will be allowed to take only the associated maximum number of options from the same area of history (American, Ancient, Asian, Australian, Early Modern European, Late Modern European and Medieval):
Students are required to

Assessment
Students are required to
• attend lectures and tutorials
• complete satisfactorily such written work and examinations as may be prescribed
• complete the recommended reading.

All students are required to sit at least one formal examination each year. Senior level students should note that only two formal examinations will be scheduled in each semester. Students who are taking more than two options in one semester and who wish to sit formal examinations (rather than take-home papers) in more than two of them should contact their teacher to make alternative arrangements.

Overlap
No student may take a course that contains a significant overlap with work done previously or being done concurrently.

Availability of courses
The Department reserves the right not to give all the courses and options described below should there be unexpected difficulties in staffing or insufficient student demand.

Registration
Senior level students must, in addition to enrolment with the University, register with the Department on the 8th floor, Mungo MacCallum building. This is the time to choose options. Quotas may apply to some Senior level options and entrance to them operates on a first-come first-served basis.

Registration dates for Senior level students continuing in History will be, for all Honours entry students, at the end of semester two 1994. See department noticeboards for final details.

Registration dates for new Senior level students, that is those passing from Junior level to Senior level courses, probably be in late January or early February 1995.

Lists of Senior level courses will be posted on the departmental noticeboard, situated near Seminar Room A, or on before the first day of lectures.

First-year students will receive a personal timetable at some time during the week before start of lectures (orientation week), from the Carslaw Building, not from the History Department.

History courses and courses run by other departments
Department of Economic History
Since 1984, the Department of History has cooperated with the Department of Economic History in a limited program of making courses in either department available to students enrolled in the other. History Senior level students may take options in Economic History Senior level, to be considered as part of, or as the whole of, the History Senior level courses. Students who have passed Economic History Junior level can enter History Senior level courses without taking History at Junior level.

Department of Government and Public Administration
Under an agreement made between the Department of History and the Department of Government and Public Administration, courses in Japanese history and government at Senior level will be mutually accessible to students from these two departments.

School of Asian Studies
From 1995 courses in Asian Studies from the Department of History and the School of Asian Studies will be cross-referenced and mutually accessible to students (see the School's entry for their offerings).

Students participating in any of the above arrangements must inform the departments or school concerned. This is best done for the Department of History by filling in a registration form available from the History Enquiry Office, 8th floor, MacCallum Building. The Department of History will need to know about history students doing options from other departments and about students from other departments doing History Department options.

Department handbook
All History students should obtain a copy of the departmental handbook, available free of charge from the History Enquiry Office, 8th floor, MacCallum Building.

Plagiarism
The Department encourages critical analysis and independent written work. Plagiarism is not acceptable. Students may obtain a copy of the Faculty's policy on plagiarism from the Faculty Office.

Reading in foreign languages
Reading in foreign languages is a valuable asset in many history courses. Students should note that the Faculty of Arts has beginners' courses in many languages. Some 390 range Honours entry courses and some History IV Honours thesis topics may require reading knowledge in a particular language.

Location
The Department is on the 7th and 8th floors of the Mungo MacCallum Building, the 7th floor of the Christopher Brennan Building, and the 3rd and 4th floors of the west wing of the Main Quadrangle.

Enquiry Office
The History Enquiry Office is on the 8th floor, Mungo MacCallum Building, Room 837, telephone 3512862, fax 351 3918.

Junior courses each 12 units
The Department offers a wide range of Junior level courses. Before deciding which one to take, please read the course descriptions and consider their interest, value and usefulness. This may be a good time to get a basic grounding in some period of history which you have not studied yet. Students should note that they may study Ancient History Junior level or
Economic History 101 instead of History Junior level courses as the entry requirement for History Senior level. A History Junior level 12 unit course will provide students with entrance to Ancient History Senior level.

**12 unit year-long course**

Students choose one of the following courses in 1995:
- History 102 Medieval history
- History 103 Early modern European history
- History 105 Modern European history
- History 106 Asian history

Three contact hours per week in lectures and tutorials throughout the year, and written work totalling about 6000 words, 3000 in each semester.

**6 unit semester course**

History 120 An additional 6 units of History (one semester from either History 102 or History 103 or History 105 or History 106 other than the year-long 12 unit course already completed or being attempted)

Three contact hours per week in lectures and tutorials for one semester, and written work totalling about 3000 words.

Note that History students doing 12 units at Junior level are able to do one of the Ancient History 6 unit Junior level 101, 102 or 103 courses.

**102 Medieval History**

The Middle Ages, from Attila the Hun and the Vikings to Magna Carta and beyond (5th to 14th centuries): disorder and the rise of a new feudal order.

Dr Olson, Dr Ward

*Classes Yr 2 (lec & 1 tut)/wk*

*Assessment* Sem 1: 3hr exam or equivalent, written work 3000w (essay, source exercise, tutorial paper); Sem 2: 3hr exam or equivalent, written work 3000w (essay, source exercise, tutorial paper); 60% for classwork, 40% for exams

The course aims to develop a knowledge and understanding of the basic institutions and influences that founded western European civilisation: 'feudal' monarchy and 'Holy Roman' Empire, knighthood, monasticism and the church, medieval Latin culture, scholasticism and the university, the papacy, crusade, the Normans, Byzantium, and Islam. It seeks to develop (a) the skill of analysing historical evidence and deriving information/inferences therefrom, and (b) an ability to deal with cultural 'alterity' ('otherness').

It encourages an appreciation of the part played in our understanding of the basic institutions and influences that founded western European civilisation: 'feudal' monarchy and 'Holy Roman' Empire, knighthood, monasticism and the church, medieval Latin culture, scholasticism and the university, the papacy, crusade, the Normans, Byzantium, and Islam. It seeks to develop (a) the skill of analysing historical evidence and deriving information/inferences therefrom, and (b) an ability to deal with cultural 'alterity' ('otherness'). It encourages an appreciation of the part played in our understanding of the basic institutions and influences that founded western European civilisation: 'feudal' monarchy and 'Holy Roman' Empire, knighthood, monasticism and the church, medieval Latin culture, scholasticism and the university, the papacy, crusade, the Normans, Byzantium, and Islam. It seeks to develop (a) the skill of analysing historical evidence and deriving information/inferences therefrom, and (b) an ability to deal with cultural 'alterity' ('otherness').

The course proper will end with Venice and the fourth crusade, *Magna Carta* (the 'foundation-stone' of English parliamentary democracy?), and the zenith of papal hegemony in the West, but there will be an opportunity to study major events of the ensuing years (the mature scholasticism of Thomas Aquinas, the Mongols, 100 Years War, the Black Death, Joan of Arc, the rise of parliament and the nation-state, papal schism, etc.), by way of essay projects. There will be a social opportunity to sample the hit-songs of the day (the music of Abelard and Hildegard and the crusader songs).

Some basic texts (the dates are those of original publication/composition, not of the latest editions)
- M. Barber *The Two Cities: Medieval Europe 1050-1320* (1992)
- Jacques Le Goff *Medieval Civilization* (1964)
- Sidney Painter *A History of the Middle Ages* 284-1500 (1953)
- Henri Pirenne *Mohammed and Charlemagne* (1935)
- R.W. Southern *The Making of the Middle Ages* (1953)

**First semester**

*The origins of the medieval world, from Attila the Hun to the Vikings: the beginnings of a new feudal order*

The first semester portion of the course will form a self-contained whole, concentrating on social conditions in the early medieval world, the achievements of the Carolingians and the world of the Vikings that, in some senses, destroyed them.

To purchase

**Second semester**

*The medieval world, from the feudal revolution of the tenth century to Magna Carta and beyond*

The second semester portion of the course will form a self-contained whole dealing with the age of the feudal knight and burdened serf, the maturing church and the first stirrings of a rich, pluralist society that would develop into the modern world (the beginnings of bureaucratic monarchy, the rise of feminism, intellectual foundations, social revolution, crusade and expansion into regions beyond Europe).

To purchase
103 Early Modern European History
Renaissance and reformation; royalty and revolution, 1500-1800

Classes Yr: (2 lec & 1 tut)/wk, with addition of occasional film, play and music performance.

Assessment one 3hr exam or equivalent, two 2000w essays, two 1000w tut papers; 50% for classwork, 25% for exams, 25% project

The course will introduce students to major themes in European culture and society from the age of Elizabeth to that of the French Revolution, and to the methods of historical writing and interpretation.

Throughout the course attention will be given to methods and problems of writing history, using both primary source materials and differing modern interpretations. Films, visual aids, dramatic and musical illustrations will also be utilised to introduce students to some of the enormous riches of European culture from the age of Michelangelo and Shakespeare, to that of Rembrandt and Mozart. Students will be given the opportunity to pursue themes of particular interest to them through a major project assignment.

First semester
The world of Elizabeth I (1500-1649)
The world of Elizabeth was the world of the new humanist learning, the rise of protestantism and the Catholic Counter-Reformation, the development of capitalism and the nation state, and English and European overseas expansion and contact with other peoples. Elizabeth I, her court and her reign are used as a central reference point to explore the Renaissance world in England and Europe and the crises of religious conflicts, civil wars and revolutions which afflicted it in the sixteenth and seventeenth centuries. Attention will also be paid to Renaissance art, the social background to Elizabethan literature, themes of popular and court culture, daily life and death, the roles of women, the family, witchcraft, piracy, war on land and sea and its effect on society, Machiavellian and secular politics, and the fall and execution of Charles I and its place in the development of parliamentary institutions.

Second semester
The world of Louis XIV and the Guillotine (1650-1800)
The world of Louis XIV was dominated by an elegant court society, a grandiose Baroque culture, an aristocratic elite, an agrarian economy and a patriarchal and religious culture. But it was also a world which was being challenged by the success of rather different commercial and parliamentary cultures in England and Holland. This semester will focus on Louis XIV's world of Versailles and the challenges it to from late seventeenth century to its downfall in 1789. Attention will be given to its underworld, to the grinding poverty and the violent methods used by the authorities to control them. The second half of the semester will focus on the new ideology of Enlightenment, and on the changing social, economic, family and personal beliefs and practices which brought about the collapse of the 'Old Regime' and a dramatic period of Revolution ushered in by the American Declaration of Independence in 1776 and the Fall of the Bastille in 1789. The semester will conclude with a portrait of the age of the Guillotine and the Terror, and the new world of nationalism, romanticism, industry and empire.

105 Late Modern European History
European society and culture 1760 to the present
Dr Dreher, Dr Keene, Dr Fulton
Classes Yr: (2 lec & 1 tut)/wk

Assessment Sem 1: one 3hr exam, one 3000w essay; Sem 2: one 3hr exam, one 3000w essay; 60% for classwork, 40% for exams

The course aims to introduce students to major developments in the history of modern European society and to expose them to different historical approaches to the period.

This course will examine major themes in the political, social and cultural history of Europe from the late eighteenth century to the present. Themes will include changes in work, family, gender, urban and rural life and the impact on them of major political and social events during these two centuries.

Throughout the course, emphasis will be placed on the methods and problems of writing history, using both primary source materials and books reflecting different historical approaches.

106 Asian History
The challenge of modern Asia
Dr Kersten, Dr Oddie, Dr Reynolds, Dr Wong
Classes Yr: (2 lec & 1 tut)/wk

Assessment Sem 1: one 3hr exam, one 2200w essay, one 800w tut paper; Sem 2: one 3hr exam, one 2200w essay, one 800w tut paper; 60% for classwork (35% for essay, 15% for tutorial paper, 10% for participation), 40% for exams

Students will gain substantial skills in studying and writing history, in critical and comparative thinking and in empirical research; they will develop a knowledge of Asian society and culture and major themes in Asian history.

First semester
India and Southeast Asia
Dr Oddie, Dr Reynolds

Our world has been transformed by the emergence of new nations in Asia and Africa. Out of thousands of smaller and larger 'old states' have come modern nations — some are very rich, some are very poor, some are increasingly powerful, some are still divided, and all are complex and fascinatingly different from Western societies. How this process came about in India and Southeast Asia, how their traditions and cultures survived European imperialism, and how they asserted their independence and identity after World War II — these are all issues explored in this course of modern history. We will look at three themes:
1. The dynamic traditionalism of Indian and Southeast Asian states before the arrival of agencies of Western empire.
2. The impact of Western (especially modern European) imperialism and colonialism.
3. The revolutionary challenge to European dominance, leading to liberation politics in the decades after 1945.

Second semester
North Asia
Dr Kersten, Dr Wong

Confucianism was the powerful world view underpinning both China's and Japan's worlds. And yet, this dynamic system of thought had very different outcomes in those countries. This was revealed in the ways they dealt with the intruding West, and how they rationalised power and influence in the modern world. Why did reform in China end in revolution and chaos, and why did reform in Japan push her into a destructive pattern of power and conquest? Why did communist China embark on a new cycle of reform leading once more to chaos, while Japan became an economic giant still insecure in its international role? This course seeks to answer these and other questions that are vital to our understanding of our region.

Senior courses
Enrolment into History 201-208 courses
Semester-length Thematic and Specialist options (8 units each)

Entrance 12 units of History Junior level or Ancient History or Economic History
Contact hours 3hr/wk, unless otherwise specified, in varying combination of lectures, tutorials or seminars in a semester
Assessment written work totalling 4000w

Senior level students may take more than one Thematic option, but they must take at least one. Students may do up to four 8 unit courses (32 units) in any one semester with a total of eight 8 unit courses (64 units) in a year.

First semester: Thematic options
T10.1 The world turned upside down
Dr Brennan, Dr Olson
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w 'exhibition review', arising from a visit to one of Sydney's major museums; 60% for classwork, 40% for exam

The course will equip students with an appreciation of the historical significance of museums and museum-based systems of knowledge and practice, with particular reference to Europe, North America and Australia; and will inculcate, through frequent visits and professional contacts, an understanding of the challenges confronting cultural institutions in contemporary society.

This course traces the origins and development of the 'museum idea' in Western intellectual history. It surveys the history of museums and their practices in the invention, codification, and dissemination of traditions in history, natural history and the decorative arts, and considers the role of museums as cultural actors in contemporary society. Lectures focus upon museums devoted to science, invention, natural history, archaeology, ethnology and art, but seminars explore other genres as well. Readings discuss themes ranging from the presentation of 'objective' knowledge and the representation of symbols in museum architecture and display, to the commercialism of collecting and the commodification of knowledge. There is an emphasis on comparative studies, and encouragement for those able to read languages other than English.

T18.1 Urban society from medieval to modern
Assoc. Prof. S. Jack
Classes (2 lec & 1 tut)/wk
Assessment one 3hr formal exam, one 3000w essay, one 1000w tut paper; 60% for classwork and 40% for exam

Through specific work on aspects of urban society students will learn how to research and present their findings both in oral and written form and will gain a deeper knowledge of urban society and of historians' interpretations of evidence.

The town is a cultural theme in human history—it has been seen as a measure of civilisation and equally attacked by those who see it as destructive of natural man. It meets a wide variety of social needs and has been the subject of intense controversy. This course
will examine some of the many different approaches to urban history including both the theoretical (location theory, central place theory, Marxist, sociological approaches and so on) and the taxonomic. It will seek to investigate how the increasing urbanisation of the world has affected human experience of life and human welfare.

719.11 Inventing democracies: Japan, India, U.S.A.
Dr Kersten, Dr Masselos, Dr G White
Classes (2 lec & 1 tut)/wk
Assessment one 3hr formal exam, one 4000w essay; 60% for classwork, 40% for exam

Students will gain comparative skills, cross-cultural knowledge, and expertise in the history of political culture and democratic theory.

The 1990s has witnessed the coming of age of democracy, dramatically revealed through the collapse of the Berlin Wall and the disintegration of the Soviet Union. Yet rather than the triumph of an idea and its institutional form, we find a multiplicity of democracies all claiming the democratic label. The essence of difference between them is political culture. This course will explore how democracy has been portrayed through national and cultural identity in three countries: India, U.S.A. and Japan. We will identify the common ground and contrasts between these versions of democracy, and determine whether democracy is indeed an idea that can only exist in the cultural context of its creation, or whether it can encompass great diversity.

T20.1 Revolutions (from the French Revolution to contemporary Eastern Europe)
Dr Zlatar
Classes (2 lec & 1 tut)/wk
Assessment one 3hr formal exam, one 4000w essay; 50% for classwork, 50% for exam

Students will gain detailed knowledge of European society with particular reference to revolutionary experience and will develop a better understanding of historical activity, of social theory and of cultural diversity.

Revolutions have dominated the change in the modern world from the time of the revolt against privilege in Old-Regime France in 1789 to the collapse of the Communist regimes of Eastern Europe in 1989-1991. This course will examine the French Revolutions of 1789 and 1848, the revolutions in East Central Europe in 1848, the Russian Revolutions of 1905 and 1917 and the East European Revolution of 1989-1991. Students will examine both the types of revolutionary experience, and the many historians, social scientists and political theorists and the ways they have organised and conceptualised their data.

T21.1 Gender in European history, c. 1750-1914
Assoc. Prof. Caine, Dr Shiga
Classes (2 lec & 1 tut)/wk
Assessment one 3hr formal exam or take-home, one 3000w essay, one 1000w tut. 50% for classwork, 50% for exam

Students will gain an understanding of the concept of gender as a historical category: a knowledge of the ways in which gender is relevant to considerations of major intellectual, political and social developments including 'the rights of man', the French Revolution, liberalism, socialism, nationalism and imperialism, and the ability to present a clear and reasoned discussion on historical questions centring on gender: a recognition of the importance of social and cultural factors in promoting tolerance.

This course will focus on the question of gender, and on the redefinitions of masculinity and femininity which emerged in the course of the Enlightenment, through industrialisation and the emergence of a bourgeois society, and through the increasing scientific, medical and psychological interest in sexuality which developed in the last decades of the nineteenth century. It will also look at the importance of concepts of masculinity and femininity in major nineteenth century political and social developments, particularly nationalism and imperialism. The course will explore the ways in which concepts of gender were affected by issues of class and ethnicity both in relation to Europe and in the various discourses around imperialism. It will explore the ways in which emergence of feminism questioned existing ideas about both men and women.

First semester: Specialist options

206.1 Australian society to 1914
Dr Fitzgerald, Dr Russell
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Students will gain an understanding of eighteenth century Australian social history: emphasis on the interpretation of primary sources, and a sense of the present as a product of the past, particularly through memory, commemoration and political rhetoric.

This is a survey course examining some of the major influences on the shaping of Australian society up to the First World War. It deals with struggles between Aborigines and Europeans, convicts and their masters, the colonial gentry and the urban bourgeoisie, women and men, labour and capital, immigrants and the native born, Protestants and Catholics, liberals, conservatives and socialists, and seeks to understand the peculiar culture that these conflicts produced.

228.1 America and the world
Assoc. Prof. Meaney
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Students will gain an historical understanding of their world.

This course begins with a consideration of general interpretations of the history of America's role in the world and an examination of the forces shaping America's foreign relations, including national mission, national interest and imperial expansion. It then looks for a pattern in the historical experience through a study of selected periods and problems,
such as the American Revolution, Manifest Destiny, the 'Open Door' and the New World Order, Isolationism and the Good Neighbour Policy, the Cold War and the Warfare State, the Cuban Missile Crisis and the Vietnam War, the Decline of Empire and the 'End of History'.

Reading
T. Paterson (ed.) Major Problems in American Foreign Policy
3rd edn (D.C. Heath)

230.1 Indian civilisation and social change — from the Indus Valley civilisation to Gandhi
Dr Oddie
Classes (2 lec and 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Students will acquire awareness, knowledge and understanding of the development and interpretations of Indian civilisation from ancient to modern times.

The purpose of this course is to explore central themes in the cultural and social history of India. It deals with topics such as classical Hinduism, devotional movements and modern Hindu reform, the rise of Buddhism and the coming of Islam; ideas of kingship, forms of imperial rule and the transition to a modern democracy; courts and culture under Hindu and Mughal rulers; villages and change, caste and social mobility; the land, the peasantry and the role and status of women in pre-British and modern times.

Textbooks
A.L. Basham The Wonder That Was India
R. Thapar The History of India, Vol. 1

236.1 Despots, priests and people: the political forms of the Ancient Near East
Dr Weeks
Classes (3 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay, two 750w tut papers

Students will gain a knowledge of representative Ancient Near Eastern political forms so that students may grapple with general issues of political power, its variety and its theoretical justification.

The popular image of the Ancient Near East emphasises despots and powerful priests. Was that the reality? Or was there a necessity to accommodate popular feelings and needs? Can the diverse societies be seen in terms of one paradigm?

The course explores thematically and comparatively the political structures of representative Ancient Near Eastern states. It looks at the distribution of power through society and considers the ideological justifications of political power.

243.1 Class and culture in England, 1790s-1990s
Dr Macnab
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, 3000w essay, one 1000w tut paper; 50% for classwork, 50% for exam

Students will acquire knowledge and practical expertise in the historiography, concepts, methodology and content of modern English social and cultural history.

This course examines the impact of industrialisation and political conflict on the creation of a class-based society in England, the ideas, institutions, movements and culture of the aristocracy, middle class and working class, and the relations between the classes, in the nineteenth and twentieth centuries, with some emphasis on the influence of the working class on English society and politics.

262.1 Jewish culture from the Medieval period: from freedom to persecution
Prof. Crown, Rabbi Apple
Classes (1 lec & 1 tut)/wk
Assessment one 1500w take-home exam, one tut exercise, one essay, total 2500w; 40% for exam, 60% for essay

Attendance at both lecture and tutorial is compulsory

The course focuses on the Jewish people, its life, literature, social and cultural organisation from the Middle Ages, and the shift of the centre of Jewish life to Europe until the pre-emancipation era in Europe. Topics will be handled both as general discussions and particular cases, and will include specific examples of particular beliefs. Some of the socio-historical and cultural topics we will deal with are the Rhadanes and traders, Jews under the Goths and Visigoths, the rise of the Ashkenazi communities and the Jews in England. Literary topics will be Tosaphists of France, Responsa from Germany and the Kabbalah; and beliefs and ethical topics are Maimonides' principles and chapters. For a fuller course description, see the Department of Semitic Studies, Ist Floor, over Northern Vestibule, Main Quadrangle.

264.1 Social history of twentieth-century America
Dr G. White, Dr S. White
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 4000w essay; 60% for classwork, 40% for exam

The aims of this course are to provide insights into the nature of twentieth-century American society and culture through a study of new topics in new ways, to acquaint students with some of the more imaginative recent literature in this field, and to challenge them, through their major essay, to analyse creatively a fresh body of primary research material.

Within a framework of general political developments this course will examine (through the use of such sources as film, novels, music and comics) social movements and emblematic events which open windows into twentieth-century American life. More specific attention will be given to such topics as sport, the construction of gender, famous trials (e.g. the Chicago Eight), style and clothing, gangsters and G-men, films of the 1950s, and flight and space.

270.1 Contemporary Europe
Mr Cahill
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Students will develop critical understanding of historical methods and of how to use them in analysing developments in contemporary Europe.

Aspects of political and social history of western and eastern European states, including the former
U.S.S.R. Europe-wide changes examined in a comparative framework with special attention to the resilience of nationalism. Some concentration on postwar crises: such as 1948-49 in Berlin; 1958 and 1968 in France; 1956 in Hungary; 1968 in Czechoslovakia; 1975 in Spain; 1980 in Poland, 1989-90 throughout eastern Europe; and the wars in former Yugoslavia since 1991. Special focus on the origins, development, and stultification of the European Union.

277.1 The rise and fall of the First Reich: Germany and its neighbours, 919-1268 A.D.
Dr Ward, Dr Olson
Classes Sem 1: (2 lec & 1hr of tut)/wk
Assessment one 1000w tutorial paper, one 3000w essay, one 3hr exam or equivalent; 40% for exams, 60% for classwork

The course aims to provide a knowledge of the peculiarities of central and Eastern European cultural development in the period and of the nature of 'Empire' in its medieval context, to cultivate an ability to analyse evidence (primary documents) and to make historical inferences/deductions on the basis of it, to develop an appreciation of the notion of Latin Christian cultural primacy in its historical context and the value of order in a potentially anarchic world.

At the centre of Europe and deeply involved with nations and territories as far afield as England, Russia, Byzantium and Sicily, Germany in this period reached the apogee of its power, and produced a body of literature and legend without equal. Contemporaries identified the German Reich with the Roman Empire and pondered deeply the Biblical and related prophecies that the end of the world would come with its fall. To our own age, too, with the widespread collapse of Empire and large-scale organisations, the experience of the 'Holy Roman Empire' of the Middle Ages can only be of consuming interest.

Yet, according to a leading medievalist, the 'misfiring' of German leadership in Europe is one of the most puzzling and important facts with which we are confronted at the turn of the 11th and 12th centuries [R.W. Southern, Making of the Middle Ages (1956), p. 19]. By 1268 the Empire lay in ruins and the medieval Papacy was preparing to enter its imperial inheritance. How could Germany be at once so universal and so powerless? What vital links exist between Germany's medieval experience and its nineteenth and twentieth century problems?

This course will suggest answers by exposing the social, economic and political structures of German power through its historical and literary documents. Central will be the relationship between the conflict of Universal Church and the Universal State (the Empire) on the one hand and, on the other, the eastward expansion of German power and civilisation in the period. The relationship between literary culture/legend and political reality will be noticed, by way of key literary texts.

Textbooks
B.H. Hill Medieval Monarchy in Action: the German Empire from Henry I to Henry IV (1972)
T. Reuter Germany in the Early Middle Ages c800-1056 (1991)
H. Fuhrmann Germany in the High Middle Ages c. 1050-1200 (trans. T. Reuter)

G. Barraclough The Origins of Modern Germany (rev. edn, 1988)
K.J. Leyser Rule and Conflict in an Early Medieval Society (1989)
Liudprand of Cremona The embassy to Constantinople and other Writings ed. J.J. Norwich (Everyman)

289.1 Reformation and society in sixteenth-century Europe
Dr Zlatar
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tutorial paper; 50% for classwork, 50% for exam

As a specialist course on the Reformation the course will provide students with an in-depth knowledge of both theological and socio-cultural aspects of the Reformation, with special emphasis on the inter-relationship between the high culture of the Reformers and popular culture.

'The Reformation is incomprehensible unless we bear in mind that Europe in the sixteenth century was a swiftly changing world.' (Jean-Francois Bergier). This course will inter-relate the various forms of the Reformation (magisterial: Lutheran, Calvinist, Zwinglian, Anglican; radical; and Catholic) with social, political, economic, cultural and intellectual changes sweeping Europe during the sixteenth century. Emphasis will be placed both on religious and social forms of protest, and the main religious and intellectual ideas of the major Reformers, such as Luther, Zwingli and Calvin, will be examined in the context of their socio-political backgrounds and the prevailing cultural atmosphere. Special emphasis will be placed on how the Reformation shaped popular culture and was in turn affected by it.

Second semester: Thematic options

T7.2 The black experience in the Americas
Dr. G. White, Dr. S. White
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 4000w essay; 60% for classwork, 40% for exam

This course aims to develop in students a deeper knowledge of American society in general and of the historical experience of African Americans in particular, an ability to conduct independent research and to use primary materials critically and creatively, and an interest in and understanding of cultures other than their own.

African cultures and their adaptations in the New World settings; slave trade; emergence of plantation systems and slavery; varieties of slave culture; slave violence and forms of resistance; race relations in post-slave societies; emergence of northern ghettos; black nationalism and mass movements of the 1920s; black music and literature; Martin Luther King and the Civil Rights Movement; Malcolm X, the Black Muslims and Black Power. At all stages in this course developments in the United States will be compared to those in the West Indies and Latin America.
Textbook
Lawrence W. Levine Black Culture and Black Consciousness (New York, 1977)

T9.2 Aboriginal history: Australia and the Pacific
Dr Kociumbas
Classes (2 lec & 1 tut) / wk
Assessment one 3hr exam or equivalent, written work totalling 4000w; 60% for classwork, 40% for exam

This course aims to develop students' skills in interpreting evidence about the experience of indigenous people in Australia and the Pacific, plus insight into the changing political, racial and epistemological theories and assumptions which have influenced Western accounts of this experience.

Long before the Pacific was officially 'discovered', it had captured the European imagination. Pacific people have continued to be represented according to changing Western priorities. During this process, it has become customary to classify Pacific people into a racial hierarchy and to isolate Aboriginal people as a separate case. In this course we seek to reintegrate Aboriginal experience into the Pacific, problematising the assumptions and conceptual models which have coloured European representations of the area as a whole. In doing so we pay particular attention to Aboriginal oral and written accounts, including fiction, autobiography and film. Thus we begin with oral tradition, including Aboriginal art. Other major themes are European perceptions of the 'noble savage'; missionaries, beachcombers and trade; resistance and how it was broken; labour, forced and free; treaties and their absence; scientific racism; stereotypes of Pacific people in modern Australian literature and film; decolonisation and land rights.

Reading
Kevin Gilbert Living Black (Melbourne, 1977)
Ruby Langford Don't Takeyour Love to Town (Penguin, 1988)
James Miller Koorti: A Will to Win (Sydney, 1985)
Sally Morgan My Place (Fremantle, 1987)
Bernard Smith European Vision in the South Pacific (Oxford, 1960)

T11.2 War and society: in the late modern world
Mr Cahill
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Students will develop a critical understanding of historical methods and of how to use them in analysing relationships between wars and societies in the modern world.

This course assumes that war is 'too serious a business to be left to military buffs'. It will examine war, and preparation for war, as both cause and product of change in the modern world. It will concentrate on the experiences of various parts of Europe, beginning with the emergence of 'the nation in arms' in the 1790s, going on to examine the militarisation of European societies in the nineteenth century and, in the twentieth century, giving particular attention to the Second World War. But it will also deal with aspects of the American Civil War, the Sino-Japanese War of 1937-1945, the Korean War of 1950-1953, the Arab-Israeli War of 1967, and the Vietnam War of 1965-1975. The emphasis will be on political, social, cultural and economic aspects of war, as 'the locomotive of history', rather than on narrowly military ones.

T14.2 Sea and history
Assoc. Prof. S. Jack
Classes (2 lec & 1 tut) / wk
Assessment one 3hr exam, one 3000w essay and 1000w tut paper; 60% for classwork and 40% for exam

Students will be able to research and summarise their findings, deliver an oral presentation and provide a professionally written account which identifies the methodologies and ideologies of historians who have studied the significance of the sea as a factor in history from Roman times to the present.

The course will start from the physical constraints on communication by sea and examine the problems of ship-construction, navigation and mapping and the technical changes they underwent over a 2000 year period. We will investigate the sea as a source of livelihood and as a location for warfare and imperialism. Seaborne exploration and trade as a critical element in the development of a global economy will be an important focus. The specific social forms generated by the constraints of a mariner's life at sea and on shore will be considered.

117.2 Personal narratives
Dr Russell
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay and one 1000w tut paper; 50% for classwork, 40% for exam

Through familiarity with a range of biographies and autobiographies, students will learn to critically evaluate biographical methods, to conduct independent research and interpretation, and to recognise the significance of ideologies of gender and imperialism.

Recent years have seen a certain questioning of the capacity of history to tell universal truths about societies, and a growing interest in alternative narratives. This course examines life stories, as recounted in various forms of biography and autobiography, and in so doing raises questions about the relationship between the individual and 'history'. Particular themes include the investigation of private life; evidence and imagination in biography; gendered lives and feminist interpretations; personal narratives of empire; the relationship between life stories and national stories. There will also be some consideration of the ways historians use diaries and other forms of autobiography. Students will have the opportunity to conduct their own research into an individual life, drawing on the themes of the course.

Second semester: Specialist options

218.2 Russia since 1801
Dr Zlata
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper; 50% for classwork, 50% for exam

As an introductory survey course of modern Russia,
the course will provide students with in-depth knowledge of the largest country on earth, and one of the greatest powers in both the nineteenth and twentieth centuries, with special emphasis on those concepts and ideas Russia contributed.

'Russia is a European state', Catherine the Great proclaimed, and this course will offer a survey of modern Russian history in the nineteenth and twentieth centuries, a period during which Westernisation started in the eighteenth century on a massive scale has started to bear fruit. It will stress certain cardinal themes in both Imperial and Soviet Russia, such as the role of the state, the patterns of reforms, the roles of the bureaucracy and the party, the emergence and evolution of the intelligentsia, the industrialisation drives, the uses of repression and terror, the creation of an empire, and the growth of a distinctive, yet westernised Russian culture. Special emphasis will be placed on conservative and revolutionary ideas which made both Russian society and culture innovative and exciting.

232.2 Australian social history, 1914-1988
Assoc. Prof. Waterhouse, Mr R. White
Classes (3 lec & one 1hr tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w essay; 60% for classwork, 40% for exam

Students will gain an understanding of twentieth-century Australian social history: emphasis on the interpretation of primary sources and oral evidence, and a sense of the present as a product of the past, particularly through memory, commemoration and political rhetoric.

This course has the advantage (or disadvantage?) of covering a period of history that is still within living memory. From the aftermath of the Great War, the course follows the traumas of Depression and World War II, as well as periods of less dramatic but still profound change; the post-war boom through the Menzies years, the threats posed by the Cold War, the Bomb and the discovery of the teenager, the impact of immigration, the 1960s, the Whitlam government and life in the 1980s.

In addition, because it is history that many Australians can remember, students will be encouraged to consider the relationship between history and memory, through the ways these experiences are remembered in public and in private, the ways in which memory is moulded and 'composed', and the ways in which the past is used.

251.2 The world Alexander made
Dr O'Neil
Classes (3 lec & one 1hr tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper; 50% for classwork, 50% for exams

This course examines the development of Greece: civilisation from the time of Philip's development of a strong Macedonian state and his son, Alexander's conquest of the Persian Empire. We will look at Alexander's career, the break-up of his world-spanning Empire and subsequent developments, political and cultural. We will examine the development of the successor kingdoms, city-states and federations and the reaction of different cultures within the Hellenistic World. Finally we will study the arrival of the Romans within the Greek world and the Greek response to it.

Textbook
F.W. Walbank The Hellenistic World (H.U.P.)

252.2 Australia in the nuclear age, 1945-1990
Prof. MacLeod
Classes (1 lec & one 2hr seminar)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper/seminar presentation; 60% for classwork, 40% for exam

This course is available also to students from the History and Philosophy of Science

This course aims to equip Senior year students — from Arts, Science and Government—with a working knowledge of the history of the nuclear age, with special reference to Europe and the superpowers; and, by the use of primary sources and expert visits, to convey an understanding of the principal issues underlying contemporary nuclear policy and diplomacy in Australia, the Asia-Pacific region, and the wider world.

This course examines a paradox. While a significant part of the Australian population today resists the applications of nuclear energy to either civil or military purposes, Australia has officially encouraged uranium mining and participates in the nuclear fuel cycle. It plays a significant role in the IAEA, and has never ruled out completely the prospect of nuclear power. This course will examine the leading features of Australian history in the fields of nuclear energy, nuclear technology, and uranium mining. It will focus on ways in which doctrine in this area has been formulated and applied. It will also consider future possible avenues for Australian nuclear policy, both in the Pacific region and on the international scene.

253.2 The state in modern Southeast Asia
Dr Reynolds
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Students will gain a sense of how their own social formation differs religiously, politically, socially and economically from Southeast Asian social formations.

The course will be divided into two parts. The first part will establish the contexts in which colonialism, nationalism, independence and post-colonial Western intervention evolved in the region. The second part will look at problematic themes for historical enquiry: peasant revolt; the narrative of the nation; social history; religious and ethnic conflict. Historical examples selected from Southeast Asian countries as they are appropriate.

Textbook
D.J. Steinberg (ed.) In Search of Southeast Asia: A Modern History, rev. edn
263.2 Jewish culture from the Medieval period: from Sephardim to Ashkenazim
Prof. Crown, Mrs Apple
Classes (1 lec & 1 tut) / wk
Assessment one 1500w take-home exam, one tut exercise, one essay, total 2500w; 40% for exam, 60% for essay

In semester 2, some of the socio-historical and cultural topics covered will be Jewish self-government in Spain, the changing Jewish Diaspora post-expulsion, Court Jews, Oliver Cromwell, Menasseh ben Israel and English Jewry. Literary topics covered will be the poetry and literature of the Italian Jewish community, ethical wills, the Sa’ed tradition and local Purim texts. Beliefs and ethical topics will be discussed, attitudes to women, work, wealth and poverty, business ethics, privacy, holiness and Kiddush Hashem, and the individual and society. For a fuller course description, see the Department of Semitic Studies, 1st floor, over Northern Vestibule, Main Quadrangle.

286.2 Protest, dissent and the state in modern Japan 1860-1960
Dr Kersten
Classes (2 lec & 1 tut) / wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper; 60% for coursework, 40% for exam

Students will gain analytical skills, expertise in the history of political thought in Japan, and a grasp of cross-cultural appreciation.

This course is focused on enabled political control to be sustained. The concepts of protest and authority are the recurring themes of the course. We discover how the State in Japan has looked to those who have opposed it, whether they be peasants, democrats, anarchists, communists, students or liberals. State ideology is analysed in its various dimensions, including its Confucian, fascist and nationalist philosophies and the history of political thought in Japan.

Textbooks

287.2 Roman art of government
Miss Hayne
Classes (3 lec & 1 tut) / wk
Assessment one 3hr formal exam, one 3000w essay, one 1000w tut paper; 50% for coursework, 50% for exam

Students will gain an understanding of how contemporary Greek and Roman writers and politicians saw society in which they lived, during a period of profound change.

In the mid-second century B.C. the Greek Polybius praised Rome for her constitution, which he said ensured her success and stability, at the same time forecasting that deterioration could occur. There followed a century of civil war, culminating in a new form of government (or an old form revised?), the principate. The emphasis in this course is on writers: how they saw Rome’s government, how they thought Rome should be governed, and how their theories compared with reality. Authors to be studied include Polybius, Cicero, Sallust, Tacitus and Pliny.

288.2 The Mediterranean World in the High Middle Ages: ca. 1050 - ca. 1200
Assoc. Prof. Pryor
Classes (2 lec & one 1hr tut) / wk
Assessment one take-home exam, one 4000w essay; 60% for coursework, 40% for exam

Students will gain skills in the use of contemporary historical evidence and evaluation of modern historical writing, while obtaining knowledge of the Mediterranean.

Beginning with the traditional Mediterranean powers of Islam and Byzantium in apparent decline in the eleventh century, the course examines the processes of that decline and the rise of the Latin West to the end of the thirteenth century. In doing so, it challenges common assumptions about the degree to which the West achieved domination in the Mediterranean and the extent to which Byzantine and Muslim powers and peoples were marginalised.

The course is structured around appreciation of the physical geography, oceanography and meteorology of the Mediterranean basin and their influences on the course of human history. Foci of attention include the mechanisms of Crusading; the response of the Muslim world and its internal evolution; the eclipse of Byzantium as a world power; the rise of the mercantile empires of Pisa, Genoa, and Venice and their internecine wars; the Normans and Hohenstaufen in Sicily; and the War of the Sicilian Vespers and rise of the Aragonese empire; maritime trade and naval warfare; the technology of communications, warfare, and industry; and the place of the Mediterranean in the history of the known world in the period.

Essays will provide an opportunity to specialise in cultural and intellectual interchange and mutual influences, and in other issues such as the importance of the Western Balkan, Maghrebin, Andalusian, and Provencal peoples.

History Honours entry courses 8 units each
Enrolment into History 290, 291, 390, 391, 392 and 393 (Special Studies Seminar options)
N.B. Although Special entry courses are a necessary qualification for entry to the History IV (Honours) Year, these courses may be taken by any students who meet the prerequisites regardless of whether or not they intend to proceed to History IV.

History 290 ‘Rethinking history’
Entry requirements Credit results in 12 Junior units of History, Ancient History or Economic History
This unit consists of two components: (i) the compulsory core component (first semester) and (ii) one of the 200S Honours entry options (second semester). Each semester’s work is worth 50% of the final result for the course. It is a year-long course.

Students who intend to proceed to History 390 Special entry course must take this full-year course. It may also be taken by students who do not wish to proceed to further Special entry courses.
History 290 (i) Rethinking history (first semester compulsory component)
Coordinator: to be advised
Classes (1 lec & 1 tut)/wk
Assessment one 1500w take-home exam, one tut exercise, one essay, total 2500w; 40% for exam 60% for essay
Attendance at both lecture and tutorial is compulsory This unit aims to introduce History students to some fundamental concepts and approaches useful for historical analysis. Lectures and tutorials will be integrated and will focus on the following major themes: how and why history is related to theory; traditional approaches of historians; classic challenges to traditional history; some recent work on gender, race, class, ideology, culture and theories of representation.

History 290 (ii) Honours entry options
Coordinator: to be advised
Classes (one 2hr seminar)/wk
Assessment one 4500w essay, one 2hr exam or equivalent
Students choose one of the following semester two options. Please note that some courses require a prerequisite or a corequisite

200S Honours entry options (second semester)
T7S Black autobiography
Dr S. White
Prereq or Coreq T7.2 Black experience in the Americas
Assessment 2hr exam or equivalent, one 4500w seminar paper; 60% for classwork, 40% for exam
This course aims to examine critically the value of autobiography as an historical source, to explore the boundaries between literature and history and the scope for using linguistic theory in historical analysis, to develop in students, through the seminar format, the ability to present and defend their ideas, and expose them to the remarkable writings of the most sensitive interpreters of the black experience in America.

This course looks at black autobiography as a way of recovering the African-American past. Beginning with the life stories of former slaves, it traces the emergence of a distinctively black voice in the nineteenth century, in autobiographical works associated with the Harlem Renaissance in the 1920s and with civil rights, black power and black feminist movements. Among the autobiographies studied are those by Richard Wright, Malcolm X, Angela Davis and Maya Angelou.

T10S Sovereigns and saints, vandals and virgins
Dr Brennan, Dr Olson
Prereq or Coreq T10.1 The world turned upside down
Classes (one 2hr seminar)/wk
Assessment one 2hr exam or equivalent, one 4500w seminar paper; 60% for classwork, 40% for exam
Knowledge of late Antique and Early Medieval ideas and representations of various kinds of power; skills in close textual analysis, written and archaeological, research techniques and written and oral presentation; an ability to understand cultural, gender and social differences of societies in transformation.

This course will be about rulers and other figures of authority in the Roman and Byzantine empires, and in the Germanic kingdoms, especially of the Ostrogoths, Visigoths, Vandals and Merovingian and early Carolingian Franks: emperors, empresses, kings, queens, local lords and strong men, bishops, holy men and women, including those who aspired unsuccessfully to such authority. It will be about the location of authority in these different societies; its nature; its sources, charismatic and institutional; the images which conveyed it. It will look at the articulation of authority (through a number of models — Weber, Douglas, Peter Brown) in various terms: the family, war, the supernatural world, the ideal virtues, the law, the social order. Its material will include traditional histories, biographies, hagiographies, panegyrics, titles, legislation, ceremonial, art.

T18S The theory of urban history
Assoc. Prof. S.M. Jack
Classes one 2hr class/wk
Assessment one 2hr exam or equivalent, one 4500w seminar paper; 60% for classwork, 40% for exam
In this course we will consider the sort of interpretations and explanations which have been adopted in the approach to urban history by philosophers, economists, sociologists, architects, town planners, archaeologists and geographers, and the approaches of historians to the subject from the Middle Ages to the present day.

228S America, the West and the Cold War
Assoc. Prof. Meaney
Prereq or Coreq 228 America and the world or 276 Australia and the world
Classes (one 2hr seminar)/wk
Assessment one 2hr exam or equivalent, one 4500w seminar paper; 60% for classwork, 40% for exam
Students will gain a deeper historical understanding of their world.

This seminar will examine the American response to the climactic crisis in the evolution of its national mission and national power. It will look at the concept of the 'American Century', the origin and nature of the American perception of the Soviet Union, the emergence of a Welfare State, the notion of 'Free World' leadership and the global strategy of 'Containment', the role of the CIA, and the influence of nuclear weapons, missile technology and delivery systems. It will also consider the position of the United States in the aftermath of the Cold War. Comparisons will be made with other Western countries such as
Britain, Norway, France, Canada and Australia and some use will be made of the material recently available from Soviet Archives.

230S India: communities and communal conflict in medieval and modern times

Dr Oddie

Classes (one 2hr seminar)/wk

Assessment one 2hr exam and one 4500w essay; 60% for classwork, 40% for exam

Students will gain a greater awareness, knowledge and understanding of the range and significance of group identities, and of the way in which these identities continue to affect social, religious and political life in India today.

Communal conflict is becoming increasingly prevalent in contemporary India. This seminar explores the development of village, caste and religious identities and the way in which a changing sense of community or identity has affected Indian history. Questions discussed include the nature of caste and Hindu identity; the growth of non-Hindu communities such as the Muslim, Sikh and Christian communities and their relationship with Hindus; Mughal ideas of religious toleration, and the rise and threatened demise of more modern notions of a secular state; Hindu and Islamic revivalism, extremism and conflict in the nineteenth and twentieth centuries.

232S Sydney between the Wars

Mr R. White

Coreq 232.2 Australian Sodal History 1914-1988

Classes one 2hr sem/wk

Assessment one 2hr exam, one 4500w essay; 60% for classwork, 40% for exam

Students will gain knowledge of the cultural history of Sydney, developing skills in reading the built environment as historical artefact.

This course explores the construction of an Australian culture in the years following the first world war. Working from a close focus on inter-war Sydney, and particular sites and events such as the Anzac Memorial, Bondi, King’s Cross, the Sydney Harbour Bridge, the first Miss Australia Quest, the sesqui-centenary celebrations, the image of Jack Lang, the course will raise broad questions about culture and society, the nation, class, gender, construction of the past and the nature of Australian history as a subject.

251S Monarchy from Alexander to Augustus

Dr O’Neil

Prereq or Coreq 252.1 The world Alexander made

Classes (one 2hr seminar)/wk

Assessment one 2hr exam, one 4500w essay; 60% for classwork, 40% for exam

Students will gain knowledge of Greek history in its later phases and of its influence on the early Roman principate as well as understanding of the skills and values which they will need to proceed to Honours work.

We shall examine the style(s) of monarchy developed by PhilKp and Alexander and those of his better documented successors, principally those around 200 B.C., considering the interaction of Greek, Macedonian and Persian ideas, the styles of the administration and the role of the court (including both the royal women and the generals). Finally we shall examine the influence of Hellenistic ideas on the Romans, most notably Augustus.

288S Crusading and its impact on Byzantium and Islam

Assoc. Prof. Pryor

Coreq 288: The Mediterranean world in the High Middle Ages: ca.1050-ca.1300

Classes (one 2hr seminar)/wk

Assessment one take-home exam, one 4500w essay; 60% for classwork, 40% for exam

Students will gain skills in the use of contemporary historical evidence and evaluation of modernhistorical writings while obtaining knowledge of the Crusades and their histories.

Through discussion of selected Crusades (First, Third, Fourth, and the Egyptian Crusades of Frederick II and Louis IX (Fifth and Sixth Crusades)), this course analyses the ways in which these Western expeditions affected the worlds of Byzantium and Islam politically, culturally and economically, and how the latter reacted to them.

Approximately half the course is devoted to the First Crusade, with the rest of the course devoted to the later Crusades.

History 390, 391, 392, 393 (Special Studies seminars)

Entrance Credit average in 24 History Senior units including History 290

Coreq for History 391, 392, 393 the previous History 390 level course

Contact hours: two hours per week throughout the year

Written work: one essay of 8000w, two or three tutorial papers totalling 3000w

Students who intend to proceed to History IV Honours must take History 390

The History 391, 392 and 393 courses are additional to History 390 and are not required for entry to History IV

Students choose one of the following Special Studies seminar options for each course taken.

Special Studies seminar options

402 Democrats, kings and cities

Dr O’Neill

Prereq any Ancient History course, and HSC Greek, Greek B 101 or equivalent

Classes (one 2hr seminar)/wk

Assessment one 3hr exam

History 390 — one 8000w essay, one 3000w seminar papers

History IV — one or two seminar papers combined total of 8000w

Students will gain knowledge of Greek history over four centuries and the skills to evaluate ancient evidence (including in the original Greek) and understanding of the values of the Ancient Greeks.

This course is a study of leadership in the Greek world. We shall look at the role of leaders within democracies such as Athens, of the hegemonies in the leagues of city-states which dominated the Greek
world and of kings within Macedonian and Hellenistic kingdoms. We shall also examine the social background within which these leaders operated.

**407 Interpreting revolutions**  
Dr MacLachlan, Dr Reeve  
*Classes (one 2hr seminar)/wk*  
*Assessment one 3hr exam*  
History 390—one 8000w essay, two 1500w seminar papers  
History IV — one or two seminar papers combined total of 8000w  
60% for classwork and 40% for exam

Students will gain an understanding of comparative history and historical interpretation, particularly in relation to the study of revolutions.

This seminar in comparative history and historiography will examine revolutions in seventeenth century England (and their sixteenth century antecedents) in their national and international contexts. It will largely focus on the different genres and modes of historical writing and representation: political, social, economic, religious and ideological; liberal, whig, Marxist and revisionist; historians 'from below', counter-cultural historians; provincial and regional historians, etc.

**415 Australia and its Asia-Pacific world**  
Dr Kersten, Dr Wong  
*Classes (one 2hr seminar)/wk*  
*Assessment one 3hr exam*  
History 390 — one 8000w essay, one 3000w seminar papers  
History IV — one or two seminar papers combined total of 8000w  
60% for classwork (50% written work, 10% participation), 40% for exam

Students will gain an intimate knowledge of the history of Australian foreign policy and of the responses to such a policy by countries in the Asia-Pacific world, and skills in cross-cultural and comparative studies.

This course offers an examination of Australian approaches to world affairs since the Second World War. These are discussed against a background of changing perceptions—ranging from the conventional Cold War picture, to the views emerging from developing countries, through to the post-Cold War era. After an initial thematic discussion of Australian foreign policy, the course examines major regions in relation to Australia from North Asia to South Asia.

**427 Histories of sexuality**  
Assoc. Prof. Garton  
*Classes (one 2hr seminar)/wk*  
*Assessment one 3hr exam*  
History 390 — one 8000w essay, two 1500w seminar papers  
History IV — one or two seminar papers combined total of 8000w  
60% for classwork and 40% for exam

This course aims to equip students with a range of theoretical and historiographical traditions and arguments concerning the historical and social construction of sexuality, particularly those stemming from the work of Foucault and Freud. It focuses on a range of histories of sexuality, from those concerned with Ancient Greece to those concerned with contemporary sexuality and considers problems such as the body, prostitution, repression, technologies of the self, the homosexual, pornography and marriage.

**446 Communism and cultural history**  
Dr Shiga  
*Classes (one 2hr seminar)/wk*  
*Assessment one 3hr exam*  
History 390—one 8000w essay, two 1500w seminar papers  
History IV — one or two seminar papers combined total of 8000w

Students will gain an understanding of cultural studies approaches to the writing of history, and the ability to apply such approaches to an understanding of the post-Second World War period in European, and particularly Eastern European, history; students will improve their ability to interpret cultural sensitivity, the nature of change and the more violent recent events in Eastern Europe, as well as to be able to apply cultural skills to a range of historical and contemporary issues.

This seminar will explore recent cultural theory as a way of approaching the history of Eastern Europe since the Second World War period. The thematic focus will be both on state-organised culture and cultures of dissidence. Revisionist uses of history and historiography will also be discussed. Central themes will include: 'civil society' or its absence; the role of the 'people' in political, social and cultural forms; the place of women in theory and practice; nationalism; cold war culture and its effect on Eastern European identities; the role of history and historiography in the legitimation of new and old forms of social organisation. Materials (including oral history, videos, film, novels) will cover regions of ex-Yugoslovakia, Hungary, ex-Czechoslovakia, Poland, East Germany, Romania, Bulgaria and Albania.

**450 The modern city**  
Dr Fitzgerald  
*Classes (one 2hr seminar)/wk*  
*Assessment one 3hr exam*  
History 390—one 8000w essay, two 1500w seminar papers  
History IV — one or two seminar papers combined total of 8000w  
60% for classwork (50% written work, 10% participation) and 40% for exam

Students will develop a critical appreciation of the complexity of the determinants of the process of urbanisation and be familiar with the specifics of historical evolution of a number of cities of their own choice.

The focus of the course will be the post-industrial revolution city. Emphasis will be on the evolution of British, European and New World cities, though there will be scope for individuals wishing to focus on other city types. For obvious reasons, Sydney acts as 'example' for field work. The course will consider various models/explanations of the urbanising process, the social and economic meanings of being urban, the unequal impact of the process on different class, gender and racial groups, and the intellectual response to cities.
451 American conservatism
Dr G. White
Classes (one 2hr seminar)/wk
Assessment one 3hr exam
History 390 — one 8000w essay, two 1500w seminar papers
History IV — one or two seminar papers combined total of 8000w
60% for classwork and 40% for exam
This course aims to develop in students a knowledge of modern conservative thinking and an ability to critically assess its strengths and weaknesses, to provide an understanding of the persistence, in a supposedly liberal society, of racist or otherwise oppressive movements of considerable popular appeal, and in these ways to deepen students’ understanding of the nature of American society and of the conflicts within it.

The ideas of intellectual and popular conservatives will be examined against a background of prevailing social conditions, with particular emphasis on: Social Darwinism, the Red Scare and McCarthyism, business conservatism of the 1920s, rural fundamentalism vs the new urban culture, the revival of the Klu Klux Klan, the Southern Agrarians’ critique of modern America, Hollywood movies of the Cold War Era, the revival of intellectual conservatism in the 1950s, the counterculture of the 1960s and the Neoconservative revolt, the new feminism and its opponents, Moral Majority and the new Religious Right, sexual politics in a conservative era—the Equal Rights Amendment and abortion debate, the conservatism of Ronald Reagan, Contra-gate and Oliver North, popular culture and ‘the war on traditional values’.

453 Amarna age
Dr Weeks
Prereq 476S Assyrian imperialism or equivalent
Classes (one 2hr seminar)/wk
Assessment one 3hr exam
History 390 — one 8000w essay, one 3000w seminar papers
History IV — one or two seminar papers combined total of 8000w
50% for classwork and 50% for exam
A study of the Amarna period, focusing on Syria-Palestine and making primary use of the Amarna Letters. Examples of topics which come within the scope of the course are: Egyptian imperialism, great power dynamics and the Hapiru/Hebrew question.

468 Australian cultural history
Mr R. White
Classes (one 2hr seminar)/wk
Assessment one 3hr exam
History 390 — one 8000w essay, two 1500w seminar papers
History IV — one or two seminar papers combined total of 8000w
60% for classwork and 40% for exam
Students will gain a knowledge of the history of culture in Australia, focusing on theoretical and methodological issues in cultural history; particular emphasis on developing research skills and initiative in the use of primary sources.

This course deals with major issues in Australian cultural history in the nineteenth and twentieth centuries, from issues of cultural transmission to the death of postmodernism. It covers a flexible range of topics including landscapes, acclimatisation, food, gardening, romance, literacy and language, modernisation and modernism, bohemians, sport, Hollywood, beach culture, comics, cars and the overseas trip. Theoretical approaches to cultural history are considered in an Australian context, and there is an emphasis on historiography and method. Some fieldwork will be required.

470 Medieval thought and literature during the twelfth-century Renaissance: the origins of modern western cultural patterns c.1050-1224 A.D.
Dr Ward
Classes (one 2hr seminar)/wk
Assessment one 3hr exam
History 390—one 8000w essay, two 1500w seminar papers
History IV — one or two seminar papers combined total of 8000w
60% for classwork and 40% for exam
This course provides a close acquaintance with the rich legacy of central medieval western thought and creativity that is progressively seen nowadays as the birth moment of modern western cultural patterns; it aims to develop an ability to identify patterns and leading elements in cultural history and inter-relationships between different aspects of a culture; it hopes to equip students to deal with cultural ‘alterity’ when they encounter it and it encourages an appreciation of cultural creativity on a broad scale, and of the value of organised learning and investigative skills.

This course is intended for those who wish a closer acquaintance with the rich legacy of central medieval western thought and creativity that is progressively seen nowadays as the birth moment of modern western cultural patterns. Topics for inclusion will draw from the following (listed in no particular order, and not exhaustive): the modern scholarly debate about the twelfth-century and later Italian ‘Renaissances’ (the place of the notion of ‘Renaissances’ in the context of the problem of ‘constructing’ the past, etc.); orality, literacy and the shift from ‘archaic’ cultural patterns to ‘modern, rationale’ ones; autobiography and the ‘rise of individualism’; the ‘innovative culture of eleventh-century Europe’; collapse of the political economy of truth in the eleventh century, its reconstruction in the twelfth and its routinisation in the thirteenth (mature scholasticism); the eucharistic and investitures disputes of the eleventh century and their significance; the dispute over clerical celibacy, church reform and the politics of the Virgin cults (sin, salvation, penance, the devil, redemption, Hell, Purgatory, etc.); papal schism and its consequences; the struggle between ‘faith’ and ‘reason’, the origins of scholasticism and the transition from cathedral school to university; women and literacy; vernacular literature, allegory and the rise of Romance; courtly love and the troubadours; the crisis in monasticism; the seven liberal arts and the survival of the classical/ Graeco-Roman curriculum of studies; the rise of alchemy, astrology and occultism; the careers of salient intellectuals such as Anselm of Canterbury, Peter Abelard, Thierry of Chartres, Alan of Lille, Hildegard
of Bingen; theological and Biblical advances; Augustinian, Aristotelian, pantheistic and neoplatonic philosophical systems; the polyphonic revolution in music; Latin poetry and the cosmological epic; the 'new history', the growth of the Charlemagne legend and the rise of drama; the translating movement from Greek and Arabic (in Spain and Sicily) and the foundations of a scientific revolution; the place of England in the twelfth-century renaissance; the supernatural and the growth of story-telling; the meaning of 'Romanesque' and the origins of Gothic architecture; the explosion of interest in Canon and Roman law studies; the rise of the Common Law; the foundations of political theory; Maimonides and Jewish-Christian relations; the Kabbalah; Petrus Alfonsus and Peter the Venerable: the intellectual onslaught upon Islam.

Students interested in this course should indicate which of the above (or other topics not listed) they prefer, if possible prior to the first meeting of the course.

Introductory reading
G. Constable and R.L. Benson Renaissance and Renewal in the Twelfth Century
C.H. Haskins The Renaissance of the Twelfth Century

471 Australia and the world
Assoc. Prof. Meaney
Classes (one 2hr seminar)/wk
Assessment one 3hr exam
History 390 — one 8000w essay, two 1500w seminar papers
History IV — one or two seminar papers combined total of 8000w
50% for classwork and 40% for exam

Students will gain an historical understanding of Australia and its relationship with the world.

A study of the forces shaping Australia's role in the world, including ideas about world politics, cultural identity, geo-politics, racism and domestic divisions. The emergence of a distinctive foreign policy tradition out of the tensions created for a European society in an Asian-Pacific environment. Exploration of an evolving pattern of popular stereotypes, strategic concerns and defence and foreign policies from the late nineteenth century to the present, from White Australia to multiculturalism, from British 'race patriotism' to 'Eurasian Nation.'

472 Industrialisation, crime and law
Dr Macnab
Classes (one 2hr seminar)/wk
Assessment one 3hr exam or equivalent
History 390 — one 8000w essay, two 1500w seminar papers
History IV — two 4000w essays
50% for classwork and 50% for exams

Students will acquire an understanding of the key issues, historiographical background, methodological implications, and analytical and presentational techniques required to master the history of interrelationships between crime, law and society.

This course is designed to explore changes in the interrelationships between the nature of society and politics, public attitudes to crime, police and punishment, and the role and functioning of criminal law over a period of enormous economic, social and political change, especially in eighteenth and nineteenth century England. The origins, character and application of English criminal law are examined in the context of eighteenth-century politics and society, with particular reference to subjects such as poaching, smuggling, riots, and popular protest, the use of armed force by authority, and the implementation of capital punishment and transportation. The effects of industrialisation, urbanisation and the emergence of class are examined in relation to changing concepts of crime and punishment, the reform of criminal law and police forces, the nature and purpose of prisons, the treatment of women criminals and children, and the regulation of vagrancy, poverty, prostitution and morals. In the second semester there is the opportunity to choose from a variety of topics including literature and crime, trade unionism and the law, biographies of judges, reformers and criminals, and topics from the history of other countries such as Ireland, Australia and America.

473 Australian women's history
Dr Kociumbas, Dr Russell
Classes (one 2hr seminar)/wk
Assessment one 3hr exam
History 390 — one 8000w essay, two 1500w seminar papers
History IV — two 4000w seminar papers
60% for classwork and 40% for exam

This unit examines the position of women in Australian society during the nineteenth and twentieth centuries with special attention to the relationship between class, race, and gender, the development of Australian feminism, the nature of women's work and the politics of sexuality and reproduction. Specific topics will include Aboriginal women; convict women and the meaning of prostitution; Victorian domestic ideology; philanthropy and emerging women's consciousness; the intervention of science; women and the early welfare state; population ideology and birth control; education for motherhood; working-class women and the labour movement; women and creative arts; women and war; sexual 'liberation' and post World War II domesticity; second-wave feminism; women, race and poverty. There will be an emphasis on the development of feminist historiography in Australia.

476 Assyrian imperialism
Dr Weeks
Prereq HSC Hebrew, Hebrew B101, Arabic B101 or equivalent in these or another Semitic language
Classes (one 2hr seminar)/wk
Assessment one 3hr exam
History 390 — one 8000w essay, one 3000w seminar papers
History IV — one or two seminar papers combined total of 8000w
50% for classwork and 50% for exam

The image conveyed by the Assyrians themselves was one of brutality combined with great energy and efficiency. To understand the impact of their march to empire one must understand how they themselves portrayed it. This course is designed to lead students
to an understanding of a significant imperialism through reading Assyrian texts.

478 The Roman soldier and his world
Dr Brennan, Miss Hayne

Classes (one 2hr seminar)/wk
Assessment one 3hr exam

History 390 — one 8000w essay, one 3000w seminar papers
History IV — one or two seminar papers combined total of 8000w
60% for classwork and 40% for exam

Students will acquire knowledge of the military role in the socio-political process of the particular but changing historical milieu of the Roman world, conceptual and analytical skills in the organisation and evaluation of complex issues and different types of information, and advanced research techniques.

This is a study of the military in the political and imperial history of Rome and her Empire as it changed from a republican city state acquiring an empire to an autocratic world state (in the period c.100 B.C. to A.D. 200). The focus will be on the changing characteristics of the soldier in war and in peace: social and ethnic origins, functions, distribution, values, rewards during and after service discipline, religion, relationships with civilians. How did the nature of the military affect the history of Roman civilisation in its political system, in its foreign policy and in its development in provincial and frontier regions? Was the military the pawn or the puppeteer of the Roman ruling order?

482 India: religious traditions, interaction and change
Dr Oddie
Classes (one 2hr seminar)/wk
Assessment one 3hr exam

History 390 — one 8000w essay, two 1500w seminar papers
History IV — one or two seminar papers combined total of 8000w
60% for classwork and 40% for exam

What is Hinduism and how has it developed? In what ways have incoming religions such as Islam and Christianity been modified as a result of their spread and development in a Hindu environment? What has it come to mean to be an Indian Muslim or an Indian Christian? How far have changes in all these major religions been a result of interaction and mutual influence and how far a result of other factors such as changes in material and political culture? These and other questions are discussed in a broad ranging seminar which focuses on central issues of acculturation or adaptation in India's religious history from the ancient Vedic period to modern times.

History IV Honours
Prereq Credit average in 48 Senior History units, including 290 and 390

Departmental statement: The work of History IV students is overseen by the History IV Meeting, which comprises all teachers of History IV, and by the Meeting's Coordinating Committee, which comprises the History IV Coordinator, the Head of Department, and the Chair of the Curriculum Committee. History IV students are required to register with the department in October of the preceding year. Intending History IV students will discuss their programs of study and research for 1995 with the History IV Coordinator. Students should have decided on their area of thesis research before the summer vacation. Their final combination of coursework and thesis topic will be approved by the Coordinator.

Program: History IV students are required to write a thesis and attend two courses — a General Seminar and a Special Studies Seminar. General seminars are broadly based and conceptual, with a strong historiographical or inter-area element. Special Studies Seminars (which are open to History 390 students) are designed to allow the student detailed work in a more specialised area of interest. The thesis will be worth 40% of the final mark and each of the two courses 30%.

(Note: the History IV assessment is under review: All three components may be worth one-third each in 1995.)

Thesis: The thesis will be written under the individual supervision of a member of staff. Students and their supervisors see each other regularly and work together to ensure that departmental guidelines on dates for progress and submission are adhered to. Any problems with a thesis, at any stage of research or composition, should be taken up with the supervisor or with the Coordinator. Theses are to be between 15 000 and 20 000 words in length. Bibliography and footnote citations are not included in word length, but discursive footnotes and appendices are. Two typed copies must be submitted to the Departmental Office by 3 October 1995. They should be on A4 size paper, double spaced, 4cm margins. Footnotes should be at the bottom of each page or separately bound. No material beyond 20 000 words will be read or assessed, and no extensions of length will be given.

Deadlines and late work: History IV has three deadlines outside those scheduled in specific seminars. Consult Department for these dates. Work not submitted by these dates will be considered late. Requests for extension of time for late work must be made in writing to the History IV Coordinator at the earliest possible date and before the relevant submission dates. Extensions will only be granted for serious illness or misadventure. Late work should be handed in at the Departmental Office and may not be marked if submitted without these prior arrangements. Students will be advised as soon as possible if such work has not been accepted for marking. A record will be kept of work which is late without extension and presented to the History IV Meeting, which will take notice of this in its final assessment and ranking of students.

Seminars: In each of the two seminars students will be required to submit two 4000 word seminar papers. Written work must be submitted to the Departmental Office according to the schedule set in each seminar. In each seminar students will sit a three-hour examination, or equivalent, at the end of the year.

History IV Honours Special Studies Seminars
Contact hours two hours per week throughout the year
Written work two essays total 8000w
Students choose one of the above 400S Special Studies options which appear under History 390 honours entry.

History IV General Seminars
Classes Yr. (one 2hr seminar)/wk
Assess: 75% one 3hr exam or equivalent, two seminar papers totalling 8000w

Students chose one of the General Seminar options below:

GS8 Writing women’s history
Dr Sluga, Assoc. Prof. Caine

Students will acquire an understanding of how various historians and theorists understand the situation of women and of how to write women ‘into’ history.

Gender analysis has provoked the reconsideration of major themes and approaches in the writing of history. This seminar explores the challenges that gender analysis is posing to historians and the discipline of history. It relates concepts of gender to issues of class and ethnicity in order to reconsider some of the major themes of European history from the seventeenth century until the late twentieth century. The history of masculinity and femininity is related to an understanding of the Enlightenment and the French Revolution; to nationalism, imperialism and post-colonialism. We look at the crucial role of feminism in problematising gender, and its influence on historiography. We also draw on a range of material covering Eastern.

GS10 Courts
Assoc. Prof. Pesman, Assoc. Prof. R.I. Jack
Classes (one 2hr seminar)/wk
Assessment: one 3hr exam
History 390 — one 8000w essay, two 1500w seminar papers
History IV — one or two seminar papers combined total of 8000w

60% for classwork and 40% for exam

Students will acquire knowledge of specific court societies and histories, and of displays of political power and authority. Skills in historical research, comparative analysis and presentation of ideas will be developed.

The course will look at courts as political, social and cultural constructions. The focus will be on medieval and early modern European courts, although non-European and contemporary ‘presidential’ courts will also be considered. Specific subjects will include ritual, ceremonial and etiquette, pageantry and festivals, cultural patronage, physical settings, the role and function of women at court, magicians and jesters, courtier and anti-courtier literature.

GS14 Comparing histories: Australians, Canadians, South Africans and New Zealanders make the history of the new societies of settlement — late 18th century to recent times
Prof. Fletcher

Students will gain a deeper understanding of the nature of history, a wider framework of knowledge and an appreciation of the social importance of their own world.

A comparative study of the histories of the major societies of settlement is at the heart of the seminar. This has two theoretical implications. First, is the concern with ‘History’ itself, as a reflective yet also active agent, in national development and national cultures. Second, there are the major common and comparative themes which have shaped ‘past and present’ in the world made by European migrants in Australasia, North America and South Africa. Following an initial, comparative examination of the major national historiographical traditions in these regions of settlement — looking at the emergence and function of historical texts — there will come analysis of the major characteristics of new societies. Crucial themes for comparative consideration include: migration and theories of colonisation; land settlement, farming and bush ‘legends’; frontier interaction with indigenous societies, their land and resources; capital, social stratification and class formation; mineral resources and mining revolutions; regionalism, town and country; urbanisation and metropolitanisation; communications — road, rail and transportation development; nation-making and changing imperial relations; war, conscription and anti-war movements; politics, government and the state; society, ideology and belief — religious and social movements; myths and myth-making about the nation and its self-image; the role and function of history. One important object of this seminar is to explore the common and unique features of Australian history in the comparative perspective of the other major regions of recent settlement. The theoretical challenge is to be found in how the histories of the new societies are constructed and written.

GS17 Arms and the man
Prof. MacLeod

This course will, through case studies and independent research, enlarge students’ understanding of the changing nature of war in Western society; and will equip potential historians with frameworks within which to analyse and interpret the causes of conflict in the modern world.

This seminar will explore the belief that historians can hope to understand the causes of war; and the premise that such understanding can contribute to the preservation of peace. We will examine a selection of classical themes underlying European perceptions of war, from ancient to modern times. We will also examine modern war, concentrating on aspects of military and economic intelligence, generalship, censorship, propaganda, conscientious objection and the organisation and the consequences of ‘total war’. Finally, we will discuss key concepts (e.g. ‘limited war’, ‘detente’, ‘the weapon culture’, the ‘militarisation of science’, ‘star wars’ and ‘theatre wars’) emerging in the ‘strategic debate’ since the Second World War, and affecting military and political thinking in our own time.

GS20 Writing history: the ancient, medieval and Renaissance perspectives
Miss Hayne, Dr Ward and others

Students will gain intimate insight into what historians
do and why, will develop the skill of analysing complex documents from other cultures and making sense of them on their own terms and in terms of modern requirements, and will develop the ability to respect the historical perspective in its broadest ramifications over time.

What is history? How should it be written? By whom? On what subjects? For what purposes? How does it differ from other kinds of literature (for example, the historical epic)? These are questions that were asked by writers of the ancient, medieval and Renaissance worlds and the answers they provided are fundamental to any understanding of the task of writing history today. This course will examine the different answers, and the nature of and the reasons for change in historiographical methods and assumptions between classical antiquity and the Renaissance. Authors to be studied will include not only writers who are known to us primarily as historians (e.g. Herodotus, Thucydides, Sallust, Livy, Tacitus, Eusebius, Gregory of Tours, Bede, William of Malmesbury, Froissart, Leonardo Bruni, Macchiavelli and Guicciardini) but also writers who chose not to write history, or who devoted themselves primarily to other kinds of writing (e.g. Cicero, Pliny, Suetonius, Augustine, John of Salisbury and Guarino da Verona). The course also examines the claims that texts such as the medieval French Chansons de geste and Arthurian Romances or the Germanic Nibelungenlied may make to the status of 'history'.

GS23 Postmodernism and the challenge to history
Assoc. Prof. Reynolds
Students will acquire critical reading skills and a sense of how different disciplines have changed the study of history.

Critical theory and cultural studies have opened up historical enquiry in new and creative directions, but in doing so they have problematised the very nature of history as a discipline. The course investigates theory's challenge to history through a selection of Marxist, structuralist, and post-structuralist thinkers (Braudel, Levi-Strauss, Guha, Foucault, Spivak, Joan Scott, Derrida, and Said, among others).

History and Philosophy of Science
(S)

The History and Philosophy of Science courses are intended to provide a broad, socially relevant appreciation of the scientific enterprise. The educational objective of the courses is to enable students to gain some perspectives on what science is, how it came to acquire its modern form, and how it fits into contemporary society.

Six Senior level courses are available, two 8-unit introductory courses, History and Philosophy of Science 201 and 202, and four 8-unit Senior level courses that build on the introductory course. It is strongly advised that students taking either History and Philosophy of Science 303 or 304 should take either History and Philosophy of Science 301 or 302 as well. Students may take no more than 24 units at 300 level.

History and Philosophy of Science 201 and 202 each 8 units
Prereq 24 Junior units from no more than two subject areas

Classes Sem: (2 lec & 2 tut)/wk
Assessment tut assignments and a take-home exam/sem

Introductory philosophy of science (201)
Assoc. Prof. Chalmers
What, if anything, is so special about scientific knowledge? In this segment of the course a critical look will be taken at some of the standard answers to this question and an alternative offered.

Textbook
A. Chalmers What is this thing called Science? (U.Q. P., 1991)

The scientific revolution (202)
Dr Shortland
The aim of this segment of the course is to examine the personalities and the controversies involved in the scientific revolution, and to do so against the exciting and accelerated changes in society, the arts, technology and politics. A text will be available from the course-giver.

History and Philosophy of Science 301 8 units
Prereq History and Philosophy of Science 201 and 202

Either

History of the physical sciences
Assoc. Prof. Chalmers
Classes Sem 1: (2 lec & 2 tut)/wk
Assessment tut assignments and a take-home exam

Options taken as part of a course in History and Philosophy of Science cannot also be counted as part of a course in another subject.
This course examines the development of atomic theories from Ancient Greece to the late nineteenth century. We shall assess the theories in their full historical context, exploring how, why and with what effects they were constructed. No background in science is assumed.

Or

History of the biological sciences
Dr Shortland
Classes Sem 1: (2 lec & 2 tut)/wk
Assessment tut assignments and a take-home exam

At the core of the course lies evolutionary theory, but in order to emphasise its historical context and subsequent impact, the lectures on the Darwinian revolution are framed both by a series on ancient and early modern life sciences and by a series on more recent developments.

History and Philosophy of Science 302
Dr Rasmussen
Prereq History and Philosophy of Science 201 and 202
Classes Yr: (1 lec & 1 tut)/wk
Assessment tut assignments and a take-home exam

An exploration, via lectures, seminars and 'hands-on' study, of issues concerning the practice of science. Topics will include: the links between the sciences and humanities; objectivity and its uses; nationalism and internationalism in science; politics and science; science and 'pseudo-science'; rhetoric and science communication.

History and Philosophy of Science 303
Dr Rasmussen
Prereq History and Philosophy of Science 201 and 202
Classes Yr: (1 lec & 1 tut)/wk
Assessment tut assignments and a take-home exam

Note that the course is year-long. Students must enrol by the second week of Semester 1 and get their result at the end of the year.

Two two-hour per week options to be chosen from the following options:

Objects, artefacts and the politics of knowledge: museums and their history
Prof. MacLeod
Classes Sem 2: two 2hr seminars/wk
Assessment exhibition review, long essay, exam

For details see History This option is equivalent to two 2 hr/wk single semester options. Options taken as part of a History and Philosophy of Science course cannot be counted towards courses in other subjects.

Memory
Dr Spence
Classes Sem 2:2hr seminar/wk
Assessment assignments, classwork

Philosophy of physics: the rise and fall of mechanism
Dr Gaukroger
Classes Sem 1: 2 lec/wk
Assessment exam and essay

For details see Philosophy.

Philosophy of physics: modern physics
Dr Price
Classes Sem 2: 2 lec/wk
Assessment exam and essay

For details see Philosophy.

Scientific controversies: ignominy or brilliant breakthroughs in medicine?
Dr Hardy
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment class work and essay

History and philosophy of medicine: bodies in history
Dr Hardy
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment class work and essay

Hume and causation
Dr Heathcote
Classes Sem 1:2 lec/wk
Assessment one 2000w essay and exam

For details see Philosophy.

Australia in the nuclear age
Prof. MacLeod
Classes Sem 1: 2 lec/wk
Assessment class work, essay and exam

For details see History 252.1.

Locke and empiricism
Prof. Campbell
Classes Sem 2:2 lec/wk
Assessment 2000w essay and exam

For details see Philosophy.

Descartes and rationalism
Dr Gaukroger
Classes Sem 1:2 lec/wk
Assessment exam and essay

For details see Philosophy.

The Presocratics
DrThiel
Classes Sem 1: 2 lec/wk
Assessment essay and exam

For details see Philosophy.

The nature/nurture controversy
Ms Turtle
Prereq Psychology 101
Classes Sem 2:2 lec/wk
Assessment exam and essay

For details see Women's Studies.

History and philosophy of psychology
Dr McMullin, Ms Turtle
Prereq Psychology 201
Classes Yr: (1 lec & 1 tut)/wk
Assessment exam and essay

For details see Psychology 350. This option is the equivalent of two 2hr/wk options.
History and Philosophy of Science 304
8 units
Dr Hardy, Dr Shortland
Prereq History and Philosophy of Science 201
Classes Yr: 2hr seminar/wk
Assessment take-home exam and essay
An opportunity to study — and then to undertake original research on — the development of science in Australia. Focusing on nineteenth-century history, the course ranges widely, informed by visiting speakers, trips to libraries and archives, and recent work in social, scientific and cultural history.

Industrial Relations (E)

Students, in their second and third years are able to undertake courses in the Department of Industrial Relations. Admission is subject to a quota and application must be made by pre-enrolment.

Location
The Industrial Relations Department Office is located in Room 272 of the Institute Building. The telephone number is 351 3077.

Industrial Relations 201 and 202 each 8 units
Prereq 36 Junior units
Classes Sem 1 and Sem 2: (3 lec & 1 tut)/wk
The program is designed as a comprehensive introduction to the study of the subject as a foundation and for more detailed aspects of the discipline.

The first semester, Industrial Relations 201, consists of an introduction to the institutions and processes of Australian industrial relations beyond the level of the individual organisation. The second semester, Industrial Relations 202, consists of a broad introduction to the organisations in Australia and industrial relations (including human resource management) within those organisations.

Industrial Relations 301, 302, 303, 304 each 8 units
Prereq Industrial Relations 201 and 202
Each course consists of two of the following taken in the same semester:

Labour history
Classes Sem: 2 lec/wk
This course concentrates on the developments in Australia prior to 1983. It draws on research and concepts from business, labour and economic history as well as industrial relations. Topics addressed include neglected figures in nineteenth-century labour; management strategy and union responses; the foundations and operation of arbitration, unionism and politics.

The economics of labour markets
Classes Sem: 2 lec/wk
This course examines the manner in which labour economists have analysed some of the key issues relating to employment relationships and industrial relations. Emphasis is placed on applied topics of special relevance to the contemporary Australian labour market.

The sociology of industry and labour
Classes Sem: 2 lec/wk
This course introduces conceptual problems and applied issues in the world of labour and industry that sociologists have attempted to illuminate. The course begins with a brief introduction to general sociological principles, then proceeds to the deeper analysis of the central topics of industrial sociology. These include the effects of technology on worker attitudes and behaviour, the problems of job satisfaction and alienation, the analysis of the occupational structure and sociological approaches to the study of industrial society.

Legal aspects of industrial relations
Classes Sem: 2 lec/wk
This course examines the Australian legal framework, the scope of industrial law, the employment relationship, the Federal-State division of legislative powers in industrial relations, and the industrial arbitration systems; courts, tribunals and awards. Current developments in the law and politics of the systems are referred to throughout the course.

Human resource management
Classes Sem: 2 lec/wk
This course examines the manner in which resource management deals with some of the key issues relating to the labour process and employment. Topics include strategic human resource management and new production concepts.

Work safety
Classes Sem: 2 lec/wk
An examination of occupational health and safety from an industrial relations point of view will also strongly emphasise the contribution of the laws, e.g. common law, Factory Acts, workers’ compensation, etc.

Public policy
Classes Sem: 2 lec/wk
The course aims to acquaint students with the processes by which industrial relations policies are formulated and implemented both within organisations and at the level of public policy.

Discrimination and equality in employment
Classes: Sem: 2 lec/wk
A multi-disciplinary analysis of discrimination in employment and initiatives designed to address such discrimination and promote equality in the workplace.

Organisational analysis and behaviour
Classes Sem: 2 lec/wk
This course examines the major topics in organisational theory and behaviour. These include organisational
design and change, motivation, leadership, communication and group processes.

**Industrial Relations 390** 8 units  
*Prereq* Credit pass in Industrial Relations 201 and 202  
*Coreq* Industrial Relations 301, 302, 303 and 304

**The foundations of industrial relations theory**

This course examines the nature of theory and the theoretical developments in industrial relations from the Webbs to Dunlop.

**Industrial Relations 391** 8 units  
*Coreq* Industrial Relations 390

**Industrial relations research and methods**

This course examines methods useful in industrial relations research. The course introduces students to quantitative methods, survey techniques, computers and archives.

**Industrial Relations IV Honours**  
*Prereq* Credit passes in Industrial Relations 301, 302, 303, 304, 390 and 391

The final Honours year consists of a 20,000 word thesis and two courses. The courses consist of:

1. **Contemporary industrial relations theory**  
   This course examines theoretical developments in industrial relations since Dunlop.

2. **Optional course**  
   This course is drawn from the existing Honours courses offered to BEc(Hons) students.

**Department of Italian (A)**

**Administrative Assistant and Departmental Office**

Mrs Joyce Allegretto, Room N313, Level 3, northern wing, Mills Building. Telephone number 351 2874; fax number 351 3407; e-mail Joyce.Allegretto@Italian.su.edu.au.

**Location of Department**

Staff offices are located on Levels 1-3 of the northern wing of the Mills Building and Level 3 of the Mungo MacCallum Building.

**Noticeboards**

All course and student information is displayed on noticeboards near the stairs in the Mills Building, Level 2, northern end.

**Registration**

In addition to formal Faculty enrolment, intending students in all years must register with the Department in the orientation period. Check Department noticeboard in February for times and places of registration.

**Timetable**

A list of core times is provided in the Faculty timetable. Students must also consult the Department in the orientation period.

**Course placement and advanced standing**

Native speakers of Italian with at least five years of schooling in Italy and other students with advanced knowledge of the language must identify themselves to the registration coordinator during the orientation period.

Students who have taken HSC Italian and students who have any formal training in the language from other sources must also identify themselves to the registration coordinator. For all such students arrangements are made during the orientation period for allocation to appropriate courses.

**Course coordinators and advice on course components**

There are designated coordinators for each course and for each course component. Any queries should be directed to the appropriate coordinator, as listed below. Staff timetables with designated consultation hours are displayed outside the Departmental office.

**Assessment and examination**

A pass in an Italian course requires completion by the due date of all assessment tasks set during the year, in class and out of class, and end-of-semester examinations in that course. In order to pass a course students are required to fulfil the above with a Pass grade or better, as well as to attend the classes for that course.

Students in the Department must reach such a level of competence in the language as will enable them to carry out satisfactorily their cultural studies. In the Department of Italian the acquisition of practical language skills is inseparable from the study of Italian culture. Students must therefore achieve a mark of at least 50% in both language and culture components of a course in order to pass the course as a whole.

Consult Departmental noticeboard for details of assessment of components of all courses.

**Attendance requirements**

The Department of Italian requires class attendance at a minimum of 80% of tutorials/lectures. Unless written evidence of illness or misadventure is supplied, students who attend between 50% and 80% of tutorials/seminars will be liable to be penalised. Students who attend less than 50% of tutorials/seminars will be deemed not to have fulfilled the attendance requirement. Unfortunately the Department cannot recognise employment as excusing unsatisfactory attendance, nor are timetable clashes accepted as a valid excuse.

**Evening courses**

Subject to demand and funding, Italian B 101 will be available in the evening in 1995. Consult Department.

**General outline of courses**

**First year**

There are five full-year courses offered at the Junior level, three courses worth 12 units and two courses worth 6 units. Students may take 18 units of Italian at Junior level.

**Eighteen units at the junior level are particularly recommended to students who intend to proceed beyond the first year of Italian.**

The 12-unit courses at Junior level are: Italian A 101, for students with a minimum of HSC 2-unit Italian at a satisfactory standard, or equivalent; Italian AB101, for students with HSC 2-unit Z Italian at a satisfactory
standard, or equivalent; and Italian B 101, for students with no previous experience of the language. Italian A 101 and AB 101 concentrate on language consolidation and extension; Italian B 101 concentrates on language acquisition. Italian A 101, AB 101, and B 101 also contain a cultural component, Modern Italy.

The 6-unit courses at Junior level are Italian A 103, for which the corequisite is either Italian A 101 or Italian AB 101 and Italian B 103, for which the corequisite is Italian B 101. Italian A 103 and B 103 concentrate on developing oral-aural skills.

Second year
Italian A 101 students normally proceed to Italian A 201; Italian AB 101 and Italian B 101 students normally proceed to Italian B 201.

Italian A 201 and B 201 are 16-unit courses.

Any student who takes or has taken Italian A 201 or B 201 may, in addition, take Italian 203 and/or Italian 204, each an 8-unit course. This is particularly recommended for students who wish to major in Italian and/or proceed to the Honours year (see Honours, below).

Students are assigned to language groups on the basis of their performance in first year.

Third year
The A and B streams converge in Italian 301, a 16-unit course.

Any student who takes or has taken Italian 301 may, in addition, take Italian 303 and/or Italian 304, each an 8-unit course. This is particularly recommended for students who wish to major in Italian and/or proceed to the Honours year (see Honours, below).

Students are assigned to language groups on the basis of their performance in second year.

Honours in Italian

There are two Special Entry courses to Italian IV Honours. They are Italian 290 and Italian 390, each worth 8 units. The prerequisite for entry into Italian 290 is a Credit result in the first year course; the prerequisite for entry into Italian 390 is a Credit result in 290 and either A201 or B201.

Italian 290 is normally taken concurrently with Italian A 201 or B 201; Italian 390 is normally taken concurrently with Italian 301. However, Italian 290 may be taken subsequent to completion of Italian A 201 or Italian B 201; and Italian 390 may be taken subsequent to completion of Italian 301.

Students who achieve a Credit result (or better) in Italian 301 and 390 may proceed to the Honours year in Italian (other Faculty requirements having been satisfied).

Description of courses

**Italian A 101** 12 units

*Prereq* HSC 2-unit Italian at a satisfactory standard, or equivalent

*Coordinators:* Dr Rubino, Dr Modesto, Dott. Zanardi

**Language**

*Coordinator:* Dr Rubino

*Classes Yr.* 2 tut/wk

*Assessment* one 2.5 hr exam/sem, class work, assignments

**Modern Italy**

*Coordinator:* Dr Reynolds

*Classes Yr.* 1 lec & 1 tut/wk

*Assessment* one 3 hr exam, one 1500w assignment, class work

**Italian AB 101** 12 units

*Coordinators:* Dr Rubino, Dr Modesto, Dott. Zanardi

*Prereq* A standard in Italian determined by the Department

Students with HSC 2-unit Z Italian should enrol in this course.

**Italian B 101** 12 units

May not be taken by a student who is eligible to take Italian A 101 or AB 101

*Coordinators:* Dr Modesto, Dr Rubino, Dott. Zanardi

The Language component is a revision and consolidation of the main structures of Italian grammar. Focus is on the development of reading and writing skills, and on grammatical accuracy. Oral/aural skills are developed in Italian A 103.

**Textbook**

Marmini and Vicentini *Imparare dal vivo* (Bonacci)

**Dictionary**

Zingarelli *Vocabolario della lingua italiana* (Zanichelli)

**Modern Italy**

*Coordinator:* Dr Reynolds

*Classes Yr.* 1 lec & 1 tut/wk

*Assessment* one 3 hr exam, one 1500w assignment, class work

The Modern Italy component explores aspects of twentieth-century Italian cultural, social, and political life through discussion of major literary and cultural movements and figures, and close reading and discussion of relevant texts. A reading list will be made available to students, who will be required to familiarise themselves with Italy's history since Unification.

**Textbooks**

Modern Italy: *Texts and Notes* (Dept of Italian)

This and other texts are available in the Department

**Recommended texts**

Duggan *A Concise History of Italy* (Cambridge)

Ginsborg *A History of Contemporary Italy* (Penguin)

**Italian AB 101** 12 units

*Coordinators:* Dr Rubino, Dr Modesto, Dott. Zanardi

*Prereq* A standard in Italian determined by the Department

Students with HSC 2-unit Z Italian should enrol in this course.

**Language**

*Coordinator:* Dr Modesto

*Classes Yr.* 2 tut/wk

*Assessment* one 3 hr exam/sem, class work, assignments

The Language component consolidates the main structures of Italian grammar, and introduces complex structures. The course develops the four principal language skills. Focus is on reading and writing, with an emphasis on grammatical accuracy. Oral/aural skills are developed in Italian A 103.

**Textbook**

Lazzarino and Moneti *Da Capo* (Holt, Rinehart & Winston)

**Recommended dictionaries**

Collins Italian Concise Dictionary (Collins)

Collins Sansoni Italian Dictionary (Collins)
Language
Coordinator: Dr Modesto
Classes Yr: 2 tut/wk
Assessment one 3hr exam/sem, class work, assignments

The Language component introduces the main structures of Italian grammar. They are presented in context and by working systematically from spoken patterns to written forms. The course develops all four language skills. Focus is on the development of reading and writing, with an emphasis on grammatical accuracy. Oral/aural skills are developed in Italian B 103, which is strongly recommended to students proceeding to Italian B 201.

Textbook
Lazzarino Prego (McGraw-Hill)

Recommended dictionaries
As for Italian AB 101

Modern Italy
Coordinator: Dr Reynolds
Classes Yr: 1 lec & 1 tut/wk
Assessment one 3hr exam, one 1500w assignment, class work

See entry under Italian A 101.

Italian A 103 6 units
Coordinator: Dr Rubino
Coreq Italian A 101 or AB 101
Classes Yr: 2 tut/wk
Assessment class work, assignments, oral-aural test/sem

The course provides extension work in the language, developing oral-aural skills and enabling students to deepen their knowledge of Italian culture. The course is not open to native speakers of Italian, as determined by the Department.

Textbook
Marmini and Vicentini Ascoltare dal vivo (Bonacci)

Italian B 103 6 units
Coordinator: Dr Modesto
Coreq Italian B 101
Classes Yr: 2 tut/wk
Assessment: class work, assignments, oral-aural test/sem

The course provides extension work in the language, developing oral-aural skills and enabling students to deepen their knowledge of Italian culture.

Textbook
Uno (Bonacci/Cambridge U.P.)

Italian A 201 16 units
Coordinators: Dr Kiernan, Dott. Marmini
Prereq Italian A 101 or Distinction result in Italian AB 101

Language
Coordinator: Dott. Zanardi
Classes Yr: 2 tut/wk
Assessment one 2hr exam/sem, continuous assessment

The course consolidates language skills, focusing particularly on oral and written skills. The course has a strong culture component, focusing on contemporary Italy via a thematic approach.

Textbook
Totaro and Zanardi Quintetto italiano (Bonacci)

Cultural History
Coordinator: Dr Kiernan
Classes Yr: 1 lec & 1 tut/wk
Assessment one assignment/sem, classwork

A survey of major developments in Italian literary culture, history, and philosophy from the thirteenth to the twentieth century. Tutorials are devoted to a close analysis of representative texts.

Textbook
Cultural History: Anthology of Authors from the Duecento to the Ottocento (Department of Italian)

Reference books
Moretti L'italiano come seconda lingua (Guerra)
Zingarelli Vocabolario della lingua italiana (Zanichelli)

Cultural History
Coordinator: Dr Kiernan
Classes Yr: 1 lec & 1 tut/wk
Assessment one assignment/sem, classwork

A survey of major developments in Italian literary culture, history, and philosophy from the thirteenth to the twentieth century. Tutorials are devoted to a close analysis of representative texts.

Textbook
Cultural History: Anthology of Authors from the Duecento to the Ottocento (Department of Italian)

Recommended text
Duggan A Concise History of Italy (Cambridge)

Italians 201 16 units
Coordinators: Dr Kiernan, Dott. Marmini
Prereq Italian B 101 or Italian AB 101

Language
Coordinator: Dott. Marmini
Classes Yr: 2 tut/wk
Assessment one 3hr exam/sem, classwork

The course consolidates the principal structures of the language, introducing complex structures.

Note: Students are assigned to language groups on the basis of their performance in first year. Consult coordinator in orientation period.

Textbooks
Marmini and Vicentini Imvarare dal vivo (Bonacci)

Recommended dictionary
Zingarelli Vocabolario della lingua italiana (Zanichelli)

Cultural History
Coordinator: Dr Kiernan
Classes Yr: 1 lec & 1 tut/wk
Assessment one assignment/sem, classwork

See entry under Italian A 201.

Italian 203 8 units
Coordinator: Assoc. Prof. Fitzpatrick
Coreq Italian A 201 or Italian B 201
Classes Yr: 2 tut/wk
Assessment two 2000w essays, class work

This course consists of two options chosen from the Option list at the end of the Italian entry in this Handbook. Subject to the approval of Head of Department, options offered by other Departments may be chosen.

Italian 204 8 units
Coordinator: Assoc. Prof. Fitzpatrick
Coreq 24 Senior units of Italian
Classes Yr: 2 tut/wk
Assessment two 2000w essays, class work

This course consists of two options chosen from the Option list at the end of the Italian entry in this Handbook. Subject to the approval of Head of
Department, options offered by other Departments may be chosen.

**Italian 290** 8 units

**Coordinator:** Dr. Kiernan, Dr. Reynolds  
**Prerequisite:** Credit result in Italian A 101 or AB 101 or B 101  
**Corequisite:** Italian A 201 or Italian B 201  
**Classes:** Yr: 2 tut/wk  
**Assessment:** one assignment/sem, classwork

**Special Entry Seminar**

In Semester 1, students are introduced to modes and methodologies of research, with particular focus on bibliography and on the use of library resources. Staff members also give seminars on their current research. In Semester 2, seminars follow topics, covered in the Cultural History component dealing with critical, topical, thematic, linguistic and textual aspects of the material covered in that component.

**Textbook**  
*MLA Handbook for Writers of Research Papers, Theses and Dissertations* (Modern Languages Association)

**Departmental research seminar**

Italian 290 students are invited to attend the Departmental research seminars which are conducted regularly throughout the year.

**Italian 301** 16 units

**Coordinator:** Assoc. Prof. Fitzpatrick  
**Prerequisite:** Italian A 201 or B 201  
**Language**  
**Coordinator:** Dott. Gioe  
**Classes:** Yr: 2 tut/wk  
**Assessment:** one 3hr exam/sem, classwork  

The course develops competence in the language using a range of specialised texts. Particular focus is on reading and writing.

**Note:** Students are assigned to language groups on the basis of their result in second year.

**Textbook**  
Bettoni and Vicentini *Imparare dal vivo* (Bonacci)  
Recommended dictionary  
Zingarelli *Vocabolario della lingua italiana* (Zanichelli)

**Options**

**Coordinator:** Assoc. Prof. Fitzpatrick  
**Classes:** Yr: 2 tut/wk  
**Assessment:** two 2500w essays, classwork  

Two options are to be chosen from the Option list at the end of the Italian entry in this Handbook.

**Italian 303** 8 units

**Coordinator:** Assoc. Prof. Fitzpatrick  
**Prerequisite:** Italian 301  
**Corequisite:** Italian 303  
**Classes:** Yr: 2 tut/wk  
**Assessment:** two 2500w essays, classwork  

This course consists of two options chosen from the Option list at the end of the Italian entry in this Handbook. Subject to the approval of Head of Department, options offered by other Departments may be chosen.

**Italian 304** 8 units

**Coordinator:** Assoc. Prof. Fitzpatrick  
**Corequisite:** Italian 303  
**Classes:** Yr: 2 tut/wk  
**Assessment:** two 2500w essays, classwork  

This course consists of two options chosen from the Option list at the end of the Italian entry in this Handbook. Subject to the approval of Head of Department, options offered by other Departments may be chosen.

**Italian 390** 8 units

**Coordinator:** Dr. Kiernan  
**Prerequisite:** Credit result in either Italian A 201 or B 201 and Italian 290  
**Corequisite:** Italian 301  

**Literary theory and criticism**

**Coordinator:** Dr. Kiernan  
**Classes:** Sem: 2 tut/wk  
**Assessment:** one 3000w assignment  

An examination of twentieth-century modes of criticism and theory of literature in the context of general semiotics of culture and of contemporary Italian practice.

**Textbook**  
To be advised

**Option**

**Coordinator:** Assoc. Prof. Fitzpatrick  
**Classes:** Sem: 2 tut/wk  
**Assessment:** one 3000w essay  

One option is to be chosen from the Option list at the end of the Italian entry in this Handbook.

**Departmental research seminar**

Italian 390 students are expected to attend the Departmental research seminars which are conducted regularly in the Department throughout the year.

**Italian IV Honours**

**Coordinators:** Prof. Carsaniga, Dr. Reynolds  
**Prerequisite:** Credit result in Italian 301 and 390  

**Language**

**Coordinator:** Prof. Carsaniga  
**Classes:** Yr: 2 tut/wk  
**Assessment:** assignments, classwork  

The course consists of two parts, *Language Analysis* and *Advanced Communicative Skills*.

**Options**

**Coordinator:** Assoc. Prof. Fitzpatrick  
**Classes:** Yr: 4 tut/wk  
**Assessment:** four 3500w essays  

Four options are to be chosen from the Option list at the end of the Italian entry in this Handbook, in consultation with an Italian IV coordinator. One of these options must be a Dante option, if not previously taken. At least one option should be taken in the pre-1900 period.
Extended essay
This essay, of 10 000-12 000 words, is on a topic chosen in consultation with an Italian IV coordinator. Students should consult as early as possible in 1994 to arrange for appropriate supervision. The usual submission date for the extended essay is early October.

Departmental research seminar
In second semester students present a seminar paper on their extended essay topic as a contribution to the Departmental research seminar.

Options in the Department of Italian
Option coordinator: Assoc. Prof. Fitzpatrick

- Only those options carrying a textbook entry will be offered in 1995, and only if staff resources allow. CHECK NOTICEBOARD in orientation period for final details.
- All options run for one semester (2 tut/wk).
- A list of option times is available during the orientation period.
- Options which are under-subscribed will be cancelled.
- In view of the size of available rooms, options have an enrolment limit of 20, unless otherwise advised.
- Some options are taught in Italian.
- Students wishing to 'activate' an option in 1996 are urged to discuss their requirements with the option coordinator, before June 1995.

Assessment see entries under Options, above

1. Dante
Dr Modesto
An introduction to Dante’s major works, concentrating on Inferno.
Textbook Dante La divina commedia
I. Inferno (La Nuova Italia)

2. Advanced Dante studies (A)
Dr Modesto
Prereq Dante Option
May be offered in 1995 subject to availability of staff
A close study of Dante’s Purgatorio and DeMonarchia.
Textbook Dante La Divina commedia, II Purgatorio (La Nuova Italia)

3. Advanced Dante studies (B)
Dr Modesto
Prereq Advanced Dante Studies A
A close study of Dante’s Paradiso.

4. Medieval drama
Assoc. Prof. Newbigin
The laude drammatiche of fourteenth-century Umbria and the sacre rappresentazioni of fifteenth-century Florence are studied in their devotional, social, and artistic context.

5. Petrarcha and Boccaccio
Prof. Carsaniga
A close reading of Petrarcha’s Canzoniere and Boccaccio’s Decameron.

6. Renaissance Florence
Assoc. Prof. Newbigin
An introduction to sixteenth-century literature and comedy through the works of Machiavelli.
Textbooks
Machiavelli Il teatro e gli scritti letterari (Feltrinelli)
Machiavelli Il principe (Feltrinelli)

7. Renaissance literature
Assoc. Prof. Newbigin, Dr Reynolds
A study of Renaissance literary forms and preoccupations through the works of Poliziano, Machiavelli, Castiglione, II Ruzante, Bibbiena and the Accademia degli Intronati.

8. ‘La Questione delta Lingua’
Dr Kiernan
A study of the Renaissance debates on language and of the influence of these debates in subsequent centuries.

9. Ariosto and the chivalric romance
Dr Reynolds
A close reading of Ariosto’s Orlando furioso, with discussion of the romance tradition, theories of poetry, Renaissance humanism, the classical tradition, and the state of Italian letters in the early sixteenth century.

10. Satire and society in sixteenth-century Italy
Dr Reynolds
A study of the production of literature in the context of patronage, focusing on Machiavelli in Florence and Berni in Rome. Prose and poetic works are treated.

11. Eighteenth-century studies
Dr Kiernan
An introduction to the philosophical, critical, and literary culture of eighteenth-century Italy.

12. Romantic literature
Prof. Carsaniga
A study of Italian Romanticism through the works of Foscolo, Leopardi and Manzoni, dealing with their cultural and ideological make-up, and their reception down to the present time.
Textbooks
Foscolo Liriche scelte (Signorelli)
Leopardi Canti (Rizzoli)
Manzoni I promessi sposi (Garzanti)

13. Modernism in Italy
Dr Kiernan
A study of the first 'historical avant-garde' movement in the context of European and trans-Atlantic Modernism. Through selected texts, focus is upon 'firstFuturism' (1909-C.1919). Contemporary historical and theoretical approaches to Futurism, including the question of its proto-Fascism, will be canvassed.

14. History and the novel
Dr Kiernan
Interpretations and interrogations of history in three Italian novels of the post-WWII period.
15. **Shorter fiction**  
Dr Reynolds  
A study of short stories by twentieth-century writers, including Italo Calvino and Natalia Ginzburg.  
Textbooks  
Calvino *Gli amori difficili* (Einaudi)  
Ginzburg *Valentino* (Einaudi)

16. **The Southern novel**  
Dr Reynolds  
A study of the 'Southern' novel of the post-WWII period, with reference to its social, historical and literary context.

17. **Twentieth-century poetry**  
Prof. Carsaniga  
A study of the poetry of Ungaretti, Montale and Quasimodo, leading to a discussion on Hermeticism, poetic theories and Italian poetry in the twentieth century.

18. **Theatre studies: text and performance**  
Assoc. Prof. Fitzpatrick  
Theoretical and practical sessions explore the performance implications of a number of modern theatre texts (Verga, Pirandello, Fo), and critical approaches to play texts in the light of the transition from dramatic text to performance.  
Textbooks  
Texts are available in the Department

19. **Theatre studies: the 'Commedia dell'Arte' and its successors**  
Assoc. Prof. Fitzpatrick  
An examination of the performance processes of the *Commedia dell'Arte*, involving detailed analysis of selected scenarios and other documentation, practical exploration of masked performance, and theoretical consideration of the contrasts in acting processes between this theatre genre and the fully scripted theatre which succeeded it.  
Textbook  
Texts are available in the Department

20. **Theatre studies: experimentalism in the theatre**  
Assoc. Prof. Fitzpatrick  
A study of developments in Italian theatre in the twentieth century, through discussion of texts and videotapes of performance, focusing on experimentation with theatre forms and theatrical performance.

21. **Culture politics and society in contemporary Italy: 1968-88**  
A study of the major cultural and political events in Italy in the period post-1968.

22. **Philology**  
Assoc. Prof. Newbigin, Dr Reynolds  
An introduction to the history of the Italian language and to philological research, through an examination of major writers from Dante to Pirandello.

23. **Sociolinguistics**  
Dr Rubino  
An introduction to Italian sociolinguistics, and a study of the social and geographical variations of Italian.  
Textbook  
Berruto *Sociolinguistica dell'italiano contemporaneo* (La Nuova Italia)

24. **Principles of language teaching**  
Dr Rubino  
A presentation of the principles of language teaching, with particular focus on the learning of Italian in Australia.

25. **Italian language acquisition**  
Dott. Marmini, Dott. Zanardi  
A presentation of recent studies in Italian language acquisition within the framework of current theories of second language acquisition.  
Textbook  
Texts are available in the Department

26. **Italian linguistics**  
Dr Rubino  
An introduction to the theory of language as applied to Italian: phonology, morphology, syntax, semantics and pragmatics.  
Reference book  
Simone *Fondamenti di linguistica* (Laterza)

27. **Italian cinema**  
Dott. Gioe  
A study of the main developments in Italian film from the post-WWII period to the 1980s, with attention to *neorealismo*, Italian master directors, post-1968 cinema, and the new comedy of the early 1980s.  
Textbook  
Texts are available in the Department

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**Japanese** (A)  
See under Asian Studies.

**Jewish Civilisation, Thought and Culture** (A)  
See under Semitic Studies.

**Korean** (A)  
See under Asian Studies.
Language Centre

The Language Centre is located on Levels 1, 2 and 3 of the Christopher Brennan Building and Level 3 of the Griffith-Taylor Building. It provides language laboratory and audiovisual room teaching facilities for language classes and computer laboratories for all departments of the Faculty. As well there are rooms set aside for any student or staff member of the University, not only those of language departments, to instruct themselves in any one of some 100 languages using audio and video tapes or computer disks. (A fee of $25 per semester is payable by non-Arts Faculty staff and students for using these self-instruction facilities.) Facilities for doing word processing are available for a small fee (currently $20 for 4 months) to Arts students.

The Centre is also responsible for running some class-based language courses.

Courses in modern Celtic languages — Irish and Scots Gaelic, and Welsh—are offered in most years as part of the BA degree, but are available on a fee-paying basis to other interested students. These languages are normally taught for three hours per week as part of the Celtic Studies Program and are offered, when possible, at both beginners and advanced level. The main, but not exclusive, emphasis is on the ability to read.

Also offered on a fee-paying basis is a two-hour per week German Reading Course in two single-semester units for staff and students needing to learn to read German for research purposes. Unit 1 (Semester 1) provides an introduction to basic grammar and vocabulary for reading purposes. This is intended for beginners or those with only minimal knowledge of German. Unit 2 (Semester 2) takes people who have done Unit 1 or some other prior course in German at school or elsewhere on to advanced grammar and reading strategies. A further 1-hr/wk speed reading German course (Unit 3) may also be available.

Reading courses in other languages (Italian, Spanish, Catalan, Dutch, Gothic, Old High German and Old Saxon) may also be offered at various times.

All of these Language Centre courses are also available to members of the public for a somewhat higher fee than that charged to members of the University. (Fees for the reading courses may be waived in the case of Arts students.)

Enquiries about the use of the facilities or about the courses taught by the Centre can be made at the Circulation Desk on Level 2 of the Brennan Building, telephone 351 2371.

Department of Linguistics

Courses

The first year course is a general introduction to the study of language. It is designed both as a self-contained course for those not proceeding further in linguistics, and as a preliminary to the more technical study of the subject that is begun in the second year.

From the beginning of second year students are offered two distinct course programs: (1) a general linguistics stream involving the core areas of phonology, grammar and semantics, and languages other than English; (2) a language and social context stream dealing with sociolinguistics, discourse, educational linguistics and focused on English. The honours work explores these areas more deeply and extends into others such as Australian Aboriginal linguistics, historical linguistics, field methods, sociolinguistic variation, computational linguistics, and functional linguistics. Fourth year honours students take up selected topics within linguistics and write a thesis on a subject of their choice.

Prerequisites and corequisites

Students wishing to enter second year Linguistics must have passed Linguistics 101. Students who have reached Credit standard in Linguistics 101 may take Linguistics 290.

Students taking Linguistics 201 and 202 are encouraged to have some knowledge of at least one language other than English, either as part of their own background or through systematic study. Those who have taken a first year course in a foreign language, or who are concurrently enrolled in such a course, are considered to have met this expectation. Other intending students are asked to consult the Department about their admission. In general, all students of linguistics are encouraged to undertake continuing foreign language study. Those who speak a language other than English as their mother tongue are encouraged to study it systematically as a source of linguistic insights.

The Pass course

Students wishing to major in Linguistics in the Pass degree must complete 44 units in linguistics, including Linguistics 101 (12 units), 201 and 202 (16 units), and 301 and 302 (16 units). There are two streams: General Linguistics (GL) and Language and Social Context (LSC).

General Linguistics stream

In second year students must complete 211 (GL) and 212 (GL) as Linguistics 201 and 202 (total of 16 units). Four options are chosen in third year, Linguistics 301 and 302 (total of 16 units), one of which must be either 211 or 212. The other options may be drawn freely from the higher undergraduate electives (i.e. 400 series courses).

Language and Social Context stream

In second year students must complete 211 (LSC) and 212 (LSC) as Linguistics 201 and 202 (total of 16 units). Four options are chosen in third year (total of 16 units), one of which must be either 211 GL or 212 GL.
The remaining options must be chosen from the following: 401, 402, 404, 405, 406, 407, 408, 412, 413, 414, 415, 416, 418, 420, 421.

Structure of the Pass course in Linguistics

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<th>General linguistics stream</th>
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One of the third year Linguistics options must be either 211 LSC or 212 LSC.

Total: 44 units

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<th>Language and Social Context stream</th>
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<td>Option 2</td>
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One of the third year Linguistics options must be either 211 GL or 212 GL.

Total: 44 units

The Honours course

Prior to entry into fourth year a potential honours degree student must complete requirements for the pass degree, including 60 units in linguistics: 28 of these units are provided by the core courses of Linguistics 101, 201 and 202. The second and third years of an honours degree are subject to different conditions depending on the stream chosen.

**General Linguistics stream**

In second year, honours students must complete 211 (GL) and 212 (GL) as Linguistics 201 and 202 and 290 (two options) (total of 24 units). In third year, Linguistics 301, 302 and 390 (comprising 422 with 5 options) must be taken (total of 24 units). One of the options taken in second or third year must be either 211LSC or 212 LSC. Students may choose freely from the higher undergraduate electives (i.e. 400 series courses) for their remaining options.

**Language and Social Context stream**

In second year, honours students must complete 211 (LSC) and 212 (LSC) as Linguistics 201 and 202 and 290 (two options) (total of 24 units). In third year 301, 302 and 390 (6 options) must be taken (total of 24 units). Two of the options taken in second or third year must be 211 GL and 212 GL. The remaining options are to be chosen from the following: 401, 402, 404, 405, 406, 407, 408, 412, 413, 414, 415, 416, 418, 420, 421.

To enter Linguistics IV Honours the pass degree must be completed, including the above requirements.

The fourth year of an honours course will have two components: coursework, comprised of from two to four semester courses drawn from the higher undergraduate electives, and a thesis. The weighting of the thesis and coursework component will vary according to the number of optional courses a student chooses to take, i.e. 2 optional courses (1/3), thesis (2/3); 3 optional courses (1/2), thesis (1/2); 4 optional courses (2/3), thesis (1/3). The weighting will be decided in consultation with the Head of Department.

Structure of the Honours course in Linguistics

**General Linguistics stream**

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<tr>
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**Language and Social Context stream**

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<td>Option 11</td>
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<td>Option 12</td>
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During second or third year, students must complete either 211 LSC or 212 LSC.

IV Honours

| Option 8 | 21ec | (Option 10) | 91ec |
| Option 9 | 21ec | (Option 11) | 21ec |
| Option 10 | 21ec | Thesis | Thesis |

**Language and Social Context stream**

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<th>Level</th>
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<td>Option 8</td>
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During second or third year, students must complete both 211 GL and 212 GL.
Honours 21ec 21ec
(Option 9 (Option 11)

IV Option 9 (Option 11)

Location
The main enquiries office is Room 218 (telephone: 351 4348; facsimile: 552 1683).

The Department is located in the Transient Building (F12), on the second floor (above the Co-op Bookshop).

Registration
Students taking any of the linguistics courses should register with the Department, if possible during the week before semester 1. Those who have not been able to register at this time are asked to do so not later than the first day of semester 1. Enquiries are welcome at any time.

Core units

Linguistics 101 12 units

Classes Yr: (3 lec & 1 tut)/wk

111 Introduction to linguistics
Prof. Foley
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment one 3hr exam (50%), essay or other written assignment (50%)


112 Language and social context
Assoc. Prof. Martin
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 3hr exam, various written assignments or essays


Linguistics 201 and 202 each 8 units

211GL Phonetics and phonology
Dr Borowsky
Prereq Linguistics 101
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment one 2hr exam, class

Introduction to articulatory phonetics: the vocal tract and speech production, basic acoustic phonetics: the phonetic alphabet. Generative phonology: distinctive features; phonological rules; phonological systems and phonological representations.

212GL Syntax
Prof. Foley
Prereq Linguistics 101
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment written assignment, class

Basic concepts and rules of syntax, i.e. the principles by which grammatical units such as phrases, clauses and sentences are formed. Constituents and phrase structure. Relations between sentences. Typological variation in the structural coding of syntactic functions. Grammatical relations: semantic and pragmatic bases. Syntactic derivations in a cross-linguistic perspective: passives, antipassives, datives, causatives. Complex sentences: complementation, relative clauses, adverbial clauses, serialisation, switch reference.

211LSC Functional grammar and discourse
Assoc. Prof. Martin
Prereq Linguistics 101
Classes Sem 1: (3 lec & 1 tut)/wk

The principle of constituency in language; orthographic, metrical, phonological and grammatical. Maximal (immediate constituent) and minimal bracketing: formal and functional labelling. Principles of functional grammar. The clause; subject, actor, theme, mood, transitivity and thematic structure. The meaning of grammatical structures: interpersonal, ideational and textual metafunctions. The clause complex; paratactic and hypotactic structures; expansion and projection. Verbal, nominal and adverbial groups; prepositional phrases. Information structure (given and new); intonation and rhythm as systematic features. Grammatical metaphor. Principles of text analysis; comparison and interpretation of spoken and written texts.

212LSC Discourse analysis
Prereq Linguistics 101
Classes sem 2: (3 lec & 1 tut)/wk
Assessment essay, other written assignment

Analysis of discourse both as a unit of language larger than the sentence and as the use of language; different approaches to discourse analysis (including pragmatics, speech act theory, interactional sociolinguistics, ethno-methodology, the ethno-graphy of communication and variation analysis); problems of empirical discourse analysis (data, transcription, generalisation).

Linguistics 290 8 units
Prereq Credit pass in Linguistics 101

Students choose two options from the 400 series electives below (normally one each semester).
301, 302 and 390 each 8 units

Electives
(Each elective equals 4 units)

401 Australian languages
Dr Walsh
Classes Sem 2: 2 seminars/wk
Assessment essay, other written assignment
Central features of the languages of Australian Aborigines. History of research and opinion on Australian languages. Language and local groups. Classification: language families and subgroups, areal features and linguistic diffusion. Basic structure of Australian languages; sounds, word and sentence structure. Vocabulary and semantic structure. Linguistic reflection of social relations. Specialised speech styles. Australian languages and the outside world: loan words; language death, loss and shift; the emergence of lingue tranche and the development of pidgins and Creoles; language in education; problems of interpreting and translation; language planning for Australian languages. Significance of the study of Australian languages for general linguistic theory.

402 Ethnographic analysis of language and speech
Classes Sem 1: 2 seminars/wk
Introduction to ethnographic methods in linguistics. The ethnographic tradition in linguistics through the work of Boas, Sapir, Kroeber, Hymes Gumperz as well as Basso, Sherzer, Silverstein, Heath, etc. The ethnography of speaking and its relationship to cognitive and symbolic anthropology, folklore and ethnomusicology. The relationship between language and culture: Sapir-Whorf hypothesis. Ethnographic methodology and analysis.

403 Phonological theory
Dr Borowsky
Prereq 211GL
Classes Sem 2: 2 seminars/wk
Assessment essay, other written assignment

404 Educational linguistics
[Not offered in 1995]
Classes Sem 1: 2 seminars/wk
Assessment written assignment, class

405 Sociolinguistic variation
Prereq 211LSC and 212LSC
Classes Sem 1: 2 seminars/wk
Assessment essay, other written assignment, exam

406 Social semiotics: text in context
Assoc. Prof. Martin
Prereq Linguistics 211LSC and 212LSC
Classes Sem 1: 2 seminars/wk
Assessment written assignment, class

407 Advanced phonetics
[Not offered in 1995]
Prereq 211GL
Classes (2 lec & 1 tut)/wk
Assessment written assignment, class

408 Functional semantics
Classes Sem 1:2 seminars/wk
Issues in functional semantics — the organisation of meaning as a resource with non-linguistic systems. Text as the basic unit of semantics rather than a unit defined by grammar; multifunctionality of text semantics. Cognitive vs social interpretations of systems of linguistic and non-linguistic meaning. Towards a social semiotic interpretation of semantics and higher-level contextual systems:
- Different approaches to the modelling of the contextual systems presented and compared (e.g. Malinowski — Firth — Halliday; Hymes).
- Interaction between contextual and semantic systems; functional varieties (sublanguages, restricted languages, genres, registers, functional dialects in different traditions) and context types.
- Text semantics in written varieties, with particular focus on the alternative ways of modelling logico-sematic relations (conjunctive relations, rhetorical structure theory, etc.) and the range of their realisations (congruent and incongruent) in different varieties of writing.

409 Modern formal theories of grammar
Dr Simpson
Prereq Linguistics 212GL
Classes Sem 1: 2 seminars/wk
Assessment essay, other written assignment
Focus on a particular formal theory of grammar; Generalised Phrase Structure Grammar, Government Binding Theory, Lexical Functional Grammar, etc. Topics in the formal properties of grammars constituency, configurationality, the role of the lexicon, morphology, rules, acquisition, etc.

410 Morphology
DrBorowsky
Prereq Linguistics 201 and 202
Classes Sem 2: 2 seminars/wk
Assessment written assignment

411 Historical linguistics
(Compulsory for Honours students in General Linguistics stream; other students may select as an option)
Prereq Linguistics 211GL
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment written assignment, class

412 Semantics and pragmatics
Dr Simpson
Prereq Linguistics 212GL or 211LSC
Classes Sem 2: 2 seminars/wk
Assessment essay, other written assignment

413 Advanced systemics: theory and practice
Not offered in 1995

414 Computational linguistics
Not offered in 1995

415 Structure and use of a language other than English
Not offered in 1995

416 Language acquisition
Dr Borowsky
Prereq Linguistics 201 and 202
Classes Sem 1:2 seminars/wk
Issues in, and approaches to, the study of language acquisition in generative linguistics: a comparison of theories; innateness; maturation; topics in the acquisition of phonology, morphology, syntax and semantics. Each student will have firsthand experience in studying the emergence of language.

417 Field methods
Dr Simpson
Prereq Linguistics 201 and 202
Classes Sem 2: 2 seminars/wk
Assessment essay, other written assignment
Techniques for eliciting, recording and analysing linguistic data collected from a speaker of a previously undescribed language. Formal elicitation of individual words and simple phrases. Analysis of the phonology and basic morphology of the language. Text collection. Individual focus on some aspect of the phonological, lexicogrammatical or semantic system of the language.

419 Functional and typological issues in syntax
[Not offered in 1995]

420 Issues in functional grammar
[Not offered in 1995]
Prereq Linguistics 211LSC and 422
Classes Sem 1: 2 seminars/wk

421 Issues in functional semantics
[Not offered in 1995]

422 Advanced historical linguistics
[Not offered in 1995]
Prereq Linguistics 411
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment written assignment, class

Linguistics IV Honours
See earlier advice about the structure of the course.

School of Mathematics and Statistics

The School of Mathematics and Statistics offers courses in Applied Mathematics, Mathematical Statistics and Pure Mathematics. The Junior courses available are Mathematics 101, Mathematics (Advanced) 101, Mathematics (Life Sciences) 101, and General Statistical Methods 101. Courses at 200 and 300 level and Honours courses are mostly taught in a single subject area.

Applied Mathematics is concerned with the development of mathematical and computing methods and their application in particular contexts which may arise in the Natural Sciences, Engineering, Economics or the Social Sciences. Courses are designed to give training to students who will specialise in other subjects, and also for training applied mathematicians. While mathematical rigour is not neglected, particular emphasis is given to questions such as the treatment of observational data and the development of mathematical models which are relevant to particular contexts.

Mathematical Statistics is concerned with the theory
of probability and the mathematical methods of statistics applied to such problems as statistical inference, the design of experiments and sample surveys and all problems of data analysis. The major courses are designed to train those who wish to become professional statisticians, tertiary teachers and research workers, but there are courses which provide a knowledge of statistical methods and techniques for students specialising in other fields.

Pure Mathematics courses have two main aims. One of these is the equipping of students with the background of mathematical knowledge, understanding and skill necessary for courses in many branches of science. The other is the provision of training in pure mathematics necessary for those who wish to make a career in mathematics, either in teaching or research or in one of the many avenues where highly developed mathematical ability and a thorough knowledge of modern mathematical techniques are required, such as computing, operations research, management, finance and economics.

**Location**
The School is located in the Carslaw Building. Telephone 3514533; fax 3514534.

**Noticeboards and registration**
Details of locations of noticeboards and of registration for specific courses are available in the course handbooks available at the time of enrolment or during the first week of lectures.

**Advice on courses**
School advisers are normally available during the enrolment period.

**Advanced Senior courses**
The School of Mathematics and Statistics will offer in 1995 Advanced Senior courses in addition to the Junior course Mathematics (Advanced) 101. These are listed in the Table of Courses.

In general, the Advanced courses differ from the normal courses in both the depth and breadth of the subject treatment. This requires students to select mainly from the A course options. Entry usually requires a Credit or better in the qualifying courses.

Further information may be obtained from the course coordinators and full details are provided in the course handbooks available from the School at the time of enrolment.

**Level 100 courses**

Mathematics (Life Sciences) 101 **12 units**

First-year office (5th Floor, Carslaw Building)

*AKn* HSC Mathematics (2-unit Mathematics in Society) 101 12 units

**Assumed knowledge**

Knowledge equivalent to the 3-unit HSC course is assumed. Students who do not have this knowledge are strongly advised to attend a bridge course conducted by the School in February.

**Relation to other courses**

Mathematics (Life Sciences) 101 may not be counted together with Mathematics 101 or Mathematics (Advanced) 101. It does not normally qualify students for second year mathematics courses. However students gaining a Distinction may, with the permission of the Head of School, proceed to Mathematical Statistics 201, Pure Mathematics 201 or Applied Mathematics 201.

**General Statistical Methods 101** 12 units

First-year office (5th Floor, Carslaw Building)

*AKn* HSC Mathematics (2-unit or 2-unit Mathematics in Society)

**Classes** Yr: (3 lec & 1 tut)/wk

**Assessment** one 3hr exam/sem, assignments


**Mathematics 101** **12 units**

*AKn* HSC 3-unit Mathematics

**Classes** Yr: (5 lec & 2 tut)/wk

**Assessment** (two 2hr exams & 4 assignments)/sem

Mathematics 101 is designed to provide a thorough preparation for further study in mathematics and statistics. It is the qualifying course for all intermediate mathematics courses.

There are comprehensive details of the Mathematics 101 course in the Mathematics First Year Course Handbook, distributed at the time of enrolment.

**Content**

**Semester 1:** Plane curves, functions of one variable; differentiation and applications; vectors; curves and surfaces in three dimensions; functions of two and more variables; partial differentiation; discrete mathematics; statistics.

**Semester 2:** Integration and applications; Taylor polynomials; complex numbers; ordinary differential equations and applications; mathematical modelling; linear algebra.

**Assumed knowledge**

Knowledge equivalent to the 3-unit HSC course is assumed. Students who do not have this knowledge are strongly advised to attend a mathematics bridge course conducted by the School in February.

**Mathematics (Advanced) 101** **12 units**

*AKn* HSC 3/4-unit Mathematics

**Classes** Yr: (5 lec & 2 tut)/wk

**Assessment** (two 2hr exams & 4 assignments)/sem
This advanced course is available to students with a very good record in high school mathematics and who wish to take a course of a more challenging nature. All students aiming for high achievement, such as an honours degree or postgraduate study, are advised to enrol in Mathematics (Advanced) 101. The course content is similar in outline to that of Mathematics 101 but proceeds at a faster rate and covers more difficult material. There are comprehensive details of the Mathematics (Advanced) 101 course in the Mathematics First Year Course Handbook, distributed at the time of enrolment.

**Level 200 courses**
(See earlier note about Advanced courses.)

**Applied Mathematics**
The second year course is taught at both the O and A levels (a Credit or better is usually required in either of the prerequisite courses to enter at the A level). Each student must take 2 course options per semester. An option consists of 4 contact hours per week (usually 3 lectures plus 1 tutorial). There is some freedom in the choice of options. Full details of the course structure, content and examination procedures are provided in the course handbook distributed at the time of enrolment.

**Applied Mathematics 201**  16 units
Dr Ivers
Prereq Mathematics 101 or Mathematics (Advanced) 101 (or a Distinction in Mathematics (Life Sciences) 101)
Classes Yr: (8 hours of lec, tut & computer lab)/wk
Assessment generally one 2hr exam/option, assignments

O level options: vector calculus and complex variables; ordinary and partial differential equations and Fourier series; optimisation; dynamical systems; mathematical computing and simulation; deforming media.

A level options: functions of several variables and of a complex variable; complex variable techniques, ordinary and partial differential equations; Fourier series and special functions; Lagrangian dynamics; mathematical computing and simulation; deforming media and waves.

**Mathematical Statistics**
The second year course is both a self-contained one-year course and the basis for a degree specialising in statistics. It is offered at both O and A level. The A course covers all the material in the O course together with extra lectures in second semester, on the mathematical theory of probability. The O course is presented in four modules. Full details are provided in the course handbook distributed at the time of enrolment.

**Mathematical Statistics 201**  16 units
Dr D’Abera
Prereq Mathematics (Life Sciences) 101 (at Credit standard), Mathematics 101 or Mathematics (Advanced) 101
Classes Sem 1: (5 lec & 1 tut & one 2hr prac)/wk
Sem 2: O (4 lec & 1 tut & one 2hr prac)/wk; A (5 lec & 1 tut & one 2hr prac)/wk
Assessment two 1.5hr exam/sem, assignments, pracs, extra 2hr exam (Sem 2) for A
O level course: Probability; exploratory data analysis; hypothesis testing; estimation and dependence.

A level course: Probability; exploratory data analysis; hypothesis testing; estimation and dependence; stochastic processes.

**Advanced Statistical Methods 201**  8 units
Mrs Phipps
Prereq Mathematical Statistics 201 or Mathematics 101 (or Mathematics (Advanced) 101) and General Statistical Methods 101
Classes Sem 2: (4 lec, 2 tut, two 1hr computer prac)/wk
Assessment two 2hr exam, assignments, pracs

This course is based on computer packages and aims to introduce advanced statistical techniques without developing the mathematical theories underlying these methods. The material is presented in two streams at the rate of 2 lectures per week each. Full details are provided in the course handbook distributed at the time of enrolment.

Content: Applied linear models; design and sampling.

This course cannot be used to satisfy the requirements for a major in the BA.

**Pure Mathematics**
Pure Mathematics 201 is composed of options listed below. Some options are labelled O and the rest A; the A options are generally somewhat more abstract, go deeper into the subject than the O options and are given more credit.

In Semester 1, all students take two options, each involving 4 contact hours per week (lectures, tutorials and/or computer lab classes). In Semester 2, students take either two options at 4 contact hours or one option at 4 hours and two options at 2 hours per week. There is some freedom in the selection of options, and mixtures of O and A options are possible. Full details of course content, structure and examination procedures are provided in the course handbook distributed at the time of enrolment.

**Pure Mathematics 201**  16 units
Dr Choo Dr Gastineau-Hills
Prereq Mathematics 101 or Mathematics (Advanced) 101 (or a Distinction in Mathematics (Life Sciences) 101)
Classes Yr: (8 hours of lec, tut & computer lab)/wk
Assessment generally one 2hr exam/option, assignments

O level options: Vector calculus and complex variables, ordinary and partial differential equations and Fourier series, real analysis; linear equations and eigenvalue theory, group theory and inner product spaces; finite mathematics.

A level options: Functions of several variables and of a complex variable, analysis including ordinary and partial differential equations and Fourier analysis, qualitative theory of differential equations; linear algebra, group theory.
**Level 300 courses**

(See earlier note about Advanced courses.)

**Applied Mathematics**

This course offers semester-length options at both O and A levels, some taught separately, others in common (A/O level) (a Credit or better is usually required in Applied Mathematics 201 for A options). A student enrolling in Applied Mathematics 301 must take at least 4 options (3 contact hours per week each). A student enrolling in Applied Mathematics 350 must take at least 6 options (3 contact hours per week each).

Full details of course structure, content and examination procedures are provided in the course handbook available from the School at the time of enrolment.

Applied Mathematics 350 is equivalent to Applied Mathematics 3 in the BSc degree program. BA students intending to proceed to Applied Mathematics IV Honours must complete Applied Mathematics 350 at Credit level.

**Applied Mathematics 301**

16 units

Dr Macaskill

**Prereq** Applied Mathematics 201

**Classes** Yr: (4 lec & 2 tut)/wk

**Assessment** generally one 2hr exam/option, assignments

**O level options:** Lagrangian dynamics; applications of PDEs and waves; signal processing; mathematics of financial markets.

**A level options:** Mathematical methods; fluid dynamics; advanced mathematical computing; Hamiltonian dynamics and Hamilton-Jacobi theory.

**A/O level options:** Mathematical computing; nonlinear systems and biomathematics.

**Applied Mathematics 350**

24 units

Dr Macaskill

**Prereq** Applied Mathematics 201

**Classes** Yr: (6 lec & 3 tut)/wk

**Assessment** generally one 2hr exam/option, assignments

Options as listed under Applied Mathematics 301.

**Mathematical Statistics 301**

16 units

Dr Peiris

**Prereq** Mathematical Statistics 201 and either Pure Mathematics 201 or Applied Mathematics 201

**Classes** (4 lec & 2 tut)/wk, one 2hr prac/fn

**Assessment** two 2hr exam/sem, assignments, prac

**Semester 1:** Distribution theory; linear models.

**Semester 2 options:** Inference; multivariate analysis; design of experiments.

**Mathematical Statistics 350**

24 units

Dr Peiris

**Prereq** Mathematical Statistics 201 and either Pure Mathematics 201 or Applied Mathematics 201

**Classes** (6 lec & 3 tut & one 2hr prac)/wk, extra 2 lec/wk (Sem 2) for A

**Assessment** three 2hr exam/sem, assignments, prac; extra 2hr exam (Sem 2) for A

**O level course:** Distribution theory; linear models; time series analysis; inference; multivariate analysis; design of experiments.

**A level course:** Distribution theory; linear models; time series analysis; inference; multivariate analysis; design of experiments; Markov processes.

**Pure Mathematics**

This course offers semester-length options at both O and A levels, each consisting of two lectures per week, plus tutorial and assignments. Some options are more demanding and are given some more credit; these are labelled A in the list below. The other options are labelled O. Full details are given in the course handbook available from the School at the time of enrolment.

Students taking Pure Mathematics 301 choose at least 4 options. There is considerable flexibility in the choice of options, and mixtures of O and A are encouraged. Some options are offered in the evening. Students taking Pure Mathematics 350 choose at least 6 options.

Pure Mathematics 350 is equivalent to Pure Mathematics 3 in the BSc program. BA students intending to proceed to Pure Mathematics IV Honours must complete Pure Mathematics 350 at the Credit level.

**Pure Mathematics 301**

16 units

Dr Howlett Ms Henderson

**Prereq** Pure Mathematics 201

**Classes** Yr: (4 lec & 2 tut) /wk

**Assessment** generally one 1.5hr exam/option, assignments

If resources permit, options are expected to include the following:

**O level options:** Rings and fields; topology; logic; coding theory; real variable; statistics; number theory; ordinary differential equations; geometry.

**A level options:** Metric spaces; algebra; non-linear analysis; combinatorial theory; Lebesgue integration and Fourier analysis; complex variable; topological groups; computational algebra; categories and computer science; differential geometry.

**A/O level option:** History of mathematical ideas.
Pure Mathematics 350 24 units
Dr Howlett, Ms Henderson
Prereq Pure Mathematics 201
Classes Yr: (6 lec & 3 tut)/wk
Assessment generally one 1.5hr exam/option, assignments
Options as listed under Pure Mathematics 301.

Honours courses
Applied Mathematics IV Honours
Assoc. Prof. Winch
Entry is subject to the approval of the Head of School. Applied Mathematics IV Honours consists of both formal coursework and an essay project. There is also provision for students to take approved courses from other departments. The essay is a substantial part of the year's assessment and is closely supervised by a staff member.

Interested students should consult the course handbook or contact the Fourth Year coordinator at some convenient time before enrolment.

Mathematical Statistics IV Honours
Dr Quine
Courses of lectures will be given in a selection of advanced topics in the theory of probability and statistics. There is also an essay project which contributes about 20% of the total assessment. A talk is required to be given on the project topic. There is also provision for students to take approved courses from other departments.

Those wishing to take Mathematical Statistics IV Honours are asked to speak to the Fourth Year coordinator during third year. The usual prerequisite for entry is a good Credit or better in Mathematical Statistics 350. The final decision for entry rests with the Head of School.

Pure Mathematics IV Honours
Dr Hillman
Those wishing to take Pure Mathematics IV Honours are asked to speak to the Fourth Year course coordinator during third year. The usual prerequisite for entry into Pure Mathematics IV Honours is a good Credit or better in Pure Mathematics 350. The final decision for entry rests with the Head of School.

The Pure Mathematics IV Honours course has two components: lecture courses (which attract approximately 70% of total credit) and an essay project. As part of the essay project, students are required to prepare a talk about their project. Further details are available from the course coordinator and in the course handbook.

Medieval Studies (A)

Introduction
The purpose of courses in Medieval Studies is to enable students who have developed an interest in various aspects of medieval civilisation to pursue a program of studies in Years 2, 3, and 4 which offers a wide range of subject areas and removes as many departmental prerequisite and corequisite barriers as possible. Combinations of units which are otherwise not permitted are made available.

Prerequisites
1. Twenty-four Junior units from no more than two subject areas in Part A of the Table of Courses.
2. Entry to Medieval Studies is at Senior level. First-year students potentially interested in Medieval Studies are advised to contact the Coordinator to discuss their choice of Junior-level subjects.

Requirements
1. Courses must be arranged with the Coordinator of Medieval Studies at the time of enrolment.
2. Students are advised to take at least 16 units of Medieval Studies. The maximum number of units in Medieval Studies which can be counted is 82.
3. A major in Medieval Studies requires courses in Medieval Studies to the value of at least 32 units at Senior level.
4. Students proceeding to Medieval Studies IV Honours must complete courses in Medieval Studies at Senior level to the value of at least 48 units, including 16 units from 290, 291, 292, and 293. These courses must be arranged with the Coordinator to ensure that any departmental requirements are met.

Courses
1. There are no separate courses in Medieval Studies. All courses are actually 'units', courses, or options offered in participating departments as part of other subjects.
2. Courses in Medieval Studies consist of combinations of 'units', courses, or options offered in approved subject areas within various departments. Combinations must be approved by the Coordinator.
3. The Coordinator will ensure that workloads for courses in Medieval Studies are equivalent to those normally required for Senior level courses.

IV Honours
Fourth-year Honours is available in Medieval Studies to students who have completed the necessary prerequisites for such studies. Students interested in proceeding to honours in medieval studies must consult the Coordinator in second and third year to ensure that any departmental requirements are met.

Approved subject areas
(Note that these are subject areas, not actual 'units', courses or options. A full list of the latter specified for Medieval Studies is available from the Coordinator.) Arab and Islamic Culture, Arabic, Celtic Studies, English, Fine Arts, French, German, Hebrew, History, Italian, Jewish Civilisation Thought and Culture, Latin, Modern Greek, Music, Philosophy, Religious Studies.
Modern Greek (A)
For courses in the Department of Modern Greek, see under Greek, Modern.

Department of Music (A)
The Department of Music offers a wide range of courses for several degrees. Music is offered as part of the Bachelor of Arts degree, for up to three years at pass level and for four years at honours level.

Junior courses
Four full-year 6-unit courses are offered. Students may take any number of these courses in any combination, except that they cannot take both Music 102 and 103. To proceed to Senior study in Music it is necessary to take Music 101 and either Music 102 or 103; this combination, in any case, provides a balanced course and is the most popular choice among students.

Music 101 (Music in Society) consists of a series of topics, each concerning a particular musical genre and treated over four or five weeks. This course concentrates on helping students to improve their research and writing skills. Music 102 is an advanced course in musical skills, including aural training and the writing of music in a variety of styles. The HSC prerequisite can be found below under the entry for this subject. Music 103, which students can take without prerequisite, is a course in basic musical skills. Music 103 contains a chronological survey of Western art-music, with aural training and composition exercises through the year supporting this historical approach.

Students who are in doubt as to whether to take Music 102 (advanced) or 103 (basic) should contact the Department in January or early February; in some cases a musicianship test will be necessary to determine which course should be taken. Music 105 is an ensemble performance course involving participation in one of the performing ensembles run by the Department: the Sydney University Symphony Orchestra, the Indonesian gamelan and the Pro Musica Choir. Entry to orchestra or choir is by audition. Entry to gamelan is by short interview with gamelan director.
Senior courses
Depending on the number of degree units they wish to allocate to Music study, students construct their Senior courses by choosing three, six, nine or twelve seminars from the three schedules of seminar options. Music 201 and 202 (requiring six seminars) are the standard choice and keep open the student's option to take Music in the third year of study. Honours students take Music 201, 202, 301 and 302, and in addition take Music 290 and 390 to prepare for their final honours year.

N.B. Enrolment in all courses is made at the beginning of the year, and result are obtained at the end of the year, even if work is completed within a semester.

N.B. Students may not take more than 82 units from the same subject area.

Foreign language study
Students are encouraged to take a foreign language for at least one year in conjunction with their study of music. Foreign language skills are important in many musical endeavours.

Registration
In addition to enrolling with the University, students are required to register with the Department during the orientation period.

Location
The Department Office and noticeboards are on Level 4 of the Seymour Centre (cnr City Road and Cleveland Street). Entry is through the Stage Door at the back of the building.

More information
For more information on music courses contact the Department of Music, Level 4, The Seymour Centre J09, telephone 3512923, fax 660 6093.

Junior courses
Music 101 6 units
A wide-ranging study of music in which students develop their writing and research skills. Six topics are covered: Modernism, Music and Ecology, Embellishment in Medieval and Renaissance Music, Cabaret, Monteverdi and Australian Music.

Music 102 6 units
Ms Evans
Prereq 67% in HSC Music 3-unit or 2-unit Related (BOS), or 3-unit (AMEB), or the equivalent as determined by the Department

Classes Yr: (1 lec & 1 tut)/wk
Assessment 9 composition exercises, class aural tests
Analysis of fundamental compositional concepts in a wide range of Western and non-Western musical styles. Aural training tutorials complement these studies.

Music 103 6 units
May not be taken by students who are eligible to take Music 102.

The language of music
Mr Souter, Ms Blom

Classes Yr: (1 lec & 2 tut)/wk
Assessment 8 composition/analysis exercises and 2 class tests in basic theoretical and analytical skills (total of 60%)
An exploration of melody, harmony and rhythm through a variety of Western and non-Western musical styles. A program of basic listening and notational skills including aural dictation, score reading and analysis. The following musical skills are involved:
(i) aural identification and the writing down of the basic building blocks of musical pitch and rhythm;
(ii) the writing down of a simple melody or rhythm by dictation;
(iii) the application of basic musical theory and aural skills in the writing of simple composition exercises; and
(iv) the ability to write a description of the elements of a musical texture and to comment on structure and style by both listening to a musical excerpt without score and by perusing a score without listening to the music.

Students complete an historical reading and listening schedule during the year to support their musicianship training.

Practica Musica. Regular private practice of aural skills using the Macintosh computer application. Practica Musica is an essential part of the course. Students will be asked to purchase a disk in order to use the system and may be required to attend one or more computer tutorials.

Textbook
Kerman's Listen, 2nd brief edn (Worth, N.Y., 1990) is essential; the accompanying 6-CD set is recommended purchase, although students may wish to complete the listening schedule in the Music Library instead; the CDs are on Closed Reserve

Music 105 6 units
Dr Routley, Ms Weiss, Mr Kempster
Prereq Departmental audition for the Sydney University Symphony Orchestra or the Pro Musica Choir. Entry to gamelan is by short interview with the gamelan director

Classes Yr: 2-3hr rehearsal/wk, several public performances
Assessment contribution to rehearsals and performances (75%), attendance requirement, one written assignment (25%)
Participation in one of the Department's performance ensembles: the Sydney University Symphony Orchestra, the Indonesian gamelan or the Pro Musica Choir.

Senior courses
Music 201 8 units
Prereq Music 101 and either Music 102 or 103
3 seminars from Schedules A and C.

Music 202 8 units
Coreq Music 201
3 seminars from Schedules A and C.
Music 203 8 units
Coreq Music 201 and 202
3 seminars from Schedules A and C.

Music 204 8 units
Coreq Music 203
3 seminars from Schedules A and C.

Music 290 16 units
Coreq Music 201 and 202
Prereq Credit result in Music 101 and in either Music 102 or 103
This course is taken by students who wish to study music over 4 years at honours level.
Music 290 comprises 6 seminars:
• 5 seminars from Schedule C; and
• Research Method 1
Dr Hardie
Classes Sem 1: 1 hr/wk
Assessment historical essay, analytical essay, reading report and class participation
The methods and materials of music research and writing. Critical appraisal of selected readings.

Music 301 8 units
Prereq Music 201 and 202
3 seminars from Schedules A, B and C.

Music 302 8 units
Coreq Music 301
3 seminars from Schedules A, B and C.

Music 303 8 units
Coreq Music 302
3 seminars from Schedules A, B and C.

Music 304 8 units
Coreq Music 303
3 seminars from Schedules A, B and C.

Music 390 16 units
Prereq Credit results in Music 290, 201 and 202
Coreq Music 301 and 302
Should not be taken with 303
Music 390 comprises:
• Musicology (equivalent to 3 seminars — see Schedule C)
• 3 other seminars from Schedule C.

Music IV Honours
Coordinator: Prof. Boyd
Prereq Credit results in Music 390, Music 301 and 302
Music IV Honours comprises:
• 5 seminars from Schedules B and C
• a 15000w thesis, the topic chosen in consultation with the Head of Department not later than 10 December preceding the Music IV Honours year
• attendance at the fortnightly Research Seminar.

Senior seminar options
Consult the Department for the latest information, since changes in this information may be necessary. All options are single seminars unless otherwise stated.

Schedule A
These seminar options may be taken as part of Music 201,202, 203,204,301,302,303 and 304).

Introduction to Japanese music
Mr de Ferranti
Classes Sem 1: 1 hr/wk
Assessment one 2000w essay and one listening test
The major genres of Japanese music and their relationship to broader issues such as Japanese history, the role of music in Japanese society, aesthetics and the influence of Japanese music on contemporary art-music.

Introduction to Aboriginal music
Dr Gummow
Classes Sem 1: 1 hr/wk
Assessment one 2000w essay and one listening test
The music, text and dance structures of the major genres of Aboriginal music; the role of song in religious and social life.

Indonesian music
Ms Weiss
Classes Sem 2: 1 hr/wk
Assessment one 2000w essay, several listening assignments and a transcription project
The traditional musics of several regions. Urban Indonesian popular music. Issues of gender, colonialism and the development of a national culture.

History and criticism: the Classical period
Dr Routley
Classes Sem 1: 1 hr/wk
Assessment one 2500w essay
A study of the music and times of Haydn, Mozart and Beethoven.

History and criticism: the Romantic period
Dr Routley
Classes Sem 2: 1 hr/wk
Assessment one 2500w essay
A study of Romanticism in music from Schubert and Berlioz to Wagner. This course presupposes an interest in the wider cultural context of the first half of the nineteenth century, especially in literature and the fine arts.

Aural training
Mr Souter
Classes Yr: 1 hr/wk
Assessment 3 class tests and 2 short tests at the computer, class attendance and participation
The development of students' internal representation of music. Class training of harmonic recognition (including figured bass) and listening techniques using the piano and a range of musical media on recorded excerpts. Sight-singing and clapping rhythms in class. The use outside class times of the Department's
computer aural training application Practica Musica is an important part of the course. This course is recommended as an adjunct to Dr Routley's seminars on the Classical and Romantic periods (Schedules A and C).

Text
Practica Musica student disk; available from the Co-op Bookshop

Concepts 1
Equivalent to 2 seminars
Prereq The language of music 1
Concepts of melody, harmony and rhythm (see the entry for Music 102).

Acoustics
Dr Fricke, Dr Johnson
Classes Sem 1: 1hr/wk
Assessment several assignments, an essay or seminar paper
Vibrations and sound, oscillation theory, harmonic analysis, waves, vibrations of extended bodies, energy coupling, architectural acoustics, psycho-acoustical measurement.

The origins of modern music: 1882 to 1945
Prof. Boyd
Classes Sem 1: 1hr/wk
Assessment either (i) two 2000w essays or (ii) one 2000w essay and a shorter essay and a listening journal
Music in European society from the late 19th century. The origins of modern music and its on-going development through Debussy, Stravinsky and the Serialists. Music in Russia. The rise of nationalism in England (Elgar, Vaughan-Williams and Hoist) and in Hungary (Bartok and Kodaly). Music between the wars, with a focus on neo-classicism. The rise of jazz and its impact in Europe.

Music in the modern world: 1945 to the present
Prof. Boyd
Classes Sem 2: 1hr/wk
Assessment either (i) two 2000w essays or (ii) one 2000w essay and a shorter essay and a listening journal
Messiaen. The European musical avant-garde which emerged in the fifties (Boulez and Stockhausen) and later examples of this movement (Berio, Kagel and Ligeti). A glance towards America (John Cage and his successors, leading on to minimalism). Popular music, the rise of electronic music and the development of music technology. Britten. Babbitt and Crumb. New concepts in the music theatre of Kagel and Maxwell Davies. The development of Australian music since 1945.

Australian music
Prof. Sculthorpe
Classes Sem 2: 1hr/wk
Assessment one 3000w essay
Australian music since European settlement. Most lectures concentrate on the work of a particular composer.

Big band
Equivalent to 2 seminars
Mr Montz (Head of Jazz Studies, Sydney Conservatorium), Prof. Boyd
Prereq audition
Classes Yr: one 2hr rehearsal/wk, several performances
Assessment two 2500w essays by arrangement with Prof. Boyd
Standard repertoire and recent compositions. Instruction in section balance, section leading, intonation, tone production, swing and other rhythmic procedures. Ear training. Improvisation. Classes are at the Sydney Conservatorium.

Introduction to electronic and computer music
Mr Franklin
Prereq basic familiarity with computers is desirable, but not essential
Classes Yr: 1 tut/wk
Assessment to be advised
The basic concepts of electronic and computer music, with the emphasis on hands-on experience with instruments and recording equipment in the Department’s electronic music studio. Topics will include basic recording and mixing techniques, sound synthesis, sampling, editing, and MIDI.

Twentieth-century counterpoint
Mr Franklin
Classes Sem 2: 1hr/wk
Assessment one 3000w essay and a 40-minute class presentation
The nature of counterpoint in the styles of several composers and genres of this century. Compositional technique and its relationship to social factors and trends in non-musical fields.

Schedule B
These seminars may be taken as part of Music 301, 302, 303, 304, 390 and Music IV Honours.

Japanese music: special topics
Mr de Ferranti
Prereq Introduction to Japanese Music
Classes Sem 1: 1hr/wk
Assessment one 40-minute seminar paper, to be submitted in written form after delivery
An in-depth examination of one or two major genres of Japanese music such as gagaku, no theatre, heikyoku and shakuhachihonkyoku.

Aboriginal music: special topics
Dr Gummow
Prereq Introduction to Aboriginal Music
Classes Sem 2: 1hr/wk
Assessment one essay
An introduction to key aspects of the Aboriginal song genre wanggga. Social and ceremonial context, musical form, texts and dance. Students are given the opportunity of working with raw research data collected by Dr Marett.

Stravinsky
Emeritus Professor Piatt
Classes Sem 1: 1hr/wk
Assessment one essay
Stravinsky's musical language, his ideas about music and the light that this study throws on the phenomenon of music in the twentieth century.

**Berg's Wozzeck and Lulu**  
*Dr Hardie*  
**Classes** Sem 2: 1hr/wk  
**Assessment** one 3000w essay, class participation  
Berg's two great operas and their place in his repertoire and in twentieth-century music.

**Gender in music**  
*Ms MacArthur*  
**Classes** Sem 2: 1hr/wk  
**Assessment** one essay  
An account of the accomplishment of women in the Western art-music tradition and a consideration of the distinctive contribution that a feminist approach can bring to musicology.

**Liturgical drama in the Middle Ages**  
*Ms Evans*  
**Classes** Sem 1: 1hr/wk  
**Assessment** one essay, or detailed analyses of text and music of one drama not studied in lectures  
An overview of the development of various genres of liturgical drama from the *Quern cjuarerit* trope, with detailed analyses of several twelfth- and thirteenth-century examples such as *Filius Gedronis* and *Ludus Daniels*.

**Medieval dances and dance songs**  
*Ms Evans*  
**Classes** Sem 1: 1hr/wk  
**Assessment** one essay, and either a composition or an analysis of a dance or song  
A review of surviving dance melodies, secular and religious songs with dance associations, medieval attitudes to dancing in sacred and secular settings, questions of instrumentation and performance venues.

**Secular music of medieval Spain and Portugal**  
*Ms Evans*  
**Classes** Sem 2: 1hr/wk  
**Assessment** either one essay, or a short explanatory essay accompanying a transcription and arrangement of 2 items chosen from manuscript sources  
A survey of the poetry and music which survives from medieval Spain and Portugal, including the *cantigas* of Martin Codax and Alfonso the Wise, the pilgrim songs associated with Compostela and Montserrat and the songs of the Sibyl.

**Traditional music of the Sephardim**  
*Ms Evans*  
**Classes** Sem 2: 1hr/wk  
**Assessment** either an essay or a short explanatory and analytical essay accompanying several transcriptions from sound sources  
A survey of the place of the Jews, Arabs and Christian in medieval Spain and Portugal up to and including the expulsion of the Jews in 1492. An overview of medieval Jewish-Spanish poetry as well as some of the surviving traditional Sephar ide music in the Middle East and various Mediterranean regions.

**Schedule C**  
These seminars are taught and assessed at honours level, although they may be included in all Senior courses.

**Baroque performance 1**  
*Ms Evans*  
**Prereq** Baroque performance 1  
**Classes** Sem 2: 1hr/wk  
**Assessment** one essay, weekly or fortnightly prepared performances, end-of-semester performance test  
An overview of European music in the seventeenth century to determine what is new, old or revitalised. Some of the issues will be dealt with in practical performance.

**Baroque performance 2**  
*Ms Evans*  
**Prereq** Baroque performance 1  
**Classes** Sem 2: 1hr/wk  
**Assessment** one essay, weekly or fortnightly prepared performances, end-of-semester performance test  
Detailed analysis of the stylistic characteristics of European music from the late seventeenth to mid-eighteenth century, which students apply and discuss in practical performances.

**Baroque performance 3**  
*Prereq* Baroque performance 2  
As for Baroque performance 2, at a higher level.

**Baroque performance 4**  
*Prereq* Baroque performance 3  
As for Baroque performance 3, at a higher level.

**Musicology**  
Equivalent to 3 seminars  
*Dr Hardie*  
**Prereq** Music 201  
**Classes** Yr: 1.5hr/wk  
**Assessment** one essay, one seminar presentation  
The preparation of a critical bibliography, the presentation in class of critical assessments of items from the musicological (Western or non-Western) literature.

**Advanced MIDI applications**  
*Mr Franklin*  
**Prereq** A previous seminar in electronic or computer music, or equivalent practical experience, is a prerequisite for this course. If you are unsure whether your experience is suitable, please consult Jim Franklin  
**Classes** Sem 2: 1hr/wk  
**Assessment**: by presentation of a 5-10 minute piece in the form of edited sequences, working materials, and recording (DAT), or as a live performance and recording (DAT), together with copies of MAX patches and descriptions of synthesizer patches on disk  
In this seminar, topics relating to the advanced use of MIDI will be covered. These will focus on the software packages Cubase Score, which allows high-level sequencing, editing and MIDI event processing, and MAX, a MIDI programming environment which permits the construction of freely-devised MIDI processors and modifiers, including algorithmic composition and real-time performance systems.
Computer applications in musical scholarship
Equivalent to 2 seminars
Mr Franklin
Prereq Music 201 or permission of the Head of Department
Classes Sem 1: one 2hr lec/wk
Assessment 2 of the following 3 options
(1) preparation of amusiological paper using Word 5, PageMaker and Finale
(2) compilation of a bibliographic database using a HyperCard stack programmed by the student
(3) presentation of a MIDI-performable transcription of a composition using Finale.
The acquisition of skills necessary to use software tools on the Macintosh platform, oriented towards the needs of the professional scholar and musician. A basic level of computer theory. Relevant software applications. The functional details of MIDI.

Harmony and analysis: the Classical period
Dr Routley, Mr Souter
Prereq Music 101 or The language of music 2
Classes Sem 1: 1 lec/wk & 4 tut/sem
Assessment 4 composition exercises
A course to lay the basis for an understanding of tonal harmony, voice-leading and large-scale formal structures in the music of the great Classical composers.

Harmony and analysis: the Romantic period
Dr Routley, Mr Souter
Prereq Harmony and analysis: the Classical period
Classes Sem 2: 1 lec/wk & 4 tut/sem
Assessment 4 composition exercises
The mysteries of chromatic harmony, beginning with mode mixture and including techniques such as substitution and chromatic versions of tonal progressions.

Schenkerian analysis
Dr Routley
Prereq Harmony and analysis: the Classical period and Harmony and analysis: the Romantic period
Classes Sem 1: 1 hr/wk
Assessment 8 analyses
Heinrich Schenker’s method of the analysis of tonal music as applied to small structures.

Orchestra 1
Vlr Shanahan
Classes Sem 1: 6hr/sem
Assessment 3 orchestration exercises
The basic principles and techniques of orchestration, beginning with the baroque period and moving through the classical period.

Orchestra 2
VLI Shanahan
*classes Sem 2: 6hr/sem
Assessment 3 orchestration exercises
The basic principles and techniques of nineteenth- and twentieth-century orchestration.

Extended instrumental techniques
Vlr Shanahan
*prereq Acoustics
*classes Sem 2: 1 hr/wk
Assessment essay, seminar paper, composition or performance
developments in instrumental performance techniques over the last 30 years, with consideration of acoustical matters and issues of compositional aesthetics and philosophy.

Computer music
Enquiries should be directed to the Department Office.

Sixteenth-century composition 1
Ms Evans
Classes Sem 1: 1 lec/wk
Assessment 7 short composition exercises
A study of sacred Italian and Spanish styles of the sixteenth century, including analyses of various structural procedures.

Sixteenth-century composition 2
Ms Evans
Classes Sem 2: 1 lec/wk
Assessment 5 composition assignments
A study of the secular styles of French, English, Italian and Spanish composers of the sixteenth century, including structural procedures.

Conducting
Dr Routley
Prereq permission of the Head of Department
Classes Sem 1: (6 lec & several practical tut)/sem
Assessment by arrangement with the lecturer
The principles and techniques of conducting. Students gain hands-on experience with some of the Department’s performance ensembles.

Elementary keyboard
Mr Souter, Ms Blom
Not offered for Music IV Honours or BMus Honours
Classes Sem 1 or 2: twelve 30-minute tut/sem
Assessment end-of-semester exam and class participation
The training of harmonic, aural, reading and improvisatory skills at the keyboard. Students undertake four sections: Basic Keyboard Skills, Harmonisation of a Melodic Line, Figured Bass and Improvisation.

Note: Enrolment in all Keyboard seminars is limited by quota. Preference will be given to students wishing to take Keyboard seminars as part of Music 290 or 390 or the BMus course.

Keyboard 1
Mr Souter
Prereq either Elementary keyboard or an standard in keyboard playing approximately equivalent to AMEB Grade IV.
Not offered for Music IV Honours or BMus Honours
Classes Sem 1 or 2: twelve 30-minute tut/sem
Assessment a 20-minute end-of-semester exam and class participation
The training of harmonic, aural, reading and improvisatory skills at the keyboard. Students take Harmonisation of Melody and two other sections from this list:
(i) sight reading/transposition;
(ii) figured bass realisation (outer parts given);
(iii) score reading (introduction to four staves — string quartet and/or choral);
(iv) tonal improvisation
Keyboard 2, 3, and 4
Ms Blom
Prereq the preceding Keyboard course in the sequence or permission of the Head of Department
Classes Sem 1 or 2: twelve 30 minute tut/sem
Assessment a 20-minute end-of-semester exam and class participation
Students take Harmonisation of melody and two other sections from this list:
(i) sight reading/transposition;
(ii) figured bass realisation (only bass and figures given, stylistic considerations);
(iii) score reading (four staves or more);
(iv) improvisation (tonal, atonal, jazz, blues, cadenza, variation, etc., by negotiation with the teacher);
(v) second improvisation option (tonal, atonal, jazz, blues, cadenza, variation, etc., by negotiation with the teacher).

Keyboard 5 and 6
Ms Blom
Prereq the preceding Keyboard course in the sequence or permission of the Head of Department
Assessment a 30-minute end-of-semester exam and class participation
Students take four sections from this list:
(i) sight reading/transposition;
(ii) figured bass realisation (only bass and figures given, stylistic considerations);
(iii) score reading (four staves or more);
(iv) improvisation (tonal, atonal, jazz, blues, cadenza, variation, etc., by negotiation with the teacher);
(v) harmonisation of melody

Concert performance 1
Ms Evans
Prereq permission of the Head of Department based on an assessment of performing ability
Classes Yr: two 40-minute concerts/wk (40% attendance requirement)
Assessment interpretation and technique in performance, the quality of program notes, stage presentation and professionalism
Students perform for a total duration of forty-five minutes in the Department’s Wednesday and Thursday Lunchtime Concert Series in the Great Hall, MacLaurin Hall and Old Darlington School. The teacher provides a written critique and advice at each performance.

Concert performance 2
Prereq Concert performance 1
As for Concert performance 1.

Performance theory
Equivalent to 2 seminars
Dr Routley
Prereq permission of the Head of the Department based on an assessment of performing ability
Classes Yr: 1.5hr/wk
Assessment one essay, one practical test on appropriate instruments with short explanatory essays, class participation
Performance practice in the nineteenth and twentieth centuries and its social context.

Ensemble performance 1
Dr Routley, Ms Weiss, Mr Kempster
Prereq departmental audition for the Sydney University Symphony Orchestra or the Pro Musica Choir. There is no prerequisite if the gamelan is chosen
Classes Yr: 2-3 hr rehearsal/ wk, several public performances
Assessment contribution to rehearsals and performances, attendance
Participation in one of the Department’s performance ensembles: the Sydney University Symphony Orchestra, the Gamelan (Indonesian orchestra) or the Pro Musica Choir.

Ensemble performance 2
Prereq Ensemble performance 1
As for Ensemble performance 1.

Music palaeography 1
Dr Hardie
Classes Sem 1: 1hr/wk
Assessment several transcription assignments
A study of the notation of European music from the ninth to the seventeenth centuries.

Music palaeography 2
Dr Hardie
Prereq Music Palaeography 1
Classes Sem 2: 1 lec/wk
Assessment several transcription assignments
As for Music palaeography 1 but with more specialised investigation.

Field method 1
Classes Sem 1: 1hr/wk
Assessment one assignment
Introduction to ethnographic methodology in ethnomusicology, with hands-on experience in a number of documentary media.

Field method 2
Prereq Field Method 1
Classes Sem 2: 1hr/wk
Assessment one assignment
As for Field Method 1 but with greater specialisation.

Transcription 1
Ms Weiss
Classes Sem 1: 1hr/wk
Assessment several transcription assignments
Issues related to the transcription of non-Western music.

Transcription 2
Ms Weiss
Prereq Transcription 1
Classes Sem 2: 1hr/wk
Assessment several transcription assignments
As for Transcription 1 but with greater specialisation.

Performance Studies (A)
Courses in Performance Studies focus on the theatrical event as such (viewed as a process of construction of meaning by performers and spectators) and the
This multi-disciplinary approach to the study of theatrical performance draws on work in semiotics, linguistics, anthropology, sociology, literary theory and theatre history. Students entering the courses must have a background (second year level) in at least two subject areas taught within the BA degree. An attempt is made throughout the courses to situate the European theatre tradition in relation to performance traditions emanating from other cultures.

Students observe and analyse performance projects undertaken in conjunction with the artist-in-residence scheme funded through the Centre for Performance Studies. Practical analysis usually involves attendance at a number of workshops or rehearsals.

**Performance Studies 390** 8 units

*Coordinator* Assoc. Prof. McAuley

*Prereq* Credit results in 16 Senior units

*Coreq* Performance Studies 301

*Classes* Yr: 2 seminars/wk

*Assessment* two 3000w essays, fieldwork

**Critical theory and research methodology**

In Semester 1 the focus is on research methodology. Areas covered include: performance analysis (practical analysis of a range of types of performance, discussion of analytical models and the goals of such analysis), exploration of techniques for the documentation of performance and for the study of rehearsal process. The object throughout is to provide experience in practical analysis and the opportunity to reflect upon the theoretical and methodological bases of such work.

In Semester 2 students read a range of contemporary critical theory in areas such as discourse analysis, reception, theories of representation and of the body, and feminist responses to traditional thinking in these areas. The object is to explore areas of contemporary critical theory which provide useful leads in analysing and theorising performance process. The performance projects associated with Performance Studies 301 form the basis for further practical analysis and study in this course.

*Textbook*


**Performance Studies IV Honours**

*Coordinator* Assoc. Prof. T. Fitzpatrick

The Honours course attempts to bring theory and practice together in mutually illuminating ways, and students are encouraged to participate actively in the workshops and master classes arranged by the Centre for Performance Studies through the year.

The course requirements are as follows:

- attendance at 3 seminar courses, each of 2 hours per week (approximately 5000 words in essays/seminar papers will be required for each course) (Semester 1);
- participation in a weekly workshop, led by a practising theatre artist, exploring aspects of performance making (Semester 1);
- fieldwork (a 3-4 week placement in a theatre company to assist/observe a creative process in progress); a diary and written analysis of the experience is to be presented, and seminars will be held after the placements so that students can share their experiences with others in the group (Semester 2);
- a long essay (approximately 10 000 words) incorporating analysis of the performance practices observed and experienced.

**Seminars offered in 1995**

**Asian theatre**

Dr Day

*Classes* Sem 1

The course examines Asian theatres in their own cultural contexts as well as their role in the new 'interculturalUsm'. Attention will be paid to questions of western theory and methodology in the study of non western performance.

**Textbooks**

E. Aston and G. Savona *Theatre as Sign System* (Routledge, 1991)

Anthropology of performance
Dr Lewis
Classes Sem 1
This course will serve as an introduction to performance studies from a multicultural perspective. We will examine the emergence of the idea of performance as a kind of anthropological critique of western categories of symbolic actions such as theatre, dance, music and ritual. It will be argued that performance types are always situated in a particular cultural and historical setting, and that analysis must begin (but perhaps not end) with meanings relevant to that setting. Included will be a discussion of the origins, usefulness, and distortions of key categories/when used as analytical tools for understanding performances in other societies especially, but also in our own.

Performing Shakespeare in Australia, England and North America
Dr Gay
Classes Sem 2
Taking as a premise that the meaning of a Shakespeare play is determined by the culture which performs it, this seminar will discuss the ‘great tradition’ of English performance of Shakespeare, American/Canadian appropriation and revision of this tradition, and the emergence of a recognisably Australian style in recent years. Issues discussed will include theatre types and spaces, target audiences, the director’s role, the actors’ training and voice and body work. Videos, recorded interviews, reviews and (where possible) actual performance analysis will be used as teaching material.

Textbook
G. Holderness (ed.) The Shakespeare Myth (Manchester U.P., 1988)

Fieldwork placements will be supervised by Assoc. Prof. Fitzpatrick who will also run the feedback seminars.

School of Philosophy (A)
The School of Philosophy consists of two departments: General Philosophy (GP) and Traditional and Modern Philosophy (T&M).

First, second and third year courses are offered by the two departments jointly.

There is a separate IV (Honours) year for each department, but with the same pool of courses. Intending Honours students should note the entry requirements mentioned in the fourth year section.

The General Philosophy office is located in the south-east corner of the Main Quadrangle (by the jacaranda tree) up one floor (Room S432, phone 351 2225). The Traditional and Modern Philosophy office (Room S241, phone 351 2466) is in the same area, but on the ground floor. Noticeboards adjoin the offices.

The General Philosophy office administers matters concerning first year (Prof. Markus, Room S442, phone 3512467).

The Traditional and Modern Philosophy office administers matters concerning second year and third year courses (Dr Benitez, Room S502, phone 351 2559).

Registration
Philosophy 101, 102 and 103
A first year information sheet and a registration form will be available during orientation week. Please complete the form and return it during your allotted registration time (see below).

Philosophy 101, 102 and 103 students are advised to register with the Department of General Philosophy in the south-east corner of the Main Quadrangle (behind the jacinda tree) at the following times during Orientation Week:

Wednesday 22 February
Surnames A-H 10 am-4 pm
Thursday 23 February
Surnames I-R 10 am-4 pm
All evening students 4.30-6.30 pm
Friday 24 February
Surnames S-Z 10 am-12 noon

Second and third year Philosophy
Intending second and third year students should register during Orientation Week at the Department of Traditional and Modern Philosophy. A booklet containing details of courses and other relevant information will be available from the department in January, and the last page of this booklet will comprise a registration form which should be completed and handed in to the department during Orientation Week.

Philosophy 101 6 units
Philosophy 101 consists of the following two components:

Philosophy and society
Dr Buckle
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment one tutorial paper, one essay
An introduction to central themes and methods in political philosophy/The course will have three main components: an introduction to the beginnings of political thought in Plato’s Republic; and an examination of the two dominant modern alternatives, social contract theory and utilitarianism. The aim of the course will be to show the distinctively different answers given to key issues — such as the nature of justice, the value of democracy, and the competing claims of freedom and authority — by the three types of theory.

Textbook
Readings will be available from the Department of General Philosophy

Epistemology 1
Dr Heathcote
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment one 2hr exam
An introduction to the theory of knowledge. What is knowledge and what can we know? What is the role
of (a) observation, (b) reason, in the acquiring of knowledge and/or reasonable belief? Plato's defence of objective truth and Descartes' treatment of scepticism will be discussed.

Textbook
Notes available from the Department of Traditional and Modern Philosophy. Tapes available from Fisher Library

Philosophy 102 6 units
This course consists of two components, one chosen from Option Pool A and one chosen from Option Pool B.

Option Pool A

Introduction to metaphysics
Prof. Campbell
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one 2hr exam
An introduction to problems concerning the general character of reality. Topics will include nature and supernature, mind and matter, space and time, substance and property.

Textbook
Notes available from the Department of Traditional and Modern Philosophy

Elementary logic
Dr Bacon
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 2hr exam, classwork
Logic is the science of valid reasoning. Systematic criteria of validity are developed and applied to deductive arguments as translated from English into a streamlined notation. Both the logic of truth functional connectives and the logic of quantifiers will be covered.

Textbook
J.B. Bacon Basic Logic (available from the Department of Traditional and Modern Philosophy)

Option Pool B

Aesthetics
Dr Redding
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one essay
This option will examine some of the ways in which philosophers from the period of the Greeks to the present have thought about the arts. These philosophical conceptions will be examined in the broader context of the changing roles played by the arts in society and their relations to other cultural domains.

Textbook
Readings will be available through the Department of General Philosophy

Criticism and argument
Dr Russell
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment coursework
This course aims at developing practical skills in detecting flaws in arguments and in presenting good arguments. The emphasis is on informal reasoning rather than formal logic.

Textbook
Available from the Department of General Philosophy

Feminism 1
Ms Curthoys
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one essay
This course will discuss the major developments in feminist theory of 'the second wave' by situating them within the context of the changing nature of the women's movement itself. It will begin with an analysis of the psychological dimensions of power of the early Women's Liberation movement which provides the assumed background for much of the later theory and then move on to the 'feminism of difference' which was developed as the movement became more successful. Although the idea of sexual difference was developed in terms of a number of different theories which refer to each other, the discussion will focus on its implications for philosophy and particularly on the debate over whether there is 'male' and 'feminist' philosophy. But another kind of philosophical question will also be raised. As an exercise in evaluating the nature of the feminist movement which provides the context for such debates, it will be an exercise in political philosophy. Central to this will be the very current debate concerning feminism and 'political correctness' embodying the charge that feminism has itself become a repressive movement.

Reading
A course booklet consisting of a collection of readings will be sold

Foundations of social theory
Ms Curthoys
Classes Sem 2: 2hr/wk
Assessment one essay
The course will discuss the emergence of modern social theory with reference to philosophy. It will be divided into three sections: Marx and the beginnings of 'critical theory'; Weber's sociology and the method of understanding (Verstehen); Durkheim and the seeds of structuralism. In this way we shall examine the historical foundations of what are still three of the major streams in social theory. The reference to philosophy will be twofold. We shall look at the emergence of social theory out of philosophy, and examine the philosophical assumptions of these three social theorists.

Textbook
Readings will be available from the Department of Traditional and Modern Philosophy

Philosophy 103 6 units
This course has Philosophy 101 and Philosophy 102 as corequisites. It comprises any two components from Option Pools A or B not taken for Philosophy 102.

Students should note that no individual results
given by the School throughout the year can be regarded as definitive and that adjustments to grades may be made at the Board of Examiners' Meeting of the Faculty.

Senior courses — 200 level
The following second year courses will be available:

Philosophy 201, 202, 203, 204  each 8 units
See the table of courses for entry requirements.
Each course counts 8 units towards the degree.
Students proceeding to Philosophy 301 require 16 Senior units of Philosophy. Such students will therefore normally have completed Philosophy 202, which has constraints on the choice of options. See below.

Options
Each of the courses Philosophy 201, Philosophy 202, etc. consists of two components, or 'options', selected from the list below.
Some options are offered in the first semester (2 hours per week), some in the second semester (2 hours per week). All Philosophy Senior courses are designated 'full year' courses—you can choose options from either semester as components of any course.

Students must enrol at the beginning of Semester 1 and remain enrolled in the courses for the year.
Results are given at the end of the year.
Some options are available to both day and evening students. Some options are assessed by an essay and an exam, some by two essays; logic options have exercises and an exam. In certain circumstances students may choose to be assessed by a single essay of double the normal length. All options count equally in calculating course results.

Rules governing choice of options
(i) Philosophy 201 comprises any two options.
(ii) Philosophy 202 must include one of the following options:
Plato and Aristotle
Descartes and seventeenth-century Continental philosophy
Locke and empiricism
(iii) A student doing 201, 202 and 203 must do at least one option from each program.*
(iv) Intending honours students should note the entry requirements to Philosophy IV(T) and IV(G) set out in the fourth year sections. It is advisable for such students to attempt 201, 202 and 203, at least, in the second year.

List of options
History of philosophy:
Descartes and seventeenth-century Continental philosophy
Locke and empiricism
Plato and Aristotle
Philosophies of progress

Epistemology, metaphysics and logic:
Elementary logic
Intermediate logic
Philosophical logic
History and philosophy of science A
History and philosophy of science B
Philosophy of biology
Analyses of perception
Epistemology 2
Critical epistemology
Kinds of objectivity
Hume and the problem of causation
Philosophy of mind
Knowledge, understanding and interpretation
Classical phenomenology
Philosophy of religion

Moral, social and political philosophy:
Hannah Arendt
History of ethics
Moral psychology
Philosophy of law
Women, madness and medicine
Contemporary French philosophy
Critical feminist theory
Philosophy of economics
Philosophy and literature

Options are classified into three groups, or 'programs': History of Philosophy; Epistemology, Metaphysics and Logic; Moral, Social and Political Philosophy.

History of philosophy program
(1) Descartes and seventeenth-century Continental philosophy
Dr Gaukroger
Classes Sem 1: 2hr/wk
Assessment exam & essay

Descartes is generally regarded as the founder of modern philosophy, and in this course we look both at his own contribution, and at his influence on the subsequent course of philosophical thought in the work of Malebranche, Spinoza, and Leibniz. Just over half the course will be devoted to Descartes' own thought, and we will look at the various stages in the development of his ideas. In the second half of the course, we will examine the ideas of his successors on selected metaphysical themes, above all on the mind/body question.

Textbooks
Primary:
R. Descartes Selected Philosophical Writings trans. J. Cottingham et al. (Cambridge U.P., paperback)
G. Leibniz Discourse on Metaphysics and other Essays (Hackett, paperback)
B. Spinoza Ethics, Treatise on the Emendation of the Intellect and Selected Letters (Hackett, paperback)
Secondary:
E. Brehier History of Philosophy, Vol. 4: The Seventeenth Century
(U. of Chicago Press, paperback)
J. Cottingham (ed.) The Cambridge Companion to Descartes
(Cambridge U.P., paperback)

(2) Locke and empiricism
Mr Reinhardt
Classes Sem 2: 2hr/wk
Assessment exam & essay
This course will be devoted to the three leading figures of British empiricism in the seventeenth and eighteenth centuries: John Locke, George Berkeley and David Hume.

Textbooks
G. Berkeley Philosophical Writings (Collier-Macmillan)
D. Hume A Treatise of Human Nature (any edition)

(3) Plato and Aristotle
Dr Benitez
Classes Sem 2: 2hr/wk
Assessment essay & exam
This option is devoted to a study of two of the most influential philosophers: Plato and Aristotle. Its main focus is metaphysics and the philosophy of nature, Plato's Theory of Forms and Aristotle's essentialism. Basic readings include: for Plato, Euthyphro, Phaedo, Phaedrus, Republic and Parmenides; for Aristotle, Categories, Physics, and Metaphysics.

Textbook
R.E. Allen. Greek Philosophy: Thales to Aristotle (Macmillan)

(4) Philosophies of progress
Prof. Markus
Classes Sem 2: 2hr/wk
Assessment take-home exam & essay
'Progress' was one of the fundamental notions through which Enlightenment and post-Enlightenment philosophies attempted to interpret the meaning of history and the perspectives of future human development. At the same time, almost from its very inception, the legitimacy of this conception has been questioned or attacked by some philosophers. The course offers an overview of some of the main variants of a philosophy of progress (Condorcet, Kant, Hegel, Marx) and of their past (Rousseau, Nietzsche) and contemporary critiques.

Literature
To be indicated later

Epistemology, metaphysics and logic program

(1) Elementary logic
Dr Bacon
For details see 100 level.

(2) Intermediate logic
Dr McDermott
Classes Sem 2: 2hr/wk
Assessment exam & exercises
The axiomatic approach to classical logic. The focus is on proofs of the main metalogical results — consistency, completeness, etc.—for the prepositional and predicate calculi.

Textbook
Mendelson Introduction to Mathematical Logic (vanNostrand)

(3) Philosophical logic
Dr Bacon
Classes Sem 2: 2 lec/wk
Assessment exam & exercises
Formalisation of the notions of possibility and necessity and their explanation by possible worlds. The metaphysical status of the latter.

Textbooks
J.B. Bacon Basic Logic, vol. 2 (available from the lecturer)
M.J. Loux (ed.) The Possible and the Actual (Cornell U.P.)

(4) History and philosophy of science A
Assoc. Prof. Chalmers
Classes Sem 1: 2 lec/wk
Assessment take-home exam & essay
It is often assumed that there is something special about scientific knowledge that sets it above other kinds of knowledge. But it turns out to be difficult to make this common belief or intuition precise. What, if anything, is so special about scientific knowledge and what features must an area of knowledge possess to permit it to qualify as a science? In these lectures we will consider a variety of answers to these questions and attempt to improve on them.

Textbook
A.F. Chalmers What is this thing called science? 2nd edn (U.Q.P.)

(5) History and philosophy of science B
Dr Shortland
Classes Sem 2: 2 lec/wk
Assessment essay & exam
The aim of this course is to examine the personalities and controversies involved in the Scientific Revolution of the sixteenth and seventeenth centuries. The course will help you to understand how the foundations of modern science were laid and how discoveries about nature have influenced culture. You will have an opportunity to consider the works and personalities of many famous figures of the period. A more general theme concerns the relationships between knowledge and life: what kind of world made possible the achievements of the men and women of the scientific revolution and what were their limitations? At a time when many are questioning today's technology and science, it will be fascinating to trace these back to their sources and ask 'Could things have been different?' No scientific background is required for this course.

Textbook
M. Shortland The Scientific Revolution (available from the department)
Other readings will be suggested during the course.
(6) Philosophy of biology
Dr Godfrey-Smith

Classes Sem 1:2hr/wk
Assessment take-home exam & essay

The course will look at questions about explanation and theory construction in evolutionary biology. The first part of the course is about concepts of evolution in general. The second part will look at analyses of specific concepts which are important in evolutionary biology but are philosophically problematic: adaptation, fitness, function, units of selection, species.

Textbooks

Additional readings available from the Department of Traditional and Modern Philosophy

(7) Analyses of perception
Dr Mulligan

Classes Sem 2: 2hr/wk
Assessment 2 essays

On the main theories of perception, paying special attention to Peacocke, Evans, O'Shaughnessy, Jackson and McDowell.

Textbooks
Frank Jackson Perception (Cambridge U.P., 1977)
R. Dancy (ed.) Perceptual Knowledge (Oxford Readings, 1988)
Chapter 9 of R. Chisholm Perceiving (Cornell, 1957) (available from the Department of Traditional and Modern Philosophy)

(8) Epistemology 2
Dr Heathcote

Classes Sem 2: 2hr/wk
Assessment essay & take-home exam

This course will continue from where Epistemology I left off. It will begin by summarising the main arguments against the Rationalists and the Empiricists and following up some of the issues that would not be dealt with in the first year course. Foremost among these will be the dispute between Locke and Leibniz over the existence of innate ideas, the importance of probabilistic inference from the seventeenth century to the twentieth, and aspects of the post-Kantian tradition. The aim will be to provide students with an up-to-date survey of the most important ideas in epistemology, showing the main lines of development and the connections to other areas of philosophy.

Textbook
Readings to be distributed in class

(9) Critical epistemology
Dr Russell

Classes Sem 1: (1 lec & 1 tut)/wk
Assessment two essays

An exploration of some contemporary critical approaches to epistemology with a particular focus on relativism and feminist epistemologies. We will also discuss the recent empirical work on animal intelligence and what that might tell us about human reason.
This option is an introduction to 'hermeneutic philosophy' and its approach to human knowledge and understanding. Starting as a discipline for the interpretation of human artefacts, in particular written texts, hermeneutics later became seen as providing a distinct epistemology for 'human sciences' such as history, anthropology and psychology. Recently, however, hermeneutics has been advocated as a philosophical approach to all forms of human knowledge, including the natural sciences. In the course we will examine questions such as: Is there a distinct form of knowledge which applies to the human realm? In what sense can we understand 'what it is like' to be another person or live in another culture? What can a hermeneutic approach tell us about the nature of language and its role in mental life? Does all knowledge involve 'interpretation' and if so what are the implications of this?

Textbook
A compilation of readings will be available from the Department of General Philosophy

(14) Classical phenomenology
Dr Byers
Classes Sem 2: 2 hr/wk
Assessment two essays

The course conducts a thematic investigation of Edmund Husserl's transcendental phenomenology, considering Husserl's fundamental problem, the method of reduction, and the meaning of phenomenology as transcendental idealism. It shows how the Heideggerian theme of the 'end of metaphysics', and the Derridean concept of difference emerge, and derive their meaning, from Husserl's investigations. The study of Husserl is conducted against the continual tension between openness and closure, and seeks to establish the extent to which these two fundamentally opposing impulses are reconciled.

Textbook
Readings will be available from the Department of General Philosophy

(15) The philosophy of religion
Dr Reid
Classes Sem 1: 2 hr/wk
Assessment two essays

Issues related to the relationship between religion and rationality are considered. What kind of meaning if any, do religious beliefs have? What grounds are there for believing or disbelieving in God? What are the implications of religious pluralism for notions of religious truth? Is religion incompatible with science? Related topics of interest to students may also be considered.

Textbook

Moral, social and political program

(1) Hannah Arendt
Dr Crumley
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one essay & one take-home exam

This course will be a general introduction to the thought of Hannah Arendt, focusing on her theory of totalitarianism, her critique of the social, her defence of the republican tradition and her broader vision of modernity.

(2) History of ethics
Dr Bacon
Classes Sem 1: 2 lec/wk
Assessment exam & essay

The nature of duty and the good, and how we ought to live, following Western ethical theories from Plato through to the nineteenth century.

Textbooks
Aristotle Ethics (Penguin)
Kant The Groundwork of the Metaphysics of Morals

Notes to be distributed in class

(3) Moral psychology
Mr Reinhardt
Classes Sem 2: 2 lec/wk
Assessment exam & essay

In recent years, a movement has grown up within moral philosophy that, in effect, advocates a return to the tradition of treating the virtues, such as courage, temperance, justice, generosity, and patience as the central topics of ethics. This approach almost certainly conflicts with both the deontic and consequentialist approaches to ethics. The latter two approaches are usually seen as being in sharp contrast: the difference between the thought that something must not be done whatever the consequences, and the thought that the prospect of terrible consequences should override obligation and duty. Philosophers who emphasise the virtues think they are able to offer an alternative to this long-standing conflict by returning to what was the main issue in ethics before the writings of Jeremy Bentham and Immanuel Kant in the eighteenth century.

Textbook
B. Williams Ethics and the Limits of Philosophy (Fontana, 1985)

(4) Philosophy of law
Dr Benitez
Classes Sem 2: 2 hr/wk
Assessment one essay & one exam

This course takes up philosophical issues primarily concerned with the nature of law and the concept of a legal system, the domain of law and enforcement. In the first case we shall examine the claims of positivist and natural law theories, which shall lead to a consideration of the relation between law and morality and the question where, if anywhere, the limits of law are to be found. Following that, we shall consider the necessity or desirability of sanctions for the law, take up the question of the justification of punishment, and consider arguments for punishment based on deterrence and retribution. Core readings are from twentieth-century legal philosophers. These readings will be supplemented by selections from the history of jurisprudence.
This course will consider the relation between philosophy and literature both through the study of selected autobiographies (particularly those written by philosophers) and selected articles and chapters from books which raise questions concerning: representation; personal identity, time and memory; and whether objectivity in the context of narrative is attainable.

Textbooks
J.-J. Rousseau Confessions
J.S. Mill Autobiography
J.-P. Sartre Words
S. de Beauvoir Memoirs of a Dutiful Daughter
M. Le Doeuff Hipparchia’s Choice
M. Hong Kingston Woman Warrior

In addition a booklet of readings will be available from the Department of General Philosophy

Senior courses — 300 level

The following third year courses will be available:

Philosophy 301, 302, 303, 304 each 8 units
The prerequisite for Philosophy 301 is 16 Senior units of Philosophy. Philosophy 301 is a corequisite for Philosophy 302; Philosophy 302 is a corequisite for Philosophy 303; and Philosophy 303 is a corequisite for Philosophy 304.

Options
Each of the courses Philosophy 301, Philosophy 302, etc. consists of two components, or 'options', selected from the list below.

Some options are offered in the first semester (2 hours per week), some in the second semester (2 hours per week). All Philosophy courses are designated 'full year' courses — you can choose options from either semester as components of any course. However you must enrol at the beginning of Semester 1 and remain enrolled throughout the year even if your work is completed in one semester. Results are determined at the end of the year.

Some options are available to both day and evening students. Some options are assessed by an essay and an exam, some by essay and take-home exam and some by two essays; logic options have exercises and an exam. In certain circumstances students may choose to be assessed by a single essay of double the normal length. All options count equally in calculating course results.

Restrictions on choice of options
(i) Philosophy 301 must include one of the following:
   Kant
   Hegel's philosophy of right
   Origins of analytic philosophy.

(ii) Your second and third year courses must together include at least one option from each program.*

*Options are classified into three groups, or 'programs': History of Philosophy, Epistemology, Metaphysics and Logic; Moral, Social and Political Philosophy.
Intending Honours students should note the entry requirements for Philosophy IVG and IVT in the fourth year sections.

List of options

History of philosophy
- Kant
- History of aesthetics 1
- History of aesthetics 2
- Hegel's Philosophy of Right
- Origins of analytical philosophy

Epistemology, metaphysics and logic
- Classical phenomenology
- Critical epistemology
- Epistemology 2
- Hume and the problem of causation
- Elementary logic
- Intermediate logic
- Kinds of objectivity
- Knowledge, understanding and interpretation
- Analyses of perception
- Philosophical issues in cognitive science
- Philosophical logic
- Philosophy of biology
- Philosophy of mind
- Philosophy of physics 1: the rise and fall of mechanism
- Philosophy of physics 2: modern physics
- Philosophy of religion
- Wittgenstein

Moral, social and political philosophy
- Hannah Arendt
- Contemporary French philosophy
- Critical feminist theory
- History of ethics
- Moral psychology
- Philosophy of economics
- Philosophy of law
- Philosophy and literature
- Women, madness and medicine

This list is provisional only. Certain options offered by the School of Studies in Religion and Indian Studies (in the School of Asian Studies) may also be available to Philosophy students. Before enrolling, consult the booklet obtainable from the Traditional and Modern Philosophy Office.

Students should note that no individual results given throughout the year can be regarded as definitive and that adjustments to grades may be made at the Board of Examiners’ Meeting of the Faculty.

History of philosophy program

(1) Kant
Dr Patton
Classes Sem 2: 2 hr/wk
Assessment essay & assignment or exam
An examination of Kant’s critique of traditional metaphysics, and the nature of his transcendental alternative, based upon a close reading of the Critique of Pure Reason. The course will focus on the metaphysical, epistemological and methodological issues raised by Kant’s first critique. However, some attention will also be given to the relations between this work and Kant’s moral philosophy.

Textbook
Kant’s Critique of Pure Reason, ed. Kemp Smith (Macmillan, paperback)

(2) History of aesthetics 1
Prof. Markus
Classes Sem 1: 2 hr/wk
Assessment two essays
This course deals with the emergence of aesthetics as an independent philosophical discipline and — primarily — with the aesthetic theories of German idealism. In History of aesthetics 1, the discussion centres around the relevant views and writings of Kant but the approaches of Schiller and Schlegel will also be considered. Aesthetic theories will be examined in their broad cultural context, first of all in their connection with artistic practices of the time.

Textbook
I. Kant Critique of judgement trans. W. S. Pluhar (Indianapolis, Hackett, 1987)

(3) History of aesthetics 2
Prof. Markus
Classes Sem 2: 2 hr/wk
Assessment two essays
This course continues the investigation started in History of aesthetics 1. Here the views and writings of Schelling and Hegel will be the focus of discussion.

Textbooks

(4) Hegel’s Philosophy of Right
Prof. Markus
Classes Sem 1: 2 hr/wk
Assessment two essays
This option will deal with Hegel’s social philosophy on the basis of his Philosophy of Right. It will situate his theory of modern society in the whole of his philosophical system and in the context of the theoretical and political trends in contemporary Germany. Hegel’s social philosophy will be primarily considered as a theory of constitution of finite subjects as free individuals through the institutionalisation of relations of mutual recognition and reciprocity in modern society.

Textbook
Hegel Philosophy of Right trans. T.M. Knox (Oxford, 1942)

(5) Origins of analytical philosophy
Prof. Campbell
Classes Sem 1: 2 hr/wk
Assessment essay & exam
This course traces the development of analytical philosophy through the reaction to British Idealism in the work of G. E. Moore, the incorporation of the new
logic in Bertrand Russell's analytical writings and his *Logical Atomism*, and the emergence of Logical Positivism.

Textbook
B. Russell *The Philosophy of Logical Atomism* (Open Court)
Materials to be issued in class

**Epistemology, metaphysics and logic program**

1. **Classical phenomenology**
   For details see 200 level.

2. **Critical epistemology**
   For details see 200 level.

3. **Epistemology 2**
   For details see 200 level.

4. **Hume and the problem of causation**
   For details see 200 level.

5. **Elementary logic**
   For details see Philosophy 102.

6. **Intermediate logic**
   For details see 200 level.

7. **Kinds of objectivity**
   For details see 200 level.

8. **Knowledge, understanding and interpretation**
   For details see 200 level.

9. **Analyses of perception**
   For details see 200 level.

10. **Philosophical issues in cognitive science**
    Dr Price
    *Classes* Sem 1: 2 hr/wk
    *Assessment* essay & take-home exam

    This course begins with an overview of current concerns at the philosophical end of cognitive science, outlining their historical origins in the philosophy of mind of the past three hundred years. It then examines in more detail some issues at the core of the major philosophical debate in contemporary cognitive science: Can a neurological state have the properties we take beliefs to have? Can it be true or false, or be about some particular matter of fact? If not, what does this imply about the future role of commonplace psychological notions in the science of the mind? The course will involve a study of some of the key contributions to this debate, from authors such as Dennett, Fodor, Stich and the Churchlands.

    Textbook
    Readings will be available from the department

11. **Philosophical logic**
    For details see 200 level.

12. **Philosophy of biology**
    For details see 200 level.

13. **Philosophy of mind**
    For details see 200 level.

14. **Philosophy of physics I: the rise and fall of mechanism**
    Dr Gaukroger
    *Classes* Sem 1: 2 hr/wk
    *Assessment* take-home exam & essay

    The course looks at the different ways in which matter, space, time and motion have been conceived since the seventeenth century. It begins with an examination of the principal methodological issue in the early development of modern physical science, namely the justification for the use of mathematics in posing and resolving physical questions, and then turns to the metaphysical questions of the nature of space, time, matter, motion, and force. Next we examine the attempts to replace a biological model of the cosmos with a mechanical one, in which matter is essentially inert, focusing on the work of Descartes and Boyle. We shall then look at early attempts to question mechanism, in the writings of the Cambridge Platonists, and above all in Newton. The subsequent history of Newtonianism on this question can be seen in terms of the contrast between Euler's approach, where there is an attempt to remechanise nature by taking the essential property of matter to be impenetrability, and the attempts of Leibniz and Boscovich to reduce matter to force. The development of this latter idea in the form of field theory (Faraday, Maxwell) will be touched upon and we will look at the demise of classical mechanics with the failure of the Michelson/Morley experiment to detect an ether. In the final part of the course we will look at the way in which space and time come to be connected in a novel way in special relativity, and at the way in which dynamics and kinematics come to be connected in a novel way in general relativity.

    Textbook
    Readings available in class

15. **Philosophy of physics 2: modern physics**
    Dr Price
    *Classes* Sem 2: 2 hr/wk
    *Assessment* take-home exam & essay

    An examination of some of the main philosophical issues arising from the new physics of the past one hundred years. Topics will include space and time in special and general relativity, the interpretation of quantum mechanics and the problem of time asymmetry. As far as possible we will work with reading material written for non-physicists, which generally presupposes no more than average high school mathematics. However, third year students are strongly encouraged to combine this course with Philosophy of physics 1.

    Textbooks
    Reading material will be distributed in class

16. **Philosophy of religion**
    For details see 200 level.
(17) Wittgenstein
Mr Reinhardt
Classes Semi: 2 hr/wk
Year III: essay & exam
Year IV: long essay
Themes from the early and late work of Ludwig Wittgenstein. The Picture Theory of Language, solipsism, rule-following, metaphysical realism, the so-called Private Language Argument, etc.
Textbooks

Moral, social and political program
(1) Hannah Arendt
For details see 200 level.
(2) Contemporary French philosophy
For details see 200 level.
(3) Critical feminist theory
For details see 200 level.
(4) History of ethics
For details see 200 level.
(5) Moral psychology
For details see 200 level.
(6) Philosophy of economics
For details see 200 level.
(7) Philosophy of law
For details see 200 level.
(8) Philosophy and literature
For details see 200 level.
(9) Women, madness and medicine
For details see 200 level.

Philosophy IVG Honours
The requirements are six options together with a thesis on an approved topic (10 000 to 15 000 words, equivalent of three options). The thesis is supervised by a member of the Department of Traditional and Modern Philosophy. Some of the options may be chosen from those offered by the Department of General Philosophy. However, two of the six options are nominated each year as the Philosophy IV seminar (one in each semester), and students are expected to take these options.

The entry requirements for Philosophy IVT are: students must have passed six Senior level Philosophy courses including Philosophy 301, 302 and 303 and must have gained an average of a Credit mark for Philosophy courses taken at 300 level; at least two options from each of the three programs (History of philosophy; Epistemology, metaphysics and logic; Moral, social and political philosophy) should have been passed. Elementary logic, or equivalent, is also a prerequisite for IVT.

Fourth year seminar
As in the past, the fourth year seminar will be given by Visiting Professors to the Department.

(1) Pragmatism and naturalism
Dr. Godfrey-Smith
For details see the TV/PG booklet available from the Department of Traditional and Modern Philosophy.
(2) Wittgenstein and Austro-German philosophy
Prof. Mulligan
For details see the IV/PG booklet available from the Department of Traditional and Modern Philosophy.

First semester courses
(3) Origins of analytic philosophy
Prof. Campbell
For details see 300 level.
(4) History of aesthetics
Prof. Markus
For details see 300 level.
(5) Hegel's Philosophy of Right
Prof. Markus
For details see 300 level.
(6) Wittgenstein
Mr Reinhardt
For details see 300 level.
(7) Philosophical issues in cognitive science
Dr Price
For details see 300 level.
(8) Spinoza's Ethics and political theory
Dr Gatens, Prof. Lloyd
This course will study Spinoza's Ethics and selected
extracts from his political writings, focusing especially on points of connection between his metaphysics and his political and ethical theory. Topics discussed will include: power and freedom, imagination and politics; time and eternity; sexual difference; individuality; reason and the passions. These themes will be discussed with reference to the relations between Spinoza and Hegel, Freud and Nietzsche.

Textbooks
Spinoza Ethics and Political Treatise

(9) Contemporary ethics
Dr Buckle
For details, consult School.

Second semester courses
(10) Universals and tropes
Dr. Bacon
A consideration of different ways of accounting ontologically for properties and relations, individuals and instantiation. Theories taken up include the classical substance-accident view, the set-theoretic particularism of model theory, Russell's bundle theory and trope theory, with or without basic individuals. As all these approaches are roughly equivalent in a sense, the question arises which to prefer.

Textbook
D. M. Armstrong Universals: an Opinionated Introduction
(Westview)
Further readings to be distributed in class

(11) Ayer and Quine
Dr McDermott
Positivist views about meaning and Quine's attack on them.

(12) Philosophy of physics 2: modern physics
Dr Price
For details see 300 level.

(13) Kant
Dr Patton
For details see 300 level.

(14) Metaphilosophy
Dr Heathcote
A critical examination of the methods of philosophy. We shall assess a number of argument-types for their underlying significance and strength, with a view to determining what philosophy can achieve and whether its methods are likely to help it reach those goals. In the process we shall look at a number of examples from the philosophical tradition to see whether the methods have been abused. The issue of whether philosophy is properly an extension of the sciences or whether it belongs to the humanities — in particular, literature — will be taken up, as will philosophy's traditional reluctance to examine its scope and limits.

Textbook
Readings available from Department of Traditional and Modern Philosophy

(15) Time and identity
Dr Byers
Drawing on sources in philosophy (continental and analytic), literature and psychotherapy, this course investigates the problem of the identity of the person. What could the identity peculiar to the person be? To what extent is personal identity like the identity of things, and what can we learn about the problems of personal identity from an analysis of the identity of things? How is the identity of the person 'constituted'? What is the being of the person as a temporally extended entity? What is it for a person to have a future, and to what extent is that future constitutive of a person's identity? Is the identity of the person 'given' or 'made'? How is the phenomenon of the disintegration of the person to be understood, and what can the conditions for the possibility of such disintegration be? What does the possibility of personal disintegration mean for our understanding of the constitution of the person? Is there any connection between the constitution of identity, personal responsibility and morality?

(16) History of aesthetics 2
Dr Markus
For details see 300 level.

(17) Budapest School
Dr Grumley
This course will examine the main elements of the Budapest School's contribution to contemporary critical theory. Issues to be pursued will include the critique of Marx, theory of dictatorship over needs, a radical anthropology, the idea of a radical philosophy and contemporary theory of modernity.

(18) Social contract/sexual contract
Dr Gatens
This course will examine traditional accounts of social contract theory and some recent feminist critiques of it. What is the social contract? What obligations and rights does it confer on the members of a polity? We will consider these questions in the light of Carole Pateman's recent book The Sexual Contract. In addition to the classic texts, and some recent criticisms of these, we will consider the distinction between political relations founded on contract and those founded in institutions.

Textbooks
J.-J. Rousseau The Social Contract
C. Pateman The Sexual Contract
A booklet of readings will be available from the Department of General Philosophy

Physics
The School of Physics provides undergraduate courses in physics in a three-year sequence.

Location
Physics 101 Carslaw Building laboratories, Physics Building.
Physics Senior courses: Physics Building.
Noticeboards
On the balcony outside the Carslaw Physics laboratories and in the Physics Building as appropriate for each course.

Registration
Physics 101 and Physics (Advanced) 101: At normal laboratory periods during the first week of lectures in First Semester, Carslaw First Year Laboratories.
Physics 201: At first lecture, in Physics Building. See noticeboard for allocation of Lecture Theatres.
Physics 350: Consult noticeboard early in the orientation period.

Advice on courses
A member of the Physics staff is present during enrolment week to advise intending first year students. Subsequent to this, if you want to see an adviser, the first year secretary will arrange it. Student advisers for later year courses (see the Faculty of Science Handbook) may be consulted in the Physics Building.

Administrative Assistant
Mrs E. Hing, Room 202, Physics Building.

Information booklet
Further information about first year physics courses is contained in a booklet for intending first year students available during Orientation Week or from the first year secretary.

Physics — Junior courses
Lecturer in charge: Mrs R.M. Millar, Head of First Year Physics

In the Junior course Physics 101 students choose between two strands in each semester. In the first semester the available strands are labelled 'fundamental' and 'regular'. The fundamental strand is for those students who have not studied physics before or who have had major difficulty with the subject at HSC level. Certainly students who have scored 65 marks or better in 2-unit Physics or the equivalent should not enrol in this strand.

In the second semester the available strands are Environmental and life sciences: electricity, properties of matter, atoms and nuclei.
Physical and technological sciences: electricity, thermal, materials physics.

Students who have not previously studied physics and have not reached the assumed standard for this course are advised to find (for example in a state, municipal, school or university library) physics books and to read (not study) one or more such books before the beginning of First Semester. Examples of suitable books are:
The Project Physics Course: Readers 1-6 (Horwitz, 1972)
I. Asimov Understanding Physics (Dorset, 1988)

Physics 101
12 units
A Kn for the regular strand, Physics 2-unit or the Physics core of the 3-4 unit Science course; no assumed knowledge for the fundamental strand
Coreq any Junior Mathematics course
Classes Yr: (3 lec/tut & 3 prac)/wk
Assessment one 3hr and 1.5hr exam/sem; coursework

Within each of the four strands of the course there are three 4-week modules

Content of the modules
Fundamental: mechanics 1, mechanics 2, energy transfer and waves.
Regular: mechanics, fields and flow, energy transfer and waves.
Environmental and life sciences: electricity, properties of matter, atoms and nuclei.
Physical and technological sciences: electricity, thermal, materials physics.

Laboratory work
Each strand has an associated course of four 3-hour sessions covering various components which vary slightly between the strands but which include some or all of mechanics, electrical circuits, optics, measurement, computational physics and a number of problems and experiments.

Textbooks
D. Halliday, R. Resnick and J. Walker Fundamentals of Physics
4th edn (John Wiley, 1993)
Together with additional handout material, where appropriate

Physics (Advanced) 101
12 units
For details, consult School.

Physics 201
16 units
Lecturer in charge: Dr W.J. Tango
See the Table of Courses for entry requirements
Classes (4 lec & 4 prac)/wk for part year; (3 lec & 3 prac & 2 microlab)/wk for part year
Assessment two 2hr exams/sem, prac, microlab

The lecture course is divided into five core topics, some of which may be taken as normal or advanced level (indicated by an asterisk); and several options, one to be taken in each semester.
Core topics: Electromagnetic Theory (*), Optics, Quantum Physics (*).
Options: include Circuits and Electronics (1), Gas Discharges (1), Astronomy (2), Solid State Devices (2), Computational Physics (1, 2).

Textbooks
R. Eisberg and R. Resnick Quantum Physics (Wiley, 1985)
D.S. Griffiths Introduction to Electrodynamics (Prentice Hall, 1989)

Physics 350
24 units
Lecturer in charge: Dr G.F. Brand
See the Table of Courses for entry requirements
Classes Yr: (5 lec & 7 prac)/wk
Assessment (one 2hr & one 3hr exam)/sem, weekly assignments & prac & one 4000w essay

The lecture course is divided into core topics, some of which may be taken with an applied or a theoretical orientation (indicated by an asterisk); and several options.
Core topics: Quantum Mechanics (*), Thermal Physics (*), Electromagnetic Waves.
Psychology is the study of behaviour. As a study it is approached on a scientific basis, with provision for professional training at the postgraduate level. The research activities of the department cover almost all of the main branches of the subject.

**Registration and noticeboards**

Students in all years must register during the orientation period. Psychology 101 students register by going to the Carslaw Building during orientation and collecting a personalised computer-generated timetable, which will indicate the lecture stream and the tutorial group to which they have been allocated. Further information will be posted at the Enrolment Centre and on the Psychology 101 noticeboard on the 4th Floor of the Griffith-Taylor Building.

Information about registration meetings for Psychology 201 and Psychology 350 students will also be posted at the Enrolment Centre, and on the departmental noticeboards on the 5th Floor of the Griffith-Taylor Building.

**Enquiries**

The main enquiry office of the department is Room 416, Griffith-Taylor Building (telephone 351 2872), where details may be obtained of the staff members available throughout the year to discuss particular courses.

**Honours**

In order to be eligible to graduate with Honours in Psychology, it is necessary (except as provided in the by-laws or resolutions) to gain a pass with at least Credit in Psychology 201 and Psychology 350. Students wishing to graduate with Honours in Psychology are urged to discuss their choice of other subjects with a Faculty adviser as soon as practicable. There is currently a quota on entry to Psychology IV Honours.

**Examinations**

Undergraduate courses are examined at the end of each semester and include class work by way of essays, reports or practical/laboratory work. At the beginning of each course or section of a course, students are advised of its relative weight and the contributions of exam and class work for assessment purposes.

**Textbooks**

Check departmental noticeboards before buying prescribed texts.

**Psychology 101**

12 units

**Classes** Yr: (3 lec & one 2hr tut)/wk  
**Assessment** Sem 1: one 3hr exam, one 1000w essay, quiz; Sem 2: one 3hr exam, one 1500w prac report, quiz; 6hr of experimental participation/yr  
**Registration** with the department should take place in the orientation period. Details will be posted on departmental noticeboards.
of practical-tutorial work each week. The class work includes essays and reports of practical or laboratory work done under supervision.

Courses
Because of timetabling difficulties some courses are offered at times other than those listed for Psychology 350 in the timetable for Senior courses. The detailed arrangements for each semester are as follows:

Students wishing to proceed to Psychology IV Honours must complete History and Philosophy of Psychology and the options in Measurement and Psychometrics and Statistics and Research Design, plus two options in each semester.

Students not wishing to proceed to Psychology IV Honours must complete History and Philosophy of Psychology plus three options each semester.

Note: All Psychology options are offered subject to the availability of staff and on the condition that they are chosen by an adequate number of students in each case. The topics include:

First semester
Abnormal psychology
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, one 1500w essay, tut paper

Cognitive processes: recognition, search and memory
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, prac reports

History and philosophy of psychology
(required of all students)
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, tut paper

Human performance
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, prac report

Intelligence
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, one prac report, tut paper

Learning and motivation
Classes (1 lec & up to 2hr of tut or prac)/wk
Assessment one 1hr exam, prac report

Measurement and psychometrics
(required of students wishing to proceed to Psychology Honours)
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, prac report

Social psychology
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, prac report

Theoretical bases of development
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, one 1500w essay

Second semester
Behavioural neuroscience
Classes (1 lec & up to 2hr of prac or tut)/wk
Assessment one 1hr exam, prac report

Child abnormal psychology
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, one 1000w essay, tut paper

Developmental issues
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, assignment

Environmental and organisational psychology
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, one prac report

History and philosophy of psychology
(required of all students)
Classes (1 lec & 1 tut)/wk
Assessment one 2hr exam, one 2500w essay, tut paper

Language and communication
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, assignment

Perceptual systems
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, assignment

Personality
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, assignment

Statistics and research design
(required of students wishing to proceed to Psychology Honours)
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, prac report

The nature/nurture controversy in psychology
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, one 1500w essay, tut paper

Psychology IV Honours
Prereq Credit or better in Psychology 201 and 350; specified options in Psychology 350
Assessment one 2hr & one 3hr exam or equivalent

Due to lack of resources, the intake to Psychology IV Honours will be limited to approximately 50 students and will be determined by academic merit.

Students are required to (a) devise, conduct and report upon an empirical research project, (b) write a theoretical thesis, and (c) attend one lecture course and two seminar courses and/or nine weeks of Semester 1, two method courses. The areas of psychology in which these activities may occur depend on the interests and specialities of staff members.

Book lists will be supplied by staff handling the numerous special fields that are available.

School of Studies in Religion (A)

Religious Studies 101 and 102 are the Junior courses offered by the School. Related courses in other departments and schools include Biblical Studies 101, Greek B (New Testament) 111/113, Arab and Islamic Culture 101, Jewish Civilisation Thought and Culture 101. Students who have taken one or more of these courses may enter Religious Studies 201.
For entry to Religious Studies IV Honours, students must have completed requirements for the Pass degree, including Credit passes in 24 units of Religious Studies including 390.

Information on the courses and on enrolments may be obtained from the Head of School, Associate Professor James Tulip, John Woolley Building telephone (351 2367 or 3512349) or from the Secretary (telephone 351 3650) Room N421, John Woolley Building.

Religious Studies 101 and 102 each 6 units

1/1 Introduction to the history of religions (A)
Dr Swain
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment one 3hr exam, one 2000w essay, one tut paper
This course examines the religious traditions of Oceania (especially Aboriginal Australia and Melanesia) and the East (India, China and Japan) and also briefly considers some major theoretical approaches to the study of religion. Students specialise in traditions and themes of their own choice in writing essays.
Textbook
J. Hinnells A Handbook of Living Religions (Penguin, 1991)

1/2 Introduction to the history of religions (B)
Dr Swain
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 3hr exam, one 2000w essay, one tut paper, one mid-way test
A general introduction to the emergence of the great religious traditions in the ancient world, with specific reference to the Middle East and the Mediterranean region. The course includes the ancient religions of Egypt, Persia, Greece and Rome, as well as the foundations of Judaism, Christianity and Islam. Students are expected to specialise in traditions and themes of their own choice in writing essays.
Textbook
J. Hinnells A Handbook of Living Religions (Penguin, 1991)

Senior courses
Religious Studies 201, 202, 203, 204, 205, 206, 207, 208, 290, 390 each 8 units
Prereq see the Table of Courses
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay, tut papers
Senior students in Religious Studies may choose up to eight of the following semester units as long as they do not occur simultaneously in a given semester.

Note: Special Entry courses run through the whole year.
Students are advised to take related courses in sequence, but unless otherwise stated they are permitted maximum freedom of choice.

1 Religion and mythology of the Celtic peoples 8 units
Prof. Sharpe, Ms Cusack
Sem 1

Attention will be paid to source material: literary archaeological and 'folkloric'. The course will consider:
(a) deities and the supernatural world;
(b) sacred places, times and persons;
(c) seasonal festivals and other celebrations;
(d) the living and the dead;
(e) the 'conversion' to Christianity and its limitations.
An attempt will be made to assess the respective sets of symbols and their lasting significance.

2 Religion and mythology of the Germanic peoples 8 units
Prof. Sharpe, Ms Cusack
Sem 2
This course follows a similar outline to the one above.

3 Buddhism (A) 8 units
Prof. Sharpe
Sem 1
The great foil to Hindu thought in the history of Indian philosophy is Buddhist thought, the pre-eminent representative of the sramana tradition vis-a-vis the brahmana tradition. This course will provide an introduction to the three jewels of Buddhism — the Buddha (his life and legend) — the Dhamma (his doctrines) — the Sangha (the order of monks and nuns he founded). The course will concentrate on the Buddhist doctrines as developed in both Theravada and Mahayana Buddhism in India.
Textbooks
W. Rahula What the Buddha Taught (Grove Press Inc., 1974)
E. Conze Buddhism: Its Essence and Development (Harper Torchbooks, 1959)

4 Buddhism (B) 8 units
Prof. Sharpe
Sem 2
This course is designed to give you an introduction to Buddhism in China. We will begin with a survey of the basic tenets of Buddhism, followed by its encounter with the 'alien' traditions of Confucianism and Taoism. We will then examine the major schools of Chinese Buddhism including T'ien-t'ai, San-lun, Hua-yen, Pure-Land and Ch' an (Zen), and examine some of the issues which were the focus of the disputations and divisions among them. Methodological problems will be considered especially as they relate to the study of Ch' an Buddhism. The latter part of the course will look briefly at some development of Buddhism in Japan.

5 Christianity (A) 8 units
Assoc. Prof. Trompf, Dr Chryssavgis
Sem 1
A survey of the chief landmarks of the Christian religion in its social setting, in terms of its significant beliefs, experiences and diverse cultural expressions. A third hour will be devoted to an exploration of some major philosophical and theological themes from the early centuries of Christianity to the Middle Ages.
Textbooks
H. Chadwick The Early Church Pelican History of the Church, Vol 1 (Penguin)
6 Christianity (B) 8 units
Assoc. Prof. Trompf, Prof. Sharpe, Dr Frappell, Dr Chryssavgis
Sem 2

A survey of developments in Christian religious thought and practice in the context of the changing socio-political order from the 16th to the 20th century. The course will also give special attention to the more significant philosophers and theologians of the last two centuries.

Textbooks
O. Chadwick The Reformation Pelican History of the Church, Vol. 3 (Penguin)
G.C. Cragg The Church and the Age of Reason (1648-1789) Pelican, Vol. 4 (Penguin)
J.C. Livingston Modern Christian Thought (Macmillan)
A.R. Vidler The Church in the Age of Revolution Pelican, Vol. 5 (Penguin)

7 New Testament studies (A) 8 units
Dr Pryor and others
Sem 1

A study of the synoptic gospels, their formation, theology and the communities to which they were written. 1. Critical issues in the Study of the Synoptic Gospels: oral tradition in Judaism and in the teaching of Jesus; source, form, redaction, literary criticism; the genre of the gospels. 2. Mark's Gospel: literary structure; theology (including messianic secret). 3. Matthew's Gospel: literary structure; major themes (espec. Christology, and the place of the Law); Matthew's Community and Formative Judaism.

8 New Testament studies (B) 8 units
Dr Pryor and others
Sem 1


9 The Zoroastrian and Gnostic traditions 8 units
Assoc. Prof. Trompf
Sem 2

A course on the histories and philosophies of the Zoroastrian and Gnostic traditions. Topics include: the effects of Zoroaster within the context of ancient Iranian religion; imperial religion under the Achaemenids and Sassanids; Mithraism; the ancient Gnostic movements; early Kabbalism; the Druze tradition; the survival of the Zoroastrians and Gnostics to modern times; the Parsees; and the Theosophical Society.

10 Christian-Jewish relations 8 units
Ms Lewin-Brot
Sem 2

This course will introduce the student to salient theological, historical and sociological features and ‘variables’ of Christian-Jewish relations over the centuries. The aim is to broaden the understanding not only of the professed and formalised relations between the traditions but also the actual relations between Christians and Jews, as far as available evidence can indicate. Both Jewish and Christian literature in translation, as well as secondary sources, will be examined.

11 Philosophy of Religion 8 units
Dr Reid
Sem 1

This course provides an introductory overview of issues in contemporary philosophy of religion. Questions which are addressed in the course include: Can words about God be meaningful? Is belief in God necessary for religion? Can reasons be given for believing or disbelieving in God's existence? Are these reasons objective or context-dependent? What role do revelation and faith play?: What are the implications of religious pluralism for religious truth?

Textbook
J. Hick The Philosophy of Religion (4th edn)

12 Philosophy and the phenomenon of religion 8 units
Assoc. Prof. Trompf, Emeritus Prof. Birch, Dr Klotz
Sem 2

A course concentrating on select philosophies of time, cosmic cycles and history.

13 Sociology of new religious movements 8 units
Prof. Sharpe, Ms Cusack
Sem 1

An introduction to the phenomena of new religious movements, from the late nineteenth century to the present day, considering the socio-cultural situations in which they have appeared, the themes manifested in them, and social reaction to them. Movements upon which the course will focus include: Hare Krishnas, Scientology, Children of God, 'Moonies', Rajneesh, Ananda Marga, Transcendental Meditation. The course will also consider the rise of neo-paganism and Fundamentalism, and will examine the controversies that have surrounded the new religious movements (including brainwashing, deprogramming, the role of the media in religious controversy, religion and law, etc.).

14 Australian Aboriginal religions 8 units
Dr Swain
Sem 2

Underlying principles and change are equally emphasised in this course which provides a broad-ranging introduction to Australian Aboriginal religions. Basic understanding of land and spirit as well as maintenance of cosmos and life are initially
discussed. Secondly, the impact the various kinds of 'outsiders' had on Aboriginal beliefs and practices is examined. An overview of Aboriginal religious life on missions and in rural and urban environments concludes the course.

15 The psychology of religion 8 units  
Dr O'Connor  
Sem 1  
This course involves a study of the theories, methods and findings of the psychology of religion in order to achieve an understanding and location of religious meanings within the experience of the person. It involves an investigation of the human factors and sub-structures upon which the religious attitude is built, as represented in the works of classical psychologists of religion (e.g. James, Freud, Jung) and contemporary investigators (e.g. Airport, Spilka, Godin, Vergote).

16 Religion and the arts 8 units  
Dr Swain  
Sem 1  
This course investigates the various ways in which the arts—music, dance, literature and visual arts—relate to religious life. Lectures and seminars will introduce students to the world of religion and art in the traditions of China, Japan, India, the Middle East, the Mediterranean, Europe, and Aboriginal Australia. The interpretation will particularly focus upon the way in which a people's understanding of cosmic structure and sacred history can shape the religious significance of the arts.

17 Religion and contemporary crisis 8 units  
Assoc. Prof. Trompf  
Sem 1  
The twentieth century has faced an unprecedented range of near-global crises — wars, depression, communist-capitalist confrontation, ethnic conflict, epidemics, ecological disasters, extraordinary technological advance, sharpened north/south inequalities, the radical questioning of traditional values (along with secularisation) followed by reactive fundamentalisms, as well as serious tensions between modern science and religious conservatism. This course considers how these crises (or rather a selection of them chosen for a semester's work) have been addressed in religious thought and action. The course will discuss popular mentalities and new spiritualities together with responses in the thought and praxis of leading religious figures.

Textbooks  
S. Mews (ed.) Religion in Politics (Longmans, 1989)  
K. Suter Global Change (Albatross, 1992)

Religious Studies 290 8 units  
Prereq See the Table of Courses  
Classes Yr: one 2hr seminar/wk  
Assessment one 3hr exam, two 2500w essays  
Problems of method in the study of religion  
(a) Recent history of the nonconfessional approach to the study of religion, with particular reference to the rise and fall of evolutionary theory and to the methods and approaches of the phenomenology of religion.  
(b) Alternative methodological approaches to the study of religion.

Religious Studies 390 8 units  
Prereq See the Table of Courses  
Classes seminars  
Assessment two 3hr exams, thesis  
Phenomenology of religion: aims and approaches  
Part A: A double seminar (two hours per week) dealing with the phenomenological and hermeneutical traditions in the study of religions. This will mainly take the form of intensive reading and analysis of the works of leading scholars in the area. This year particular attention will be paid to Ninian Smart, Wilfred Cantwell Smith, C.J. Bleeker and Mircea Eliade. Students will be required to complete three written assignments during the year. Comprehensive reading lists will be made available.  
Part B: A Guided Reading Course leading to a sub thesis. The program of study will be arranged by consultation with the Head of the School, and the amount of contact time with the students' designated supervisor will be the same as in Part A.  
At the end of Semester 2 candidates will be required to present a thesis on a topic arranged in consultation with the staff of the School. The topic will normally arise out of the Guided Reading Course in Part B, and should be about 15 000 words in length.

Sanskrit  
(A)  
See under Asian Studies.

Semiotics  
(A)  
Semiotics can be broadly defined as the study or analysis of signs and sign-systems, including both linguistic and extra- or non-linguistic sign systems. While semiotics may include the study of media, the visual and performance arts, literature and communication systems, it is also of general relevance to the academic disciplines based on the analysis of texts of all kinds.  
The third year interdisciplinary course in Semiotics aims to integrate courses already available in different
departments by providing a core course which all students must complete and a series of options from which they may select. Options taken as part of Semiotics courses may not also be counted towards courses in other subjects.

Note: All courses in Semiotics are year-long.

Semiotics 301 16 units

Course coordinator: Dr R. Huisman (English)

Prereq 32 Senior units. Students are strongly advised to study at least one foreign language. All students should consult with the course coordinator about their choice of options in both third and fourth year. There is no fourth year core as such, but choices in fourth year must be coherent and directed.

Course requirements

Students must complete the core course and two single options or the equivalent. All single options are one semester options. (Double options may extend over the full-year or be taught within one semester.)

Semiotics 390 8 units

Prereq: Credit results in at least 16 Senior units.

Coreq: Semiotics 301

Students wishing to proceed to the Honours year in Semiotics in 1996 should also complete two additional single options or the equivalent, to be chosen from the pool of options after consultation with the course coordinator.

Core course

An introduction to semiotics

Dr R Huisman (English), Mr Williams (English) and others

Assessment two 2500-3000w essays

For relevant course descriptions see

(i) English Option 6.12-13 An introduction to semiotics

and

(ii) Linguistics 211 LSC: Functional grammar and discourse

or

English 392.26-27: Systemic functional grammar and discourse analysis

Options

All options, unless otherwise specified, are single options.

Additional options may be available. Students should check with the coordinator at the beginning of 1995.

For detailed course descriptions see the appropriate entry under the individual department; note particularly any information on prerequisites.

1. Ethnographic analysis of language and speech

   Assoc. Prof. Martin, Linguistics, Sem 1

2. Semantics and pragmatics

   Dr Simpson, Linguistics

3. Introduction to structural anthropology and semiotic theories of culture

   Dr Rumsey, Anthropology, Sem 1

4. Theories of the image

   Dr Pefanis, Fine Arts, Sem 1

5. From silent to sound cinema

   Dr Jayamanne, Fine Arts, Sem 1

6. Legal fictions

   Dr Petch, English, Sem 1

7. Writing

   Dr Quinn, English, Sem 1

8. Language in poetry

   Dr Huisman, English, Sem 1

9. Writing: an introduction to literacy development in Australia

   Assoc. Prof. Martin, Linguistics, Sem 1

10. Meaning and communication in French

    narrative cinema (taught in French)

    Assoc. Prof. McAuley, French Studies, Sem 1

11. Communicative structures in the novel

    (taught in French)

    French Studies, Sem 1

12. French poetry

    (taught in French)

    Ms Grauby, French Studies, Sem 1

13. Reading theatre texts

    (taught in French)

    Assoc. Prof. McAuley, French Studies, Sem 2

14. Contemporary cinema

    Dr Jayamanne, Fine Arts, Sem 2

15. Syntax

    Professor Foley, Linguistics, Sem 2

16. Poetics and politics of children's literature

    Mr Williams, English, Sem 2

17. American writing 1965-1990

    Dr Lilley, English, Sem 2

18. Contemporary French philosophy

    Dr Patton, Philosophy, Sem 2

19. Film studies I

    Dr Cholodenko, Fine Arts, Sem 1

20. Film studies II

    Dr Cholodenko, Fine Arts, Sem 2

21. Philosophy and literature

    Dr Gatens, Philosophy, Sem 2

22. The anthropology of performance

    Dr Lewis, Performance Studies, Sem 1

23. Children's development of oral and written language: socio-cultural perspectives

    Mr Williams, English, Sem 2

24. Postmodernism

    Mr Kruse, English, Sem 2

25. 'Sapphos in poetry': women writing, 1760-1960

    Dr Gardiner, English, Sem 1

26. 'Make it new': the American lyric

    Dr Gardiner, English, Sem 1

27. Communication and ideology

    Dr Fulton, English, Sem 2

28. Critical theory and research methodology (double option)

    Dr Player, Performance Studies, full year

29. Shakespeare in Australia, England, North America

    Dr Gay, Performance Studies, Sem 2

1. Ethnographic analysis of language and speech

   Prof. Foley (Linguistics)

   Classes Sem 2: 2 lec/wk

   For course description see Linguistics 402.

2. Semantics and pragmatics

   Dr Simpson (Linguistics)

   Classes Sem 1

   Assessment 2 problem sets, 1 summary tut paper, 1 short essay

   For course description see Linguistics 412.
3. Introduction to structural anthropology and semiotic theories of culture
Dr Rumsey (Anthropology)
Classes Sem 1: (1 lec & 1 tut)/wk
For course description see Social Anthropology.

4. Theories of the image
Dr Pefanis (Fine Arts)
Classes Sem 1: (1 lec & 2 tut)/wk
Assessment one 3000w essay, one 2000w tut paper
For course description see Fine Arts 10.2.

5. From silent to sound cinema
Dr Jayammane (Fine Arts)
Classes Sem 1: (1 lec, 2hr film screening, 1 tut)/wk
For course description see Fine Arts 7.1(b).

6. Legal fictions
Dr Petch (English)
Classes Sem 1: 1hr/wk
For course description see English option 4.22.

7. Writing
Dr Quinn (English)
Classes Sem 1: (day), repeated Sem 2(evening): 1hr/wk
Assessment two assignments
For course description see English option 6.07.

8. Introduction to feminist poetics
Dr Wallace (English)
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay
For course description see English option 6.10.

9. Language in poetry
(Not available in 1995)
For course description see English option 6.09.

10. Writing: an introduction to literacy development in Australia
Assoc. Prof. Martin (Linguistics)
Classes Sem 2: 2hr/wk
Assessment essay, assignment
For course description see Linguistics option 655.

11. Meaning and communication in French narrative cinema
Assoc Prof. McAuley (Centre for Performance Studies/French Studies)
Note: The lecture is in French
Classes Sem 1: (1 lec/tut, film screenings)/wk
Assessment classwork, assignment, essay
This course is part of the third year literature core in French Studies. For course description see French Studies 801-2.

12. Communicative structures in the novel
Assoc. Prof. Sankey (French Studies)
Note: This course is taught in French
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment class work, assignment, essay
This course is part of the third year literature core in French Studies. For course description see French Studies 801-2.

13. French poetry
(May not be offered in 1995)

14. Reading theatre texts
Assoc. Prof. McAuley (Centre for Performance Studies/French Studies)
Note: This course is taught in French
Classes Sem 2: (1 lec & 1 tut/wk)
Assessment classwork, assignment, essay
This course is part of the third year literature core in French Studies. For course description see French Studies 803-4.

15. Contemporary cinema
Dr Jayammane (Fine Arts)
Classes Sem 2: 5hrs in all/wk
Assessment essay, tut paper, film review
For course description see Fine Arts 7.2(b).

16. Syntax
Prof. Foley (Linguistics)
Classes Sem 2: a double option (3 lec & 1 tut/wk)
Assessment written assignment, classwork
For course description see Linguistics 212G1.

17. Poetics and politics of children's literature
Mr Williams (English)
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay
For course description see English option 6.11.

18. Afro-American women's writing
Dr Lilley (English)
Classes Sem 1: lec/wk
Assessment: 2000w essay or take-home exam
For course details see English option 4.28.

Dr Lilley (English)
Classes Sem 2: 2hr/wk
Assessment 2hr exam or 3000w essay
For course description see English option 4.13-14.

20. Contemporary French philosophy
See entry under School of Philosophy.

21. Feminism I
Dr Gatens (Philosophy)
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment essay
For course description see Philosophy.

22. Feminism II
Dependent on staff availability in 1995 (Philosophy)
Classes Sem 1: 2hr/wk
Assessment essay

23. Film studies I
Dr Cholodenko (Fine Arts)
Classes Sem 1: (2 lec, 1 tut, film screenings)/wk
Assessment one 3000w essay & two 1000w tut papers
For course description see Fine Arts option 7.1(a).
24. Film studies II  
Dr Cholodenko (Fine Arts)  
Prereq Film Studies I  
Classes Sem 2: (2 lec, 1 tut, film screenings)/wk  
Assessment one 3000w essay & two 1000w tut papers  
For course description see Fine Arts option 7.2(a).  

25. Philosophy and literature  
See entry under School of Philosophy.  

26. The anthropology of performance  
Dr Lewis (Anthropology)  
Classes Sem 1: (3 meetings & 1 tut)/wk  
Assessment two short essays, exam  
This is a double option. For course description see Anthropology.  

27. Children's development of oral and written language: socio-cultural perspectives  
Mr Williams (English)  
Classes Sem 2: 1.5hr lec/wk  
Assessment 2500-3000w essay. This option assumes some prior knowledge of Linguistics  
For course description see English Special Entry option 392.28.  

28. Postmodernism  
Mr Kruse (English)  
Classes Sem 2: 1hr/wk  
Assessment 2000w essay or take-home exam  
For course description see English option 6.16.  

29. 'Sappho's in poetry': women writing, 1760-1960  
Dr Gardiner (English)  
Classes Sem 1: 1hr/wk  
For course description see English option 4.26.  

30. William Butler Yeats and Irish poetry  
Dr Gardiner (English)  
Classes Sem 1: 1hr/wk  
Assessment 2000w essay or take-home exam  
For course description see English option 4.27.  

31. 'Make it new': the American lyric  
Dr Gardiner (English)  
Classes Sem 2: two 1.5hr seminar/wk  
Assessment 3500w essay  
For course description see English Special Entry option 390.9.  

32. Communication and ideology  
Dr Fulton (English)  
Classes Sem 2: 1hr/wk  
Assessment 2000-2500w essay  
For course description see English option 6.14.  

33. Critical theory and research methodology  
For course description see Performance Studies.  

Semiotics IV Honours  
Prereq Semiotics 301 and 390 both at Credit level or above  

Options  
Students must take the equivalent of four one-semester options (all options are two hours per week) to be selected from the following pool. Additional options may be available. Students should check with the coordinator at the beginning of 1995.  
Students interested in future postgraduate studies in semiotics may wish also to consult with Associate Professor Martin (Linguistics), Postgraduate Advisor for Semiotics.  

1. Theories of discourse (Dr Rumsey, Anthropology, Sem 2)  
2. Anthropology and literary theory (Dr Rumsey, Anthropology)  
3. Postmodernism and film (Dr Cholodenko, Fine Arts)  
4. Functional varieties (Assoc. Prof. Martin, Linguistics, Sem 1)  
5. Issues in functional semantics (Sem 1, may not be offered in 1995)  
7. Linguistics poetics (Dr Huisman, English)  
8. Design and television (Dr Fry, Fine Arts, Sem 1)  
9. Writing: an introduction to literacy development in Australia (Assoc. Prof. Martin, Linguistics, Sem 2)  
10. Contemporary French philosophy (Dr Patton, Philosophy, Sem 2)  
11. Children's development of oral and written language: socio-cultural perspectives (Mr Williams, English, Sem 2)  
12. 'Make it new': the American lyric (Dr Gardiner, English, Sem 1)  
13. Asian theatre (Dr Day, Performance Studies, Sem 2)  
14. La representation du corps dans la litterature du XIXe siecle (Ms Grauby, French Studies)  

Research project/long essay  
A research project involving detailed semiotic analysis or a long essay of 15 000 words, or a combination of the two, to be regarded as one third of the work required in the final honours year.  

Research seminar: This will run all year for two hours a week. Papers and reading will be organised around the research projects of the students enrolled in the course. All students must attend this seminar.  

Department of Semitic Studies  
(A)  

Registration  
Students taking courses in Semitic Studies must register with the Department during the orientation period.  

Location and noticeboards  
First floor, northern vestibule, Main Quadrangle.  
Telephone: 351 2190, fax 660 0033.
ARABIC AND ISLAMIC STUDIES

The Department of Semitic Studies offers courses in Arabic at all levels. There are two main strands of Arabic Language and Literature courses:

(a) Arabic A, for students with HSC Arabic (or its equivalent).
(b) Arabic B, for beginners.

There are also courses in the subject area Arab and Islamic Culture, dealing with the early Arab and Islamic society, the Islamic tradition, Islam in history and in the modern world and contemporary Arab society, thought and culture.

To qualify for entry to Arabic IV (Hons), students must obtain Credit level in Arabic 101, 201, 202, 301 and 302 (A or B strand), and in at least 28 units of Arab and Islamic Culture.

Arabic A courses focus on strengthening the student's mastery of Arabic for written and spoken communication, in addition to the study of main genres of Arabic literature and representatives of Arab thought.

Arabic B courses (for beginners) aim to build and develop proficiency in Modern Standard Arabic with due emphasis on the four skills of reading, writing, comprehension and speech. These courses are expected to enable the student to read material in modern literary Arabic, including the press, comprehend educated speech and write in Arabic on a range of familiar topics.

Thematic and historical and sociological approach.

Assessment assessment in all courses is based on a combination of examinations, assignments and/or essays; there is also continuous assessment for language skills and translation.

Arabic Language and Literature

Arabic A 101 12 units
Prereq 2/3-unit HSC Arabic (or equivalent) at a satisfactory standard.
Classes Yr: 4 class/wk
Assessment exam (or equivalent), two 2200w essays, continuous assessment
1 hour practical language skills (including grammar revision)
2 hours literature
1 hour translation (from and into Arabic)

Textbooks
Consult the Department

Arabic A 201 and 202 each 8 units
Prereq Arabic A101
Classes Yr: 4 class/wk
Assessment exam (or equivalent), essay, continuous assessment
1 hour practical language skills (including advanced grammar)
1 hour translation (from and into Arabic)
2 hours literature

Textbooks
Consult the Department

Arabic A 301 and 302 each 8 units
Prereq Arabic A 201 and 202
Classes Yr: 4 class/wk
Assessment exam (or equivalent), essay, continuous assessment
2 hours literary genres
1 hour translation (Arabic into English)
1 hour translation (English into Arabic)

Textbooks
Consult the Department

Arabic B 101 12 units
Prereq nil
Classes Sem 1: 5 class/wk; Sem 2: 2 class/wk
Assessment exam, continuous assessment
4 hours practical language skills
1 hour language laboratory

This course is an introduction to Arabic for students with no previous knowledge of the language. It is designed to ensure rapid progress towards communicative competence in all basic language skills: listening and speaking, reading and writing.

Thematically the course offers an integrated approach to the learning of language and culture, focusing on a selection of exemplary texts that cover aspects of Arabic civilisation as well as current socio-cultural and political issues.

Emphasis will not be on formal grammar but rather on learning the morphology and syntax of the language through patterns in conversational situations. Communicative language exercises, including role playing, will be supplemented by aural/oral practice in the language laboratory.

Textbook
Samar Attar Modern Arabic: An Introductory Course for Foreign Students 2 vols and Workbook I (Beirut: Librairie du Liban, 1988)

Supplementary material to be provided by lecturer

Arabic B 103 6 units
Coreq Arabic B101
Classes Sem 2: 3 class/wk
A number of reading texts will be studied including a short play as an example of modern Arabic literature.

Textbook
Samar Attar Workbook II (Beirut: Librairie du Liban, 1991)

Arabic B 201 and 202 each 8 units
Prereq Arabic B101 and 103
Classes Yr: 5 class/wk
Assessment exam (or equivalent), essay, continuous assessment
2 hours practical language skills (HvISA)
2 hours literature
1 hour introductory translation skills (from and into Arabic)
Sufi orders; Arab and Islamic aesthetics: religious and Islamic theology, role of scholars, the concept of Arabic learning, Islamic philosophy and sciences, and Prophetic traditions, the Hellenistic legacy in exam (or equivalent), two 2500w essays, Assessment
Classes Yr: (3 lec & 1 tut)/wk
Classes Yr: 3 class/wk
For other texts consult the Department
Arabic B 301 and 302 each 8 units
Prereq Arabic B201 and 202
Classes Yr: 5 class/wk
Assessment exam (or equivalent), essay, continuous assessment
2 hours practical language skills (IMSA)
1 hour literature
1 hour translation (from and into Arabic)
For other texts consult the Department
Arabic IV (Hons)
See the Table of Courses for entry requirements Assessment exam (or equivalent), two 2500w essays, continuous assessment, 10000w long essay
The 4th year honours work consists of: 1 hour seminar on methodology 2 hours literary genres 2 hours special subject The writing of a dissertation on a special subject under the supervision of a member of staff.
Arab and Islamic Culture
Arab and Islamic Culture 101 12 units
Assoc. Prof. Shboul
Classes Yr: 4 class/wk
Assessment one 3hr exam (or equivalent), two 2500w essays, other assignments
This course focuses on pre-Islamic and early Islamic society and culture of the Arab world and the central Islamic lands of the Middle East (West Asia and North Africa). The two interdependent units are:
Unit 1: The Arab world, Islam and the Middle East
Sem 1
Environment and society, the Arabs and the world of late antiquity; the importance of Arab trade and seafaring; the rise of Islam: the Prophet Muhammad and the Qur'an, Pillars of Islam and Community, the early Arab Caliphate; religion and politics in the Islamic tradition, Islamic law and its development, Middle Eastern economy, society and culture in the age of the Caliphate: merchants, peasants and nomads.
Unit 2: Islamic learning, spirituality and art
Sem 2
The scope of classical Arabic learning: Qur'anic studies and Prophetic traditions, the Hellenistic legacy in Arabic learning, Islamic philosophy and sciences, geographical writings and historiography, issues in Islamic theology, role of scholars, the concept of knowledge; Islamic asceticism, mysticism and the Sufi orders; Arab and Islamic aesthetics: religious and secular art, architectural design and decoration, the role of calligraphy, geometry and arabesque.
Arab and Islamic Culture 201 and 202, 301 and 302 each 8 units
Assoc. Prof. Shboul
Classes Yr: (3 lec & 1 tut)/wk
Assessment one 3hr exam (or equivalent), two 2500w essays, other assignment
There are 4 units from which a sequence of Arab and Islamic Culture 201 and 202 and Arab and Islamic Culture 301 and 302 may be constituted. Each two units are complementary and fit in a two-semester sequence at either level. N.B. The courses are year-long. Students must enrol at the beginning of Semester 1 and will get their results at the end of the year. The first two units Islam in the World focus on Islam as a political and cultural force both in history and in the modern world; the other two units focus on Contemporary Arab Society, Thought and Culture. Each 2 units of Arab and Islamic Culture 201,202 and 301,302 are at present offered in alternate years. The 1995 courses are:
Islam in the world
Unit 1: Islam in world history
Classes Sem: (3 lec & 1 tut)/wk
This unit explores the role of Islam in world history, with special emphasis on international and inter-cultural relations and the characteristics of the Islamic presence in different parts of medieval and early modern Asia, Africa and Europe.
(a) The Arabs and Islam in the medieval Mediterranean World: Islam and Eastern Christianity — the Arabs and Byzantium; the Arabs and central Europe in the middle ages; Islam and western Europe — the Arabs in Spain and Sicily; Arab perspectives on the Crusades; North Africa in the medieval Mediterranean world.
(b) Islam in Asia and in Africa south of the Sahara: patterns of Islamisation and acculturation: the Turks and the Islamisation and acculturation: the Turks and the Islamisation of Asia Minor, Islam in Iran, Central Asia, South Asia and Southeast Asia; Islam in West and East Africa.
(c) The Arab Islamic City in History: social, cultural and intellectual role of urban centres in Arabia, Syria, Palestine, Iraq, Egypt, North Africa and Islamic Spain.
Basic reading
A. Hourani A History of the Arab Peoples (Warner, 1992)
Unit 2: Islam in the modern world
Classes Sem: (3 lec & 1 tut)/wk
This unit focuses on the place of Islam as a political and cultural force in the modern world, particularly in the countries of the Middle East (West Asia and North Africa) and with special emphasis on political ideas and movements. The main themes are:
(a) Islamic -political thought: basic concepts and historical background; traditionalism, reform and 'fundamentalism', reassertion and revolution in the Islamic experience; the Sunna-Shi'a divergence and the significance of Shi'a ideology.
Modern Islamic political movements: Ibn'Abd al-Wahhab, Afghani and his disciples, the Muslim Brethren in Egypt and other Arab countries, Islamic movements in North Africa and the Indian sub-continent.

Islam and politics in the contemporary world: Islamic regimes in Iran and Arabia, Islam and politics in other Arab countries, Islam in contemporary Turkey, Islamic minorities in the world.

Basic reading
H. Enayat Modern Islamic Political Thought (Macmillan, 1982)
M. Ruthven Islam in the World (Penguin, 1984)
J.O. Voll Islam: Continuity and Change in the Modern World (Westview, 1982)

Contemporary Arab society, thought and culture (Available in 1996)

Unit 1: Contemporary Arab society
Classes Sem: (3 lec & 1 tut)/wk
This unit is designed to be taken in conjunction with, and to lead to, Contemporary Arab Thought and Culture. Topics include: unity and diversity in the historical experience of the Arab countries of West Asia and North Africa, the Ottoman legacy in the Arab countries; the Arab world and the colonial encounter: political impact of the West; state and society in the Arab world; Palestine and the Palestinians: the impact of the Palestinian question on Arab society; the impact of oil on the Arab social order; culture and sub-cultures in the Arab world; Lebanon and the Lebanese in perspective; Arab refugees, exiles and migrants; Lebanese and other Arab immigrants in Australia.

Unit 2: Contemporary Arab thought and culture
Classes Sem: (3 lec & 1 tut)/wk
This unit is designed to follow on from Contemporary Arab Society. Topics include: the question of 'revival' in modern Arab thought and culture; the pioneers: the role of Egyptian and Lebanese thinkers; traditionism and modernism in Arab thought; intellectual debates in the Arab world — West Asian and North African perspectives: attitudes to the past, cultural identity, secularism, Arab nationalism, pan-Arab and nation state loyalties; Arab thinkers on the Arab future.

BIBLICAL STUDIES

Biblical Studies 101 12 units
Classes Yr: 3 class/wk
Assessment two 2hr exams, one 2000w essay/sem, other written assignments
Sem 1: one 2hr exam 40%, one essay 10% = 50%
Sem 2: one 2hr exam 40%, one essay 10% = 50%
This introduction to the history, literature and religion of the Bible touches on questions concerning archaeology, geography, the relationship between Ancient Israel and surrounding peoples and cultures, and the formation of the Biblical text. The course provides a background to the study of the Judaeo-Christian traditions.

The material in the course is taught in three separate sections over two semesters.
(i) The Bible in its setting (one semester);
(ii) The Canon and text of the OT (Composition history) (one semester);
(iii) Events and movements in the OT (two semesters).
There is a weekly tutorial in which tutorial papers are presented.
This course seen schematically:

Semester 1
3 hours
Classes one 1hr tut/wk
The Bible in its setting (1 hour)
The Canon and text of the OT (1 hour)
Events and Movements in the OT to the Exile (1 hour)

Semester 2
3 hours
Classes one 1hr tut/wk
Events and Movements in the OT post exilic period and early Christianity (3 hours).

Biblical Studies 201 and 202 each 8 units
Prereq Biblical Studies 101
Assessment two 2hr exams, one 2000w essay/sem, other written assignments
Sem 1: one 2hr exam 30%, one essay 20% = 50%
Sem 2: one 2hr exam 30%, one essay 20% = 50%
Students intending to read the Classical stream leading to Hebrew honours are advised to take this course

The literature, thought and religion of the Bible, Apocrypha and Pseudepigrapha are studied in depth with regard to selected books. The course starts with the prophetic movement and the currents generated in the post exilic period. Events and movements are examined in detail to their culmination in the first Christian century.
The material in the course is taught in two sections over two semesters.
(i) The literature (two semesters);
(ii) The social and religious movements (two semesters).
There is a weekly tutorial in which tutorial papers are presented.
This course seen schematically:

Biblical Studies 201 8 units
Coreq Biblical Studies 201
Semester 1
3 hours
The literature of the post exilic period (3 hours)

Biblical Studies 202 8 units
Coreq Biblical Studies 201
Semester 2
3 hours
Social and religious movements of the post exilic period (3 hours)
The weekly tutorial may include a written exercise.

JEWISH CIVILISATION, THOUGHT AND CULTURE

This course is available to all students in the Faculty
who are interested in an in-depth consideration of the subject matter. It is particularly recommended to students with an interest in history or religion.

Jewish Civilisation, Thought and Culture 101: the Classical Period 12 units

Classes Yr: (3 lec & 1 tut)/wk

Assessment two 2hr exams (70%), two essays (30%)

The course focuses on the Jewish people, its life, literature, social, religious and cultural organisation from the fall of the Jerusalem temple in 70 A.D. to the end of the Gaonate, i.e. the period at which the focus of Jewish life stays within the eastern Mediterranean basin and southern Spain. Topics will be handled both as general discussions and particular cases and will include specific examples of particular beliefs. Topics to be dealt with are as shown below.

First semester

Palestine from Roman rule to Islamic conquest

Socio-historical and cultural topics: the revolt of A.D. 70 and the fall of the Jerusalem temple; theological concerns arising from the loss of the temple; the revolt of A.D. 135 and its results for the Jewish community and diaspora; Jewish sectaries; Jewish eschatological movements; the Samaritans; the Patriarchate; the Jewish Diaspora from A.D. 70-632; the Tannaim and Amoraim — the Babylonian schools; the debate between the Babylonian and Palestinian schools; Palestine under Byzantium — the concept of a Holy Land.

Literary and ethical topics: late Greco-Jewish works; the canonisation of Hebrew scriptures; the 'outside' literature; the Mishnah; Halacha, Aggada, Midrash; the Talmuds; Tosepha; the early liturgy; monotheism, idolatry, God, Torah, holiness; articles of faith, tradition.

Second semester

Jews in the Early Diaspora

Socio-historical and cultural topics: the Islamic conquest and its effect on the Jewish communities; Islamic law and the Jews; Jewish and Samaritan responses to Islam; the Karaites movement; Gaonic responses to the Karaites; the Jewish diaspora under Islam; the Jewish community in China; Jewish Mediterranean society as shown in the Cairo Geniza documents.

Literary and ethical topics: the Massoretes and their work; response of the Gaonim, Sa'adya Gaon's writings; Maimonides and his followers; Hasdai ibn Hayyam's poetry; law and justice — law and morality, commandments, reason and commandment.

Jewish Civilisation, Thought and Culture 201 and 202: the Medieval Period

Prereq Jewish Civilisation, Thought and Culture 101

Classes Sem 1 and Sem 2: (3 lec & 1 tut)/wk

Assessment two 2hr exams (70%), two essays (30%)

The course focuses on the Jewish people, its life, literature, social and cultural organisation from the Middle Ages and the shift of the centre of Jewish life to Europe until the pre-emanicipation era in Europe. Topics will be handled both as general discussions and particular cases and will include specific examples of particular beliefs. Topics to be dealt with are as shown below.

First semester

Jewish Civilisation, Thought and Culture 201 8 units

From freedom to persecution

Socio-historical and cultural topics: Rhadanites and traders; Jews under the Goths and Visigoths; Jews in Christian Spain and Provence; Jews in the Carolingian empire; the Crusades and the impact on the Rhineland communities; the rise of Ashkenazi communities; the Jews of Normandy; Jews in England; Jewish self-government in Ashkenaz.

Literary and ethical topics: Jewish 'Crusader chronicles', Tosephists of France, response from Germany; disputations — Nachmanides; Joseph Kimchi; Kabbalah; travelogues; social justice — ethics, regard for human life, attitudes to women, charity, proselytes.

Second semester

Jewish Civilisation, Thought and Culture 202 8 units

From Sephardim to Ashkenazim

Coreq Jewish Civilisation, Thought and Culture 201

Socio-historical and cultural topics: Jewish self-government in Spain; expulsions from France and Spain; the changing Jewish Diaspora post-expulsion; Conversos and Marranos; Jews in Salonica and Turkey; Hasidai Ashkenaz and Maimonides; 1348 persecutions; Jews in Poland and Eastern Europe; Jewish self-government in Poland; Jews in the Netherlands; the Jews in Renaissance Italy; court Jews; Shabbatai Tsevi and other 'messiahs'; Dahr b Amr and the Palestinian Jewish renaissance.

Literary topics: Jewish languages in Europe and the Mediterranean basin; poetry and literature of the Italian Jewish community; Isaac Cordova's memoir; legal codes; ethical wills; memoirs of Gluckel of Hamelin; response of R. Slonick; MenassehBenIsraels missives; Safed community; Isaac Luria and his school; ritual and study — prayer, Sabbath, festivals; local Purim texts.

Jewish Civilisation, Thought and Culture 301 and 302: the Modern Period

Prereq Jewish Civilisation, Thought and Culture 201 and 202

Classes Sem 1 and Sem 2: (3 lec & 1 tut)/wk

Assessment two 2hr exams (70%), two essays (30%)

The course focuses on the Jewish people over the last 200 years, its contemporary experience, and explores in detail the impact of modern events and experience upon Jews and Judaism. A special segment of the course explores contemporary Jewish thinking through an in-depth study of representative figures and their philosophies. Topics to be dealt with are as shown below.
First semester
Jewish Civilisation, Thought and Culture 301 8 units

Enlightenment and emancipation
Contemporary experience and the transformation of the Jewish community: Hassidic movement; the Mitnaggedim and the Gaon of Vilna; the Jews and seventeenth century England; the French Revolution and the Jews; the Pale of Settlement; Jews in the Austro-Hungarian Empire; the changing Jewish Diaspora, 1888-1920.

Literary, cultural and ethical topics: the Haskalah and religious and cultural responses to emancipation; the rebirth of Hebrew; M. Mendelssohn, Jerusalem; G.E. Lessing, Nathan the Wise; The Science of Judaism School; reform Judaism in modern Jewry; Moses Luzzatto, Path of the Just; Hermann Cohen; Franz Rosenzweig; Leo Baeck; Abraham Isaac Cook; Mordecai M. Kaplan; Joseph B. Soloveitchik.

Second semester
Jewish Civilisation, Thought and Culture 302 8 units

From Jewish nationalism to the Arab-Israeli conflict
Coreq Jewish Civilisation, Thought and Culture 301

Contemporary experience and the transformation of the Jewish community: anti-Semitic trends: the Russian pogroms, in France — Dreyfus, in Germany — Christian and secular; from self-government to international Jewish organisations; emigration trends; Jews in the New World; Jewish national movement; Russian Revolution and the Jews; Jews in Eastern Europe; the Holocaust; Nazi actions against the Jews, European nations and the Jews in WWI, Jewish responses to the Nazi regime; the State of Israel; Israeli Diaspora-relations/attitudes to Israel in Jewry; an overview of post-war Jewish demography.

Literary and cultural topics: the Jew in the reporting of WWII; Nazi anti-Jewish propaganda; Zionist writings; anti-Zionist writings; Jewish literary responses to the Holocaust; Jewish religious responses to the Holocaust; ‘Canaanite’ movement; ‘Who is a Jew?’ debate; orthodoxy in modern Jewry; defining ‘assimilation’ and Jewish identity; Jerusalem and Israel.

Hebrew
Hebrew is available for those beginning the language for the first time or for those with some knowledge. There is a three-year pass degree.

There is also a four year honours degree. There is an Honours year (a fourth year) for eligible students who have completed the pass degree and who meet the entry requirements.

Students entering first year can take either Hebrew B 101 or Hebrew A 101 but not both.

Students entering the Department with HSC Hebrew or its equivalent will enter Hebrew A101 and are expected to continue their studies in Senior Hebrew A. There are two separate courses in Senior Hebrew A, centred on either classical Hebrew or on modern Hebrew. Students may take either or both courses and count these courses for their degree.

Junior courses are intended to give a firm grounding in the skills on which all Senior studies are based.

Hebrew A 101 and 102 each 6 units
Prereq HSC Hebrew 2-unit at a satisfactory standard (or by placement test)
Classes Sem: 4 class/wk
Assessment A101 Classical: two 15hr exam (60%), continuous assessment (40%)
A102 Classical: two 15hr exam (70%), continuous assessment (20%), essay (10%)
A 101 and A 102 Modern: 2hr exam (50%), 1500w essay (30%), continuous assessment (20%)

These courses presume a basic knowledge of Hebrew. They extend that knowledge and explore the range of interests of Hebrew language, literature and thought as a preparation for more specialised reading. Students may concentrate on classical Hebrew or may read a Modern option.

The Classical option comprises: set classical texts (two hours per week both semesters); History of Hebrew and Classical Hebrew prose composition and syntax (one hour each per week in the first semester); Qumran Hebrew (two hours per week in the second semester).

The Modern option comprises: a study of modern Hebrew literature and language. The course is divided between literature (one hour per week both semesters) and language with attention being given to speaking and comprehension skills and free composition in Hebrew (three hours per week both semesters). The literature hours include reading selections from Modern Hebrew literature. Seen schematically the teaching arrangements for this year are:

Either

Hebrew A 101 6 units
Semester 1
Classical
Biblical text (2 hours)
Classical prose composition and syntax (1 hour)
History of Hebrew (1 hour)

Hebrew A 102 6 units
Semester 2
Classical
Biblical text (2 hours)
Qumran Hebrew (2 hours)
or

Hebrew A 101 6 units
Semester 1
Modern
Modern literary text (1 hour)
Modern Hebrew conversation and composition (3 hours = Language 2hrs + Grammar 1hr)

Hebrew A 102 6 units
Semester 2
Modern
Modern Hebrew literary text (1 hour)
Modern Hebrew conversation and composition (3 hours = Language 2hrs + Grammar 1hr)

Texts

Classical
Selections from the minor prophets - Amos, Hosea, Micah and Isaiah 1-10 (in the Biblia Hebraica Stuttgartensia and Miqraot Gedolot any edn)

Modern
Sifron lashident ba-universita (2) (Tel Aviv University) available through the department

Hebrew B 101 6 units
Semester 1
Classes Sem: 5 class/wk
Assessment: exam (60%), continuous assessment (30%), essay (10%)

This course, for those beginning the study of Hebrew, brings students from their first acquaintance with the Hebrew alphabet to an understanding of the Hebrew language. The course is a preparation for more advanced study of Hebrew, whether Classical or Modern. The course is devoted to the study of the grammar and the principles of translation.

Hebrew B (Modern) 102 6 units
Semester 2
Coreq Hebrew B 101
Classes Sem: 5 class/wk
Assessment: exam (50%), continuous assessment (40%), orals (10%)

This course continues the study of grammar and introduces the student to modern Hebrew materials. Students have a spoken Hebrew and comprehension test. The selection of modern Hebrew texts includes topics relating to the historical and cultural background of contemporary Hebrew.

Grammar (2/hr/wk), modern text (3/hr/wk)

Texts
(1)Sifron lastudent A, latest edn (Hebrew University Academon)
(2) Everyday Hebrew for Tourists (Tel Aviv, Everyman's Univ.)
(3) Sha'ar la-mathil (newspaper)

Hebrew B (Classical) 103 6 units
Semester 2
Coreq Hebrew B 101
Classes Sem: 5 class/wk
Assessment: exam (50%), continuous assessment (40%), orals (10%)

This course continues the study of grammar and introduces the student to classical Hebrew (Biblical) texts. Students will be given reading fluency and other oral tests.

Grammar (2/hr/wk), Classical text (3/hr/wk)

Texts
(1)C.L.A. Seow Grammar for Biblical Hebrew (Nashville, Abingdon Press, 1987)
(2) Audio visual course in reading
(3) Selections from the Hebrew Bible (T'nach) for reading

Hebrew 200 level
There are four second-year courses in Hebrew and one special entry course in each stream. Two courses are centred on Classical Hebrew, and the other two on Modern Hebrew. Students wishing to read Classical and Modern courses concurrently should consult the head of department to see what special arrangements may be necessary. Candidates intending to proceed to final Honours in Hebrew should acquaint themselves with the material contained in the entry for Hebrew IV Honours before committing themselves to a special entry course.

Hebrew A (Modern) 201 and 202 each 8 units
Prereq Hebrew A 101 and 102
Classes Yr: 4 class/wk
Assessment Sem 1 and 2: one 2hr exam (50%), 1500w essay (30%), continuous assessment (20%)

These courses consist of: the study of modern Hebrew literature with emphasis on poetry and contemporary Israeli short stories; (2 hours per week each semester): the study of Hebrew morphology and 'practical' Hebrew including conversation and essay writing (2 hours per week each semester). N.B. Courses are year-long.

Hebrew A (Modern) 201 8 units
Literature (2 hours)
Language (2 hours)

Hebrew A (Modern) 202 8 units
Literature (2 hours)
Language (2 hours)

Texts
Hebrew Language
Sifron lastudent ba-universita (3) (Univ. Tel Aviv)

Hebrew Literature
Selected short stories and poetry available through the Department

Hebrew A (Classical)* 203 and 204 each 8 units
Prereq Hebrew A 101 and 103
Classes Yr: 4 class/wk
Assessment four 1.5hr exams, one 2000w essay/sem, other assignment
Semi: two 1.5hr exams (80%), (text 40%, Ugaritic or Mishna—40%), essay—(20%)
Sem 2: two 1.5hr exams (80%) (text 40%), Inscriptions or Mishna (40%), essay (20%)

These courses are designed to build on the foundations laid in Hebrew A 101 and 103 and introduce the study of the Psalms in the light of their setting and composition history (2 hours per week). To amplify the background to the Psalms students may read Ugaritic and Hebrew inscriptions of the pre-exilic period (2 hours per week) or may choose an option of Mishnaic Hebrew (2 hours per week).

These courses consist of: set classical texts as an introduction to the Psalms (2 hours per week each semester): a study of Ugaritic (2 hours first semester), a study of the inscriptions of the pre-exilic period (2 hours per week, second semester). N.B. Courses are year-long.

This course seen schematically:

Biblical text courses marked * may be combined into larger class units.
Hebrew A (Classical) 203  
8 units  
Set classical texts (2 hours)  
Ugaritic or Mishna (2 hours)

Hebrew A (Classical) 204  
8 units  
Set classical texts (2 hours)  
Inscriptions or Mishna (2 hours)

Texts  
Hebrew  
Haggai, Zechariah and Malachi in Biblia Hebraica Stuttgartensia and Miqraot Gedolot (any edn)  
Relevant commentaries on the Old Testament. Relevant background reading as recommended in class from time to time

Ugaritic  
J.C.L. Gibson Canaanite Myths and Legends (T. & T. Clark, 1978)  
Stanislav Segert A Basic Grammar of the Ugaritic Language (California, 1984)

Inscriptions  
J.C.L. Gibson Syrian Semitic Inscriptions (Oxford U.P., 1971)

Hebrew (Classical) 290  
8 units  
Aramaic/Syriac (Classical)  
Candidates intending to proceed to final Honours in Hebrew should acquaint themselves with the material contained in the entry for Hebrew IV Honours and should consult the head of the department before committing themselves to a special entry course.

See the Table of Courses for entry requirements

Classes Yr: 4 class/wk  
Assessment one 3hr exam (60%), one assignment/wk (40%)

This course for those beginning the study of Aramaic and Syriac is a preparation for more advanced study of the Aramaic and Syriac languages and literatures. It concentrates on the study of elementary Aramaic and Syriac, including a study of the accident and syntax of biblical Aramaic and Syriac and prose composition and an introductory study of selections from the Targums and the Peshitta.

This course seen schematically:

First semester  
Aramaic (2 hours) or  
Syriac (2 hours)

and

Second semester  
Aramaic (2 hours) or  
Syriac (2 hours)

Hebrew B (Modern) 201 and 202  
each 8 units  
Prereq Hebrew B101 & 103  
Classes Yr: 4 class/wk  
Assessment four 1.5hr exams, one 2000w essay/sem, other assignment

Semi: two 1.5hr exams (70%), continuous assessment (10%), essay (20%)

Sem 2: two 1.5hr exams (70%), (text 35% + Qumran Hebrew 35%), continuous assessment (10%), essay (20%)

These courses are designed to build on the foundations laid in Hebrew B101 and 103 and introduce the study of the books of the Hebrew Bible in the light of their setting and composition history. Some parts of the course may be read in conjunction with Hebrew A 101.

These courses consist of: set classical texts (2 hours per week both semesters): a study of Hebrew inscriptions, and syntax and prose composition (1 hour each semester); a study of the canon and composition history of the Hebrew Bible (2 hours per week second semester). N.B. Courses are year-long.

Hebrew B (Classical) 203  
8 units  
Set classical texts (2 hours)  
Classical syntax and prose (1 hour)  
History of Hebrew (1 hour)

Hebrew B (Classical) 204  
8 units  
Set classical texts (2 hours)  
Qumran Hebrew (2 hours)

Text  

Hebrew 300 level  
Assessment four 1.5hr exams, one 2000w essay/sem, other assignment

Students may take either or both the Classical and Modern Hebrew courses and count them towards the BA degree. Students wishing to read the two courses
concurrently should consult the head of department to see what special arrangements may be necessary. Candidates intending to proceed to final Honours in Hebrew should acquaint themselves with the material contained in the entry for Hebrew IV Honours before committing themselves to a special entry course.

**Hebrew (Classical)**

- **303 and 304**
  - Each 8 units
  - See the Table of Courses for entry requirements
  - **Classes** Yr: 4 class/wk
  - **Assessment** four 1.5hr exams, one 2000w essay/sem, other assignment
  - Sem 1: two 1.5hr exams (80%) (text 40%, Qumran 40%, essay 20%)
  - Sem 2: two 1.5hr exams (80%) (text 40%, Qumran 40%), essay 20%

These courses are designed to build on the foundations laid in Hebrew 203 and 204 and introduce the new tools brought to the study of the Bible as a result of discoveries in the Near East and to apply these to the study of the Biblical text. The elements of the course include detailed study of texts, translation skills, and a methodical study of the background to the texts. The classical text includes a study of those works in which there is a text available from the finds of the Dead Sea Scrolls (2 hours per week) which is linked with a general study of the Qumran texts (2 hours per week).

The courses consist of: set classical texts (2 hours per week each semester); a study of the Qumran sectaries and their non-Biblical texts (2 hours). **N.B. Courses are year-long.**

**Hebrew (Classical) 303**

- Set classical texts (2 hours)
- Qumran (2 hours)

**Hebrew (Classical) 304**

- Set classical texts (2 hours)
- Qumran (2 hours)

**Texts**

Classical Hebrew

Selections from Biblical poetry: Genesis 49, Exodus 15, Deuteronomy 32: 33, I Kings 8, Psalms (in the Biblia Hebraica Stuttgartensia and Midrash Gedolot) any edn

**Hebrew (Modern) 301 and 302**

- Each 8 units
  - See the Table of Courses for entry requirements
  - **Classes** Yr: 4 class/wk
  - **Assessment** Sem 1 & 2 one 2hr exam (50%), 1500w essay (30%), continuous assessment (20%)

This course consists of: the study of Modern Hebrew literature with emphasis on contemporary Israeli poetry and the short stories (2 hours per week each semester); the study of Hebrew syntax and 'practical' Hebrew including conversation and essay writing (2 hours per week per semester). **N.B. Courses are year-long.**

**Hebrew (Modern) 301**

- Literature (2 hours)
- Language (2 hours)

**Texts**

Hebrew Language

*Ivrit lastudent ba-universita* 3 (second part) and 4

Hebrew Literature

Selected short stories and poetry available through the Department

**Hebrew (Classical) 390**

- 8 units

**Aramaic/Syriac (Classical)**

Candidates intending to proceed to final honours in Hebrew should acquaint themselves with the material contained in the entry for Hebrew IV Honours and should consult the head of the department before committing themselves to a special entry course.

**Prereq** Credit in Hebrew (Classical) 290

- **Classes** Yr: 2 class/wk
- **Assessment** one 3hr exam (80%), weekly assignment (20%)

This course seen schematically:

**First semester**

- Aramaic (2 hours)
- Syriac (2 hours)

and

**Second semester**

- Aramaic (2 hours)
- Syriac (2 hours)

**Hebrew IV Honours**

See the Table of Courses for entry requirements

- **Classes** Yr: 8 class/wk
- **Assessment** four 3hr exams, one 2000w essay/sem, one 10000w thesis
- Sem 1: two 3hr exams (80%) (language 40%, literature 40%), essay (20%)
- Sem 2: two 3hr exams (70%) (language 35%, literature 35%), thesis 30%

It is assumed that students reading the final honours year in Hebrew intend to seek a career in some aspect of Semitic Studies. The course will, therefore, help students develop their particular area of interest with postgraduate work in mind.

The course is in four parts: (i) language enrichment study; (ii) a second language study; (iii) a literature study out of a number of options offered; and (iv) a special interest study which will culminate in the writing of a thesis.

(i) Language enrichment study. It is assumed that candidates for Hebrew Honours will have followed one of the detailed specifications noted below and will enter the course with skills in a second language, either Classical and Modern Hebrew or Classical Hebrew and Arabic or Modern Hebrew and Arabic, Aramaic and Syriac. Knowledge of the second language will be enhanced by enrichment courses in that language (2 hours per week per semester).

(ii) An additional Semitic language will be studied (2 hours per semester) out of the following group:
— Aramaic and Syriac
— Aramaic
— Syriac
— Akkadian
— Ugaritic
— Northwest Semitic: Dialect Geography of Syria-Palestine 1000-586 B.C. The major inscriptions in Moabite, Ammonite, Phoenician, Old Aramaic and related dialects are studied for their linguistic and historical significance.

The Department reserves the right not to offer any option if staffing is not available.

(iii) One special literature study will be chosen from the following options each semester (4 hours per week each for one semester).

First semester
Classical Hebrew Literature
Medieval Hebrew Literature

Second semester
Modern Hebrew Literature
Samaritan Literature
Septuagint

(iv) A special interest study will be pursued by students under supervision, leading to the writing of a 10 000 word honours thesis.

This course seen schematically:

First semester
8 hours
Language enrichment (2 hours)
Second language (2 hours)
Literature option (4 hours)

Second semester
8 hours
Language enrichment (2 hours)
Second language (2 hours)
Literature option (4 hours)

The specification for each course and segment is available from the department.

Sociology (A)

Sociology is the study of human societies. The subject matter of sociology includes human behaviour in various social contexts, social interaction, social institutions, social organisation, social change and development. A major focus of sociological research has been the emergence, characteristics and consequences of industrial societies. The sociology taught at the University of Sydney emphasises both a historical and a comparative approach to the discipline and its subject matter.

The study of sociology is a rewarding and stimulating enterprise, both intellectually and in terms of future career prospects in a variety of professional fields. It is also an important addition to related disciplines such as Government, Economics, Philosophy, Education, Psychology, Anthropology and History, and it usefully complements studies in English, Fine Arts, languages, Law and Science.

Students may proceed in their third year to Social Policy and Administration 301.

Registration
Students must register for tutorials in the first week of lectures, with the Department of Social Work and Social Policy.

Quota
There will be a quota on enrolment in Sociology 101.

Honours
From 1996, it is expected that students entering...
Sociology IV (Honours) will have completed 56 Senior Sociology units including Sociology 290, 390 and 391, and obtained results averaging Credit or above in all their Senior Sociology units.

**Sociology 101**  
**Classes** Yr: (2 lec & one 2hr tut)  
**Assessment** two 2hr exams, 4 written assignments

The course is designed to provide students with a basic understanding of the concepts and vocabulary used in sociology and to familiarise them with the major theoretical orientations and areas of research in sociology. It aims to enable students to develop a critical understanding of Australian and other industrial societies, as well as providing them with a comprehension of diverse cultures and social systems.

1st Semester: an introduction to the major concepts and areas of debate in sociology; the development of sociology as a separate discipline in response to industrialisation and urbanisation; social interaction, social institutions, social organisation, culture and socialisation.

2nd Semester: an exploration of some major areas of sociological investigation, such as inequality in industrial societies, the social distribution of knowledge; social change in modern society; the impact of war, technology and globalisation.

Textbook
Consult Department

**Sociology 201**  
**Prereq** Sociology 101  
**Sem 1**

**Sociology 202**  
**Coreq** Sociology 201  
**Sem 2**

Sociology 201 and 202 will provide students with an extended grounding in sociological theory and research methods, as well as a detailed understanding of their application in at least two areas of sociological investigation. Each course consists of one core unit and one level 200 option. Options may be available in either first or second semester only; please consult the Department early in the year for timetable details.

**Core units**
Sociological Theory  
**Classes** Sem 1: (1 lec & 1 tut)/wk  
**Assessment** exam

This course will examine the main strands of sociological thought, identifying the key concepts, debates and issues in the development of sociological theory while situating the production and interpretation of that theory in its social and political context. It will focus on the writing of leading social theorists and sociologists, their contribution to the development of a distinctly sociological theory, and their continuing impact on current theoretical debates in sociology.

Topics covered will include: the origins of sociology; industrialism and the beginnings of a science of society; evolutionary social theory; classic theorists: Marx, Durkheim, Simmel, Weber; sociology of urban society; early feminist critiques of industrial society; interactionism and everyday life; functionalism and systems theory; critiques of functionalism; psychoanalysis and socialisation; sociology of knowledge and culture; feminist challenges to sociological paradigms.

Textbook
A. Swingewood *A Short History of Sociological Thought* (Macmillan, 1984)

**Social Inquiry: Research Methods in Sociology**  
**Classes** Sem 2: (one 2hr seminar)/wk  
**Assessment** 3000w essay

In this core unit students are introduced to some of the methodological issues and debates in contemporary sociology and their impact on the range and types of research methods that sociologists commonly use. Emphasis is placed on developing a critical ability to read sociological texts with an eye to their methodological adequacy as well as an appreciation of their theoretical contribution. Examples will be drawn from a range of sociological research monographs, both classical and contemporary, to show the ways in which theory and method have been used to produce sociological knowledge. The major types of research technique employed by sociologists will be described along with problems of interpretation that arise from their use in particular studies.

**Level 200 options**
**Classes** one 2hr seminar/wk  
**Assessment** 3000w essay

**Social inequality in Australia**  
Prof. Cass, Ms Crowe, Dr Larbalestier, Dr van Krieken

This course explores patterns of social differentiation and their consolidation into patterns of social inequality which structure both objective social positions and subjective experiences. The main dimensions of social differentiation to be considered are class, gender, race and ethnicity. Students will examine the various bases of social inequality, its construction and maintenance, the social settings (welfare, school, family, work, organisations, etc.) in which it is manifested, and the organised struggles to overcome inequality. As well as dealing with the main sociological perspectives on social differentiation and inequality, the course will move between those general discussions and an examination of the ways in which the different dimensions of inequality interact with each other in Australian society.

**Sociology of the family**  
Ms Falahey, Dr van Krieken

The family is widely understood as a basic social institution and primary agent of socialisation, making it important that its nature and dynamics be critically examined and sociologically evaluated. This option will examine sociological studies of family life written
from a variety of theoretical positions, including feminist, positivist, structuralist, functionalist and Marxist perspectives.

Issues addressed in the course will include: gender inequality and the division of labour within the modern family, patterns of childcare and the ideology of motherhood, the family and the welfare state, continuity and change in family forms, conflict and instability within the family, and alternatives to the nuclear family.

Sociology of religion
Mr Pemberton

This course will provide an introduction to the central sociological debates and issues in the study of religion in modern society, with an emphasis on religion in Western industrialised societies. The following topics will be covered: the classic theorists (Weber, the Protestant ethic and the rise of capitalism; Marx and religion as ideology; Durkheim and religion as moral and social cohesion); later sociological approaches to the definition of religion (typologies of cults and sects), issues of method and interpretation (is believing in a religion incompatible with studying it? can we make sense of a religion if we do not share its central dogmas?); secularisation and the role of religion in contemporary Australian society; New Age movements and conceptions of spirituality; social inequality, religion and society, feminist critiques of religion, Marx and Christianity.

Textbooks
Either
R. Gill (ed.) Theology and Sociology: A Reader (Chapman, 1987)
or

Feminist theory and sociology
Prof. Cass, Dr Larbalestier

Students will be introduced to contemporary feminist theory in order to explore its contribution to sociology. We will consider the diverse strands of feminist thought in relation to dominant sociological epistemologies (e.g. liberal feminism, socialist feminism, radical feminism, post-modernism). Particular attention will be paid to the contribution of feminist theory and research to studies of class, race and the development of the modern state.

Feminist contributions to and critiques of sociological understandings of social processes will also be discussed in relation to a range of specific issues. These will include: state policies and practices, gender differentiation and public/private demarcations; class and inequality; gender identity and subordination; equal rights and the construction of difference, and family life.

Sociology of work and welfare
Prof. Cass, Mr Freeland

The course will introduce students to the major theoretical debates and sociological research relating to work, employment and welfare in advanced industrial societies. They will become familiar with the major concepts and theoretical approaches to the study of work and welfare, and be introduced to the social, economic and political contexts of these debates from the development of industrial capitalism in Western countries until the end of the 1980s.

Issues to be covered will include: the history of work; the division between paid and unpaid labour; the development of the capitalist labour market; theories of the labour market; technology and the labour process; work and social citizenship; causes, distribution and social effects of unemployment; social security and labour market programs; debates about the 'future of work': conservative, liberal, social democratic, feminist, and environmental 'futures' compared.

Sociology of deviance
Assoc. Prof. Davis, Ms Falahay

Students will begin by looking at the problematic nature of the term 'deviance' in sociology, at the contested nature of a concept used both as a lay evaluation of conduct, persons or social settings, as well as a term used by sociologists adopting the perspective of those involved in policing and correction to characterise those transgressing moral and legal boundaries. The confusion that this has engendered in the analysis of rule breaking conduct has led to a commonsense content for the sociology of deviance and a correctional focus that leaves rules largely unexamined. Instead, this option has a wider interest than traditional criminology or corrections, and takes as its subject matter a diverse range of social settings and personal conduct in order to encourage students to identify the historical origins of the rules that govern them, the way in which some settings become officially designated as deviant along with the persons and conduct that are found in them, and the origin and types of social control that are exerted to maintain conformity with rules. The consequences of these attempts at control are also analysed. Theories of deviance will be examined, and particular forms of deviance will be analysed, e.g. alcohol abuse, hygiene, food disorders, sexual conduct.

Sociology of childhood and youth
Dr van Krieken

The main sociological theories concerning childhood and youth in modern industrialised societies will be examined, as well as the ways in which a particular perspective on childhood is central to all social theory. It will examine the debates surrounding historical development of childhood as a separate stage of life, and the various approaches to the impact of state intervention and social policies on both the experiences of childhood and youth and the transition to adulthood. The course will explore the ways in which a particular kind of childhood experience might be typical of modern societies, and how it is currently changing in response to surrounding social developments. We will also discuss the social construction of issues such as child abuse and youth homelessness as social problems, possibly engaging in a research project on these topics, and the sociological understanding of the current concern with the integration of young people in society.
Sociology of mental illness
Mr Pemberton
This course will introduce students to core themes and issues in the sociological study of mental illness, with a historical and critical emphasis. Issues will be placed in their historical context wherever possible to indicate the development of particular debates in their social, cultural and political setting. The course will compare and evaluate rival or alternative approaches and perspectives to mental illness, as well as utilising the empirical evidence on mental illness to guide students through the issues, debates and controversies. Topics covered will include sociological studies of the causes of mental illness, cross-cultural studies, social factors in depression, labelling theory and its assessment, mental illness as myth, anti-psychiatry, feminist critiques of psychiatry, the sociology of psychiatry and psychiatric practice, the sociology of the mental hospital, and de-institutionalisation.

Textbook
A. Miles The Mentally Ill in Contemporary Society (Basil Blackwell, 1987)

Sociology of health and illness
Assoc. Prof. Davis
Students will be familiarised with the application of sociological theory to the distribution and experience of health and illness in populations of different kinds, places and times, the organisation of health care in comparative and historical perspective, the types of specialised occupations and professions that develop knowledge about health and illness, and the practices they employ. Australian health care, patterns of illness and their management will be discussed.

Sociology of social development
Assoc. Prof. Davis, Dr George
This course will introduce students to sociological studies and theories of development and will question the problematic residual location of social development relative to political and economic development. The relationship between state, family and social development will be explored with respect to: the cultural, political, economic and historical contexts of social development; social change, social mobility and issues of class, race and gender; the role and efficacy of international aid programs in social development. The course will draw primarily on examples from the Asia-Pacific region, focusing on policies of health, education and social welfare.

Sociology of the professions
Dr George
This course concerns the main sociological studies of professions in modern societies and the theoretical debates surrounding them. The key elements in the development of professions and semi-proessions will be analysed from a comparative and historical perspective. These will include recruitment, training and socialisation; professional autonomy and power; intersections of class, race/ethnicity and gender; professions and the state, and will be related to a range of professions and semi-professions, including law, medicine, nursing, teaching and social work.

Media in contemporary society
Ms Crowe, Ms Falahay
This course will examine the role of media in contemporary society. It will provide students with an understanding of media forms and their position in relation to the ideological construction of culture, their symbolic functioning as well as the processes involved in mass communication both at the point of creation and at the point of impact. This option will cover a range of sociological perspectives and methodological approaches, including positivist, structuralist, feminist, functionalist, Marxist and postmodern frameworks. The course will begin with a discussion of the sociological debates about media forms and their reception within Western Industrial Society. This will be followed by a discussion of what constitutes a ‘mass’ audience. The media forms which will be the central focus in this course include radio, television, newspapers, magazines and film. These analytical debates and media forms will then be related to a range of issues and topics — the part played in social life by media, media and the commodification of desire, the role of information technology within communication industries, legal aspects involved in media production and the reception, advertising and media, sport and media, news reporting and the portrayal of women and family life in media.

Social movements
Ms Crowe, Ms Falahay
The course will examine the organisational processes involved in collective action. It will familiarise students with the major theoretical perspectives and key sociological debates to do with social movements. We will begin with a discussion of the external and internal factors which give rise to social movements, the history of the development of various forms of collective action and an examination of the ways in which social movements operate at both macro and micro levels. This will be followed by the main theoretical perspectives on social movements — functionalist, phenomenological, Marxist, feminist and post-structuralist accounts. These theoretical debates will then be related to a range of key issues and topics, including cultural and political frameworks in which social movements are expressed, morality and collective protests, sexuality and group mobilisation, the Australian union movement, women's movements, peace and 'green' movements as well as Aboriginal land rights.

Sociology 290 8 units
Prereq Credit in Sociology 101
Coreq Sociology 201
Year
This course consists of two additional options, one additional option chosen from the list of Level 200 options, and the following option:

Classical sociological theory
Classes Sem 1: one 2hr seminar/wk
Assessment 1500w tut paper, 3000w essay, exam
The course provides a critical and detailed study of the work of Marx, Weber, Durkheim and Simmel. Students will examine the various features of these writers' work, the ways in which they constitute central paradigms in sociological reasoning and research, and the ways in which their ideas continue to exert an influence on current debates in sociology.

**Sociology 301**  
8 units  
Prereq: Sociology 201 and 202  
Sem 1

**Sociology 302**  
8 units  
Coreq: Sociology 301  
Sem 2

Sociology 301 and 302 will further consolidate students' understanding of sociological theory and research methods, providing for a close examination of the classical basis of sociology as well as recent debates and current areas of sociological investigation. Sociology 301 and 302 each consist of one option selected from those listed below. Each option runs for one semester — please consult the Department early in the year for timetable details.

**Sociology 303**  
8 units  
Coreq: Sociology 302  
Sem 1 or Sem 2

This course consists of an additional option chosen from those listed below.

**Level 300 options**

*Classes* one 3hr seminar/wk  
*Assessment* 1500w tut paper, 3000w essay, exam

**Sociology of urbanisation and modernity**  
Prof. Cass, Dr Larbalestier

The focus of this course is sociological understandings of modernity in the context of contemporary urbanisation in industrial societies. Studies will centre on time, space and gender distinctions which are integral to theories of modernity. The course will examine historical processes of urbanisation, and the various ways in which class structure and relationships and gender order and relationships are represented spatially in the market and in everyday life. The role of urban social movements and urban political debates in contemporary Australia will also be examined.

**Science, technology and social change**  
Ms Crowe

Students will examine the major sociological theories concerning science and technology, and relate these theories to the issue of social change. It will examine the effects of scientific and technological innovation on society as well as the shaping of science and technology by cultural, economic, political and organisational considerations. The course will explore the social process of invention to provide students with an appreciation of the dynamics of the science/technology relationship. Past and present responses to technology, including Luddism, alternative technology debates, and feminist critiques of reproductive technology will be explored to illustrate some of the major tenets concerning the relationship of technology to social change. Theoretical frameworks will include feminist, Marxist, liberal, critical theorist and postmodernist perspectives. These positions will be related to current social issues such as reproductive technologies, genetic engineering, paid employment, domestic technology, state sponsorship of scientific and technological innovation, the 'industrialisation' of scientific research, the environment and alternative technologies.

**Sociology of social problems and the welfare state**  
Assoc. Prof. Davis

This course will explore the possible social scientific frameworks with which to analyse the critically current social issues and problems as well as the institutions and practices of the welfare state. It will be concerned both with sociological theories of the social construction of social problems and specific case studies which illustrate the theoretical perspectives and arguments, in order to provide a sound basis for an informed, critical and imaginative understanding of the welfare state and its possible future development. There will be an emphasis on an Australian perspective, to illuminate the specific character of the development of the welfare state in Australia. Topics covered will include: ideology and the social construction of social problems; the state and welfare; professions, women and welfare; professionalisation and clients; the organisation of bureaucratic and professional work; welfare as social regulation and social control.

**Self and society**  
Dr van Krieken

We will examine the social construction of subjectivity: how individual personality and everyday life are formed and structured by changing social conditions and relationships, as well as playing an active role in processes of social change. The general subject will be approached by focusing on a number of more specific topics, which will include the question of whether there is a human 'nature' outside of society and social relations, the history and social context of notions and experiences of 'individuality' and 'privacy', the historical development of emotional responses and the management of emotions within differing social and historical contexts, the role played by the knowledge produced by the human sciences in constituting human subjectivity in particular forms, and the impact of various social institutions such as Church, family, school, welfare and therapy on the experience of subjectivity.

**Sexuality and society**  
Assoc. Prof. Davis, Dr van Krieken

Students will examine sexuality as a social phenomenon. It will familiarise students with both (1) the major sociological perspectives and (2) the central areas of substantive sociological research and debate on sexuality. We will begin with a discussion of the sociological arguments against approaching sexuality as an biological construct, the history of both expressions of sexual behaviour and attitudes towards sexuality,
and the examination of sexuality as culturally variable and socially constructed. This will be followed by the main theoretical perspectives on sexuality — psychoanalysis, Marxism, symbolic interactionism, feminism, and the work of Foucault and his successors. These theoretical debates will then be related to a number of substantive themes and issues - the social construction of masculinity, femininity, and hetero- and homosexuality, the representation of sexuality in pornography, the media, art and literature, prostitution, sexuality and violence, work, sport and the social movements surrounding the politics of sexual identity.

Sociology 390 8 units
Prereq Credit average in Sociology 201,202 and 290
Coreq Sociology 301

Contemporary sociological theory
Classes Sem 1: one 3hr seminar/wk
Assessment tut paper, two 3000w essays

In this option we shall examine the central strands of sociological thought since the work of the classical theorists. As well as studying the essential features of the differing theoretical developments in twentieth-century sociology, we shall also look at the ways in which seemingly different traditions of theorising about society often have common origins, if not always common concerns and outcomes. The course will cover the following topics: functionalist theory in post-war American sociology, its critics and alternatives such as symbolic interactionism, exchange theory and ethnomethodology; systems theory; Goffman — the sociology of everyday life, the presentation of self and micro-sociology; structuralism — its origins and effects in French social theory, linguistics and anthropology; trends in Marxist social thought, including Louis Althusser and structuralist Marxism; psychoanalysis and social theory; feminist social theory since the 1960s and 70s, the critique of male reason; Foucault and after — discourse theory and post-structuralism; Giddens and the action/structure debate.

Textbook
I. Craib Modern Social Theory (New York, 1992)

Sociology 391 8 units
Coreq Sociology 390

Empirical methods of sociological investigation
Classes Sem 2: one 3hr seminar/wk
Assessment workbook, 3500w essay/research design, exam

This unit will enable students to develop (a) an understanding of a variety of empirical techniques used in sociological research; (b) a critical appreciation of the strengths and weaknesses of these various methods; (c) an understanding of how to deploy empirical techniques in a variety of research designs; and (d) the ability to evaluate the adequacy of the research that employs such techniques. The sessions dealing with specific techniques will use exercises and will be conducted on a workshop basis. Students will be expected to complete a weekly workbook that will be handed in and assessed at the end of the course.

The unit will also cover a number of substantive issues, including the relationship between theory and method, contemporary critiques of empirical research, the quantitative/qualitative debate in sociological research, the uses of official data sets and problems in meta-analysis.

Sociology IV Honours
Prereq 40 Senior units, including Sociology 390 and Classical Sociological Theory

Sociology IV students will be required to undertake a research seminar and the advanced seminar listed below, and submit a dissertation based on their own research of 15 000 to 20 000 words depending on research method. Arrangements concerning dissertation topics and supervision will be made early in the year.

Research seminar
Classes Sem 1 & 2: one 2hr seminar/wk
Assessment one tut paper and progress reports on dissertation

The seminar will examine issues concerning methods and perspectives in sociological research emerging from students' dissertation projects, as well as research design and organisation. Students will also be required to present reports on the progress of their research throughout the year.

Contemporary issues in sociological thought
Prof. Cass, Assoc. Prof. Davis, Dr Larbalestier, Prof. Rees, Dr van Krieken
Classes Sem 1: one 3hr seminar/wk
Assessment tut paper, two 5000w essays

This seminar will examine current debates in sociological thought and the ways in which they are stimulating and informing recent, and especially Australian, social research. Topics covered will include the reconceptualisation of class, economy and society in the modern state; feminist critiques of and contributions to sociological analysis; the contributions made by sociologists to contemporary economic and social policy debates; the relationship between micro and macro sociology, the implications of neo-Parsonian and neo-Weberian sociological theories for contemporary social analysis; recent work on social action and social movements; theories of power and empowerment, current debates in historical sociology; and conceptualisations of 'postmodernity'.

Social Anthropology (A)
See under Anthropology.

Spanish and Latin American Studies (A)

Courses in Spanish language are, subject to the availability of staff, offered at beginners' and intermediate level. The first year course also contains an introduction to Spanish and Latin American
The courses are offered at the University of Sydney under the supervision of staff in the School of Spanish and Latin American Studies at the University of New South Wales. Students who satisfactorily complete these courses may be eligible to undertake further study at the U.N.S.W, as approved by the Faculty of Education at the University of Sydney. Information on related language, literature, linguistic, film and history courses available at the U.N.S.W, is available from the Spanish language staff or from the Language Centre which is responsible for this course. Sydney students may enrol in these courses as Spanish B101 and Spanish B201 respectively.

Spanish B101 may not be taken by students who have completed HSC Spanish or have equivalent knowledge of the language.

It is not possible to take a major or honours in Spanish.

At the time of going to press it was not clear whether Spanish would be available at Sydney in 1995. Please enquire on the telephone numbers above.

Spanish B 101 12 units
Course coordinator: Dr J. Brotherton
Classes Yr. 5 class/wk
Assessment four 1hr exams/sem, assignments, oral work
The course will consist of:
• 4hr/wk language classes
• 1hr/wk language laboratory

Spanish B 201 16 units
Course coordinator: Dr J. Brotherton
Prereq Spanish B101 or equivalent
Classes Yr. 6 class/wk
Assessment four 1hr exams/sem, essays, oral work
The course will consist of:
• 4hr/wk language classes
• 2hr/wk literature lectures

Thai (A)
See under Asian Shidies.

Women's Studies (A)
Teaching staff Dr D. Anderson (English), Dr J. Barbour (English), Dr G. Barnes (English), Dr D. Brennan (Government), AssociateProfessorB. Caine (History), Professor B. Cass (Social Work and Social Policy), Dr D. Coleman (English), Dr R. Cooper (Fine Arts), Dr D. Feil (Anthropology), Dr B. Gardiner (English), Dr P. Gay (English), Dr M. Gatens (General Philosophy), Dr J. Godden (Nursing), Dr R. Huismann (English), Dr L. Jaymanne (Fine Arts), Dr J. Kociumbas (History), Dr V. Kondos (Anthropology), Dr J. Larbalestier (Social Work and Social Policy), Dr K. Lilley (English), Dr S. Petch (English), Ms P. Pether (English), Dr J. Quinn (English), Ms J. Richters (Public Health), Dr A. Rubbo (Architecture), Dr D. Russell (General Philosophy), Dr P. Russell (History), Dr G. Sluga (History), Ms A. Turtle (Psychology), Dr J. Wallace (English), Dr E. White (Studies in Religion).

Women's Studies is an interdepartmental course designed to enable students to undertake a broad core study of feminist scholarship and gender analysis together with options examining the situation and experiences of women and the constructions and representations of femininity, taught in a number of different departments. Options taken as part of Women's Studies courses may not also be counted towards courses in other subjects.

Women's Studies is available at second year, third year and fourth year honours levels.

Registration
Each student must register with the Women's Studies Coordinator and with the Department from which they are selecting their option, in addition to their normal University enrolment in the course. Note: further options may be available. Full details will be available in the course handbook, a copy of which can be obtained from the Women's Studies Centre, 127 Darlington Road, in February 1995. Students should register for options only after having looked at the Women's Studies course handbook.

Noticeboards/enquiries
Noticeboards are located at the Women's Studies Centre, 127 Darlington Road, and 8th Floor, History Department. Enquiries: telephone 351 3884, fax 660 5300

Women's Studies 201, 202, 203, 204, 207, 290 each 8 units
Up to 40 Senior units of Women's Studies at 200 level may be counted towards the degree. Women's Studies 201 and 202 are each eight units, consisting of one semester of the core course and a single option. Although Women's Studies 201 can be taken by itself, it is recommended that students also pursue Women's Studies 202; if both courses are taken students may choose to do a double option instead of two single options (Women's Studies 207). Further courses may be pursued at 200 level up to a total of 32 units (or 40 including Women's Studies 290 — see below). Women's Studies 203 and 204, each eight units, consist of either one double or two single options taken in a semester.

Students with Credit results in twelve Junior units in one subject area may also take Women's Studies 290, eight units, consisting of either one double or two single options. Women's Studies 290 must be taken by any students wishing to proceed to Women's Studies in Honours. It can be taken simultaneously with Women's Studies 390.

Entry requirements
See the Table of Courses.

A. Core courses
First semester
Introduction to women's studies
To be announced
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment one 1800w essay and tut presentation
The course aims to provide an introduction to women's studies and to some of the major concepts developed in it. It will begin by looking at the question: what is women's studies? how and why has it developed? how does it draw on and extend beyond the study of women in particular disciplines? It will then look at some questions which are important in all approaches to women's studies: should we concentrate on sex or on gender? what is patriarchy? what is oppression? to what extent are sexual differences, real or alleged, the effects of nature and culture? what are the relations between sexual, class and racial oppression? to what extent should women's studies concern itself with masculinity?

Second semester
To be announced.

B. Options
First semester
(1) 'Sappho in poetry': women writing, 1760-1960
Dr Gardiner (English)
Classes Sem 1: 1 lec/wk with optional tut immediately after lecture
Assessment one 2000w essay, or take-home exam
For course description see English 4.25.

(2) Feminist theology
Dr White
Classes Sem 1: 2hr seminar/wk
Assessment one 2000w essay and seminar presentation
This introductory course will consider a cross-section of feminist responses to the sexism of Christianity: examples of feminist reclaiming of history, renaming of divinity, and redefining of women's experience and their relationships with self, others and nature. The works of theologians, historians, poets and ethicists from various cultural backgrounds will be considered. This will include a brief survey of Australian contributions to theology and theology.

(3) Gender studies — double option
Dr Kondos, Dr Feil
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam
For course description see Social Anthropology.

(4) Women and politics — double option
Classes Sem 1: one 2hr seminar/wk
Assessment two papers, exam
For course description see Government.

(5) Feminist theory and sociology
Prof. Cass, Dr Larbalestier (Social Work and Social Policy)
Classes Sem 1: one 2hr seminar/wk
Assessment essay and class presentation
For course description see Sociology.

(6) Gender and music
Classes Sem 1: 1 hr sem/wk
Assessment essay, seminar presentation
This course will examine the ways in which gender identity and difference are articulated through musical composition and performance. It will present an account of the accomplishments of women in the western art music tradition (from the twelfth century to the present day) and also provide opportunities for studying women's musical presentations within non-western traditions and popular music (including jazz, rock and film music). It will consider how music participates in the construction of gender roles and relationships and examine the social structures which have maintained (and continue to maintain) the very real differences which exist between men and women in the music world.

(7) Women in medieval literature
Dr Barnes (English)
Classes Sem 1: 1 hr/wk
Assessment one 2000-2500w essay or default exam
For course description see English.

(8) Feminism II
For further details and course description see Philosophy.

Second semester
(9) The political economy of women — double option
Lecturer to be announced
Classes Sem 2: (2 lec & one 1hr seminar)/wk
For course description see Economics.

(10) Feminism I
Dr Curthoys (General Philosophy)
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one essay
For course description see Philosophy 102.

(11) Women and art history — double option
Dr Cooper (Fine Arts)
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment class work, essay, visual test
This course will critically examine the representation of women in art history, both as practitioners of art and as the subject matter of art. The course is divided into three parts:
1. The feminist critique of art history
2. Women's art practice
3. Woman as the subject/object of art

(12) Women in Ancient Greece and Rome — double option
Dr Watson (Classics)
Classes Sem 2: (2 lec & one 1hr seminar)/wk
Assessment 3000w essay, 1000w paper & 3hr exam
The aim of this course is to examine the role and images of women as significant elements of ancient Greek and Roman society. It will be of relevance not only to students specialising in the Ancient World, but to anyone interested in exploring the origins of western attitudes towards women.

(13) Women, madness and medicine
Dr Russell (General Philosophy)
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one 2000w essay
This course examines the presuppositions behind biological psychiatry, especially the view on madness.
We will look at how these presuppositions impact on women’s interests.

(14) Feminist theory and sociology
Prof. Cass, Dr Larbalestier (Social Work and Social Policy)
Classes Sem 2: one 2hr seminar/wk
Assessment essay and class presentation
For course description see Sociology.

(15) Writing the self
Dr Petch (English)
Classes Sem 2: 1hr lec/wk
Assessment one 2000w essay or take-home exam
Studies in recent autobiographical writings by women. For further details see English.

(16) The nature/nurture controversy in psychology
Ms Turtle
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment essay & 1hr essay-type exam
For course description see Psychology.

Women’s Studies 301, 302, 303, 304, 307, 390 each 8 units
Up to 40 Senior units of Women’s Studies at 300 level may be taken and counted towards the degree.
Women’s Studies 301 and 302 are each eight units, consisting of one semester of the core course and a single option. Although Women’s Studies 301 can be taken by itself, it is recommended that students also pursue Women’s Studies 302; if both courses are taken students may choose to do a double option instead of two single options (Women’s Studies 307). Further courses may be pursued at 300 level up to a total of 32 units (or 40 including Women’s Studies 390 — see below). Women’s Studies 303 and 304, each eight units, consist of either one double or two single options.
Students with Credit results in sixteen Senior units of Women’s Studies, who are currently pursuing or have previously completed Women’s Studies 290, may also do Women’s Studies 390, eight units, consisting of either one double or two single options. Women’s Studies 390 must be taken by any students wishing to proceed to Women’s Studies IV Honours.

Entry requirements
See Table of Courses.

A. Core courses
First semester
Reading sexuality
Dr Lilley
Classes: one 2hr seminar/wk
Assessment 3000w essay and seminar presentation
This seminar will investigate a wide range of theoretical and aesthetic texts in the context of current work around sexuality in textual theory, queer theory, feminist theory, cultural and performance studies.

Second semester
To be announced.

B. Options
First semester
Options 1-8 as for Women’s Studies 201.
Second semester
Options 9-16 as for Women’s Studies 201.
Year-long
(17) Australian women’s history — double option
Dr Kociumbas, Dr Russell (History)
Prereq Credit in second year History
Classes Yr: one 2hr seminar/wk
Assessment one research essay, one seminar paper
For course description see History.

First semester
(18) Urbanisation and modernity
Dr Larbalestier (Social Work and Social Policy)
Classes Sem 1:3 hrs/wk
Assessment essay and course participation
For course description see Sociology level 300 options.

(19) Adultery and the novel
Dr Anderson (English)
Classes Sem 1:1 hr/wk
Assessment one 2000w essay or take-home exam
For course description see English 4.21.

(20) Institutional discourses: analysing law and literature
Dr Petch (English)
Classes Sem 1:1.5 hr/wk
Assessment 3000w essay
For description see English 392.30.

(21) Feminist critical theory
Dr Gatens (General Philosophy)
For further details see Philosophy.

Second semester
(22) Habitat and society
Dr Rubbo (Architecture)
Classes Sem 2: 2hr/wk
Assessment 3 assignments, one of which is based on field-work
This course aims to provide skills in, and an awareness of, the relationship between habitat and society. By habitat is meant the broad range of environments in which people carry out their daily lives; by society is meant the social and cultural mores which help shape the form of the built environment. The intention is that this course will be useful in: (a) the development of awareness and skills in understanding what people want in an environment and how they may be involved in the design process; (b) the development of an awareness of the relationship between habitat and society from a cross-cultural point of view.

(23) The politics of the Australian welfare state — Double option
Dr Brennan (Government)
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment tut work, 1000w tut paper, 3000w essay and 2hr exam
(24) **Women's health**  
Ms Richters (Public Health)  
*Prereq* second year (S) course; HSC Maths or equiv.  
*Classes* Sem 2: one 2hr seminar/wk  
*Assessment* classwork, quantitative exercise, one 2500w essay

This course introduces women's health as part of public health and in relation to criticisms of health research and medical practice made by contemporary feminism. We examine concepts of health and illness, the women's health movement, and ways of judging the quality of research. Specific topics include: women's health at work; childbirth; fertility control; sexual health; female cancers; psychological health; diet and body image; violence against women.

**Women's Studies IV Honours**  
*Prereq* Credit results in Women's Studies 290,301,302 and 390  
*Requirements*  
All students will take the Women's Studies IV Core Course. In addition they must take the equivalent of three one-semester courses from the list of options. All options are taught in Departments. Each student will do a long essay of 15 000 words. It will be individually supervised by a member of staff from one of the Departments participating in the Women's Studies program.

**Options**  
*Whole year*  
1. **Australian women's history**  
J. Kociumbas, P. Russell (History)  
Yr: one 2hr seminar/wk

2. **Women's writing 1660-1840: gender, rhetoric, history**  
J. Barbour, K. Lilley  
Yr: one 2hr seminar/wk

3. **Writing women's history**  
G. Sluga (History)  
Yr: one 2hr seminar/wk

*First semester*  
4. **Institutional discourses: analysing law and literature**  
J. Petch (English)  
Sem 1: 1.5 hr/wk

5. **Gender and work**  
J. Jamieson (Industrial Relations)  
Sem 1: one 2hr seminar/wk

6. **Historical perspectives on nursing issues**  
(J. Godden (Nursing)  
Sem 1: (3hr lec & seminar)/wk

7. **Feminism and psychiatry**  
D. Russell (General Philosophy)  
Sem 1: one 2hr seminar/wk

**Second semester**  
8. **Gender, power and difference**  
J. Larbalestier (Social Work and Social Policy)  
Sem 2: one 2hr seminar/wk

9. **Women's health**  
J. Richters (Public Health)  
Sem 2: one 2hr seminar/wk

10. **Feminism and the cinema**  
L. Jayamanne (Fine Arts)  
Sem 2: (one 2hr seminar & one 2hr film screening)/wk
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
</tr>
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<tbody>
<tr>
<td>Aboriginal Studies</td>
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<tr>
<td>Aboriginal Studies 201</td>
<td>Senior</td>
<td>8</td>
<td>24 Junior units from no more than two subject areas</td>
</tr>
<tr>
<td>Aboriginal Studies 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Aboriginal Studies 201</td>
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<td>Aboriginal Studies 301</td>
<td>Senior</td>
<td>8</td>
<td>Aboriginal Studies 201 and 202</td>
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<tr>
<td>Aboriginal Studies 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Aboriginal Studies 301</td>
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<td>Ancient History</td>
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<tr>
<td>Ancient History 101</td>
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<tr>
<td>Ancient History 102</td>
<td>Junior</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Ancient History 103</td>
<td>Junior</td>
<td>6</td>
<td>12 Junior units of Ancient History, History, Economic History or Classical Civilisation (including 6 units of Ancient History).</td>
</tr>
<tr>
<td>Ancient History 201</td>
<td>Senior</td>
<td>8</td>
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<tr>
<td>Ancient History 202</td>
<td>Senior</td>
<td>8</td>
<td>As for Ancient History 201</td>
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<tr>
<td>Ancient History 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 8 Senior units of Ancient History</td>
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<tr>
<td>Ancient History 204</td>
<td>Senior</td>
<td>8</td>
<td>As for Ancient History 201</td>
</tr>
<tr>
<td>Ancient History 205</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of Ancient History</td>
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<tr>
<td>Ancient History 290</td>
<td>Senior</td>
<td>8</td>
<td>As for Ancient History 201</td>
</tr>
<tr>
<td>Ancient History 390</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Ancient History</td>
</tr>
<tr>
<td>Ancient History 391</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in 12 Junior units of Ancient History, History or Economic History</td>
</tr>
<tr>
<td>Ancient History IV Honours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td></td>
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</table>

Notes:
- Students intending to proceed to Ancient History IV Honours should consult staff in the Ancient History section of SAC AH.
- Entry to the Honours Year may be restricted by quota.
- Application for entry must be made by pre-enrolment.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1995</th>
</tr>
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<tbody>
<tr>
<td>Mathematics (Life Sciences) 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td></td>
<td>Year</td>
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<tr>
<td>Applied Mathematics 201</td>
<td>Senior</td>
<td>16</td>
<td>Mathematics 101 or Mathematics (Advanced) 101 or Distinction result in Mathematics (Life Sciences) 101</td>
<td>May not be counted with Applied Mathematics 201.</td>
<td>Year</td>
</tr>
<tr>
<td>Applied Mathematics (Advanced) 201</td>
<td>Senior</td>
<td>16</td>
<td>Credit result in Mathematics 101 or Mathematics (Advanced) 101</td>
<td>May not be counted with Applied Mathematics 350 or Applied Mathematics (Advanced) 350.</td>
<td>Year</td>
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<tr>
<td>Applied Mathematics 301</td>
<td>Senior</td>
<td>16</td>
<td>Applied Mathematics 201 or Applied Mathematics (Advanced) 201</td>
<td>Students intending to proceed to Fourth Year Honours must enrol in Applied Mathematics 350 or Applied Mathematics Advanced 350.</td>
<td>Year</td>
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<tr>
<td>Applied Mathematics 350</td>
<td>Senior</td>
<td>24</td>
<td>Applied Mathematics 201 or Applied Mathematics (Advanced) 201</td>
<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
<td>Year</td>
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<tr>
<td>Applied Mathematics (Advanced) 350</td>
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<td>24</td>
<td>Credit result in Applied Mathematics 201 or Applied Mathematics (Advanced) 201</td>
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<td>Year</td>
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<tr>
<td>Applied Mathematics IV Honours</td>
<td>Senior</td>
<td>24</td>
<td>Credit result in Applied Mathematics 350 or Applied Mathematics (Advanced) 350</td>
<td></td>
<td>Year</td>
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</table>

**Arab and Islamic Culture**

<p>| Arab and Islamic Culture 101         | Junior| 12         | Arab and Islamic Culture 101                                                   | Two Senior courses are offered each year. | Year                 |
| Arab and Islamic Culture 201         | Senior| 8          | Corequisite Arab and Islamic Culture 201                                      | Year                                     | Year                 |
| Arab and Islamic Culture 202         | Senior| 8          | Arab and Islamic Culture 201 and 202                                           | Year                                     | Year                 |
| Arab and Islamic Culture 301         | Senior| 8          | Corequisite Arab and Islamic Culture 301                                      | Year                                     | Year                 |
| Arab and Islamic Culture 302         | Senior| 8          |                                                                                   | Students are advised to take some units of Arab and Islamic Culture. | Year                 |
| Arabic A                              | Junior| 12         | HSC Arabic 2-unit at a satisfactory standard                                   | Year                                     | Year                 |
| Arabic A 101                          |       |            |                                                                                  | Year                                     | Year                 |
| Arabic A 201                          | Senior| 8          | Arabic A 101                                                                      | Year                                     | Year                 |
| Arabic A 202                          | Senior| 8          | Corequisite Arabic A 201                                                        | Year                                     | Year                 |</p>
<table>
<thead>
<tr>
<th>Course</th>
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<th>Semester</th>
<th>Units</th>
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<td>Arabic A 302</td>
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<td>8</td>
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<td>Corequisite Arabic A 301</td>
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<tr>
<td><strong>Arabic B</strong></td>
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<td>Arabic B 101</td>
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<td>Corequisite Arabic B 101</td>
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<td>Corequisite Arabic B 201</td>
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<td>Arabic IV Honours</td>
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<td><strong>Archaeology (Classical and Near Eastern)</strong></td>
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<tr>
<td>Archaeology (Near Eastern) 101</td>
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<tr>
<td>Archaeology (Classical) 201</td>
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<td></td>
<td>Corequisite Archaeology or Classical Civilisation or Ancient History</td>
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<tr>
<td>Archaeology (Near Eastern) 202</td>
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<td>8</td>
<td></td>
<td>Corequisite Archaeology or Classical Civilisation or Ancient History</td>
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<tr>
<td>Archaeology (Classical) 290</td>
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<td>8</td>
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<td>Archaeology (Near Eastern) 291</td>
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<td></td>
<td>Credit result in Archaeology (Near Eastern) 101 Corequisite Archaeology (Near Eastern) 202</td>
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<tr>
<td>Archaeology (Classical) 301</td>
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<td></td>
<td>16 Senior units of Archaeology including eight Senior units of Archaeology (Classical)</td>
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<tr>
<td>Archaeology (Classical) 302</td>
<td>Senior</td>
<td>8</td>
<td></td>
<td>Corequisite Archaeology (Classical) 301</td>
</tr>
<tr>
<td>Archaeology (Near Eastern) 391</td>
<td>Senior</td>
<td>8</td>
<td></td>
<td>16 Senior units of Archaeology including a Credit result in Archaeology (NE) 291</td>
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<td>Subject Area</td>
<td>Level</td>
<td>Unit Value</td>
<td>Entry Requirement</td>
<td>Notes</td>
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<tr>
<td><strong>Archaeology (Classical) IV Honours</strong></td>
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<td>(a) Credit results in 32 Senior units of Archaeology (Classical and Near Eastern) and Distinction results in a further 16 Senior units of Archaeology (Classical and Near Eastern)</td>
<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
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<tr>
<td></td>
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<td>(b) A minimum of 24 units (Junior and/or Senior) from one or more of the following subject areas Ancient History, Archaeology (Prehistoric and Historical), Biblical Studies, Classical Civilisation, Greek and Roman Literature, Fine Arts, Social Anthropology</td>
<td></td>
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<tr>
<td></td>
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<td>(c) HSC 2-unit (or equivalent) in an approved language As for Archaeology (Classical) IV Honours</td>
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<tr>
<td><strong>Archaeology (Near Eastern) IV Honours</strong></td>
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<tr>
<td><strong>Archaeology (Prehistoric and Historical)</strong></td>
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</tr>
<tr>
<td>Archaeology (P&amp;H) 101</td>
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<td></td>
<td>May be taken with other Junior Archaeology courses.</td>
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<tr>
<td>Archaeology (P&amp;H) 102</td>
<td>Junior</td>
<td>6</td>
<td>Archaeology (P&amp;H) 101 and <em>either</em> Archaeology (P&amp;H) 102 <em>or</em> Archaeology (NE) 101 <em>or</em> Archaeology (Classical) 101</td>
<td>Students may count no more than 82 units from the same subject area.</td>
</tr>
<tr>
<td>Archaeology (P&amp;H) 201</td>
<td>Senior</td>
<td>8</td>
<td>Archaeology (P&amp;H) 101 and <em>either</em> Archaeology (P&amp;H) 102 <em>or</em> Archaeology (NE) 101 <em>or</em> Archaeology (Classical) 101</td>
<td>Students intending to proceed to Honours should check the entry requirement for Fourth Year Honours.</td>
</tr>
<tr>
<td>Archaeology (P&amp;H) 202</td>
<td>Senior</td>
<td>8</td>
<td>Archaeology (P&amp;H) 101 and <em>either</em> Archaeology (P&amp;H) 102 <em>or</em> Archaeology (NE) 101 <em>or</em> Archaeology (Classical) 101</td>
<td>Australian Rock Art (Not offered in 1995)</td>
</tr>
<tr>
<td>Archaeology (P&amp;H) 203</td>
<td>Senior</td>
<td>8</td>
<td>Archaeology (P&amp;H) 101 and <em>either</em> Archaeology (P&amp;H) 102 <em>or</em> Archaeology (NE) 101 <em>or</em> Archaeology (Classical) 101</td>
<td>Sedentism</td>
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<tr>
<td>Archaeology (P&amp;H) 204</td>
<td>Senior</td>
<td>8</td>
<td>Archaeology (P&amp;H) 101 and <em>either</em> Archaeology (P&amp;H) 102 <em>or</em> Archaeology (NE) 101 <em>or</em> Archaeology (Classical) 101</td>
<td>European Archaeology</td>
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<tr>
<td>Archaeology (P&amp;H) 205</td>
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<td>8</td>
<td>Archaeology (P&amp;H) 101 and <em>either</em> Archaeology (P&amp;H) 102 <em>or</em> Archaeology (NE) 101 <em>or</em> Archaeology (Classical) 101</td>
<td>Urbanisation and Consumerism</td>
</tr>
<tr>
<td>Archaeology (P&amp;H) 206</td>
<td>Senior</td>
<td>8</td>
<td>Archaeology (P&amp;H) 101 and <em>either</em> Archaeology (P&amp;H) 102 <em>or</em> Archaeology (NE) 101 <em>or</em> Archaeology (Classical) 101</td>
<td>Australian and Pacific Archaeology</td>
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<td>Subject</td>
<td>Year</td>
<td>Sem</td>
<td>Units</td>
<td>Prerequisite</td>
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<td>Archaeology (P&amp;H) 208</td>
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<td>Archaeology (P&amp;H) 209</td>
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<td>8</td>
<td></td>
<td>Credit results in Archaeology (P&amp;H) 290 and 16 Senior units of Archaeology (P&amp;H)</td>
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<tr>
<td>Archaeology (P&amp;H) 391</td>
<td>Senior</td>
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<td>As for Archaeology (P&amp;H) 290</td>
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<tr>
<td>Archaeology (P&amp;H) 392</td>
<td>Senior</td>
<td>8</td>
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<td>As for Archaeology (P&amp;H) 390</td>
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<td></td>
<td>Credit results in 48 Senior units of Archaeology (P&amp;H) including Archaeology (P&amp;H) 290 and Archaeology (P&amp;H) 390</td>
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**Asian Studies**

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<th>Year</th>
<th>Sem</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Corequisite</th>
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<tbody>
<tr>
<td>Asian Studies 101</td>
<td>Junior</td>
<td>6</td>
<td></td>
<td></td>
<td>May not be taken with Japanese A 101 or Indoenesian and Malayan Studies A101 or A 102.</td>
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<tr>
<td>Asian Studies 201</td>
<td>Senior</td>
<td>8</td>
<td></td>
<td><em>Either</em> 12 Junior units in an Asian language <em>or</em> Asiay Studies 101 and 6 Junior units of Economic History, Government or History <em>or</em> 12 Junior units of Economic History, Government or History</td>
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<tr>
<td>Asian Studies 202</td>
<td>Senior</td>
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<td>Asian Studies 203</td>
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<td>Asian Studies 202</td>
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<td>Asian Studies 204</td>
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**Australian Literature**

<table>
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<th>Subject</th>
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<th>Sem</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Corequisite</th>
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<tbody>
<tr>
<td>Australian Literature 201</td>
<td>Senior</td>
<td>8</td>
<td></td>
<td>24 Junior units in no more than two subject areas</td>
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<td>Australian Literature 202</td>
<td>Senior</td>
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<td></td>
<td>Corequisite Australian Literature 201</td>
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<td>Australian Literature 301</td>
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<td>8</td>
<td></td>
<td>Australian Literature 201 and 202</td>
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<td>Australian Literature 302</td>
<td>Senior</td>
<td>8</td>
<td></td>
<td>Corequisite Australian Literature 301</td>
<td></td>
</tr>
<tr>
<td>Australian Literature 390</td>
<td>Senior</td>
<td>8</td>
<td></td>
<td>Credit average in Australian Literature 201 and 202</td>
<td>Students who have a Credit result in English 290 may take 390 only.</td>
</tr>
</tbody>
</table>

*Sem = Semester, Yr = Year.*
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Literature 391</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Australian Literature 390 Credit results in either Australian Literature 301, 302, 390 and 391 or Australian Literature 301 and 302 and English 301 and 390</td>
<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
<td>Year Year</td>
</tr>
<tr>
<td>Australian Literature IV Honours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celtic Studies 201</td>
<td>Senior</td>
<td>16</td>
<td>24 Junior units in no more than two subject areas</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Celtic Studies 301</td>
<td>Senior</td>
<td>8</td>
<td>Celtic Studies 201</td>
<td></td>
<td>Sem2</td>
</tr>
<tr>
<td>Celtic Studies 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Celtic Studies 301</td>
<td></td>
<td>Sem1/Sem2</td>
</tr>
<tr>
<td>Celtic Studies 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Celtic Studies 302</td>
<td></td>
<td>Sem1/Sem2</td>
</tr>
<tr>
<td>Celtic Studies 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Celtic Studies 303</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celtic Studies IV Honours</td>
<td></td>
<td></td>
<td></td>
<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
<td>Year</td>
</tr>
<tr>
<td>Chinese A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese A101</td>
<td>Junior</td>
<td>12</td>
<td>HSC Chinese 2-unit (or equivalent determined by the department) at a satisfactory standard</td>
<td>Students are advised to take Asian Studies 101.</td>
<td>Year</td>
</tr>
<tr>
<td>Chinese AB 101</td>
<td>Junior</td>
<td>12</td>
<td>HSC Chinese 2-unit Z (or equivalent determined by the department) at a satisfactory standard</td>
<td>May not be taken by a student who is eligible to take Chinese A101. Students may count no more than 82 units from the same subject area.</td>
<td>Year</td>
</tr>
<tr>
<td>Chinese A 201</td>
<td>Senior</td>
<td>16</td>
<td>Either Chinese A101 or Chinese AB 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese A 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of Chinese A</td>
<td></td>
<td>Sem1/Sem2</td>
</tr>
<tr>
<td>Chinese A 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Chinese A</td>
<td></td>
<td>Sem1/Sem2</td>
</tr>
<tr>
<td>Chinese A 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit Chinese A101 or AB 101</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Chinese A 301</td>
<td>Senior</td>
<td>16</td>
<td>Chinese A 201 or B201 and B 203 and B 290</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese A 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 32 Senior units of Chinese A</td>
<td></td>
<td>Sem1/Sem2</td>
</tr>
<tr>
<td>Chinese A 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 40 Senior units of Chinese A</td>
<td></td>
<td>Sem1/Sem2</td>
</tr>
<tr>
<td>Chinese A 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in A 201 and A 290 or B 201 and B 290</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or B 301 and A 290</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese IV Honours</td>
<td></td>
<td></td>
<td>64 units of Chinese excluding B 101 and B 103 and including Credit results in A 301, A 390 and either A 290 or B 290</td>
<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
<td>Year</td>
</tr>
</tbody>
</table>
### Chinese B

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Units</th>
<th>Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese B 101</td>
<td>Junior</td>
<td>12</td>
<td>Corequisite Chinese B 101</td>
</tr>
<tr>
<td>Chinese B 103</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Chinese B 101</td>
</tr>
<tr>
<td>Chinese B 201</td>
<td>Senior</td>
<td>16</td>
<td>Chinese B 101 and 103</td>
</tr>
<tr>
<td>Chinese B 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of Chinese B</td>
</tr>
<tr>
<td>Chinese B 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Chinese B</td>
</tr>
<tr>
<td>Chinese B 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in Chinese B 101 and B 103</td>
</tr>
<tr>
<td>Chinese IV Honours</td>
<td>Senior</td>
<td>64</td>
<td>64 units of Chinese excluding B 101 and B 103 and including Credit results in A 301, A 390 and either A 290 or B 290.</td>
</tr>
</tbody>
</table>

May not be taken by a student who is eligible to take Chinese A 101 or AB 101.

### Classical Civilisation

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Units</th>
<th>Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Civilisation 101</td>
<td>Semi</td>
<td>6</td>
<td>Corequisite Classical Civilisation 101</td>
</tr>
<tr>
<td>Classical Civilisation 102</td>
<td>Semi</td>
<td>6</td>
<td>Corequisite Classical Civilisation 102</td>
</tr>
<tr>
<td>Classical Civilisation 103</td>
<td>Semi</td>
<td>6</td>
<td>Corequisite Classical Civilisation 103</td>
</tr>
<tr>
<td>Classical Civilisation 201</td>
<td>Semi</td>
<td>8</td>
<td>12 Junior units of Classical Civilisation</td>
</tr>
<tr>
<td>Classical Civilisation 202</td>
<td>Semi</td>
<td>8</td>
<td>Corequisite Classical Civilisation 201</td>
</tr>
<tr>
<td>Classical Civilisation 203</td>
<td>Semi</td>
<td>8</td>
<td>Corequisite Classical Civilisation 202</td>
</tr>
<tr>
<td>Classical Civilisation 301</td>
<td>Semi</td>
<td>8</td>
<td>16 Senior units of Classical Civilisation</td>
</tr>
<tr>
<td>Classical Civilisation 302</td>
<td>Semi</td>
<td>8</td>
<td>Corequisite Classical Civilisation 301</td>
</tr>
<tr>
<td>Classical Civilisation 303</td>
<td>Semi</td>
<td>8</td>
<td>Corequisite Classical Civilisation 302</td>
</tr>
</tbody>
</table>

Assumed knowledge: HSC English 2/3-unit. Students who do not have HSC 2/3-unit should consult the coordinator of Junior courses.

Students intending to proceed to Fourth Year Honours are advised to check the entry requirements and to take A courses as soon as they are eligible.

Students may count no more than 82 units from the same subject area.

Application for entry must be made by pre-enrolment.

### English

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Units</th>
<th>Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101</td>
<td>Junior</td>
<td>12</td>
<td>Corequisite English 101</td>
</tr>
<tr>
<td>English 103</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite English 101</td>
</tr>
<tr>
<td>English 201</td>
<td>Senior</td>
<td>16</td>
<td>English 101</td>
</tr>
<tr>
<td>English 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite English 201</td>
</tr>
<tr>
<td>English 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite English 203</td>
</tr>
<tr>
<td>English 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in English 101</td>
</tr>
<tr>
<td>English 301</td>
<td>Senior</td>
<td>16</td>
<td>English 201</td>
</tr>
<tr>
<td>English 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite English 301</td>
</tr>
</tbody>
</table>

Assumed knowledge: HSC English 2/3-unit. Students who do not have HSC 2/3-unit should consult the coordinator of Junior courses.

Students may count no more than 82 units from the same subject area.

Application for entry must be made by pre-enrolment.

Students intending to proceed to Fourth Year Honours are advised to check the entry requirements and to take A courses as soon as they are eligible.

Entry to the Honours year may be restricted by quota.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1995</th>
</tr>
</thead>
</table>
| English 304                                      | Senior| 8          | English 203
Corequisite English 301 or 392                     |                                                                      | Year                                                              |
| English 390                                      | Senior| 8          | Credit results in English 201 and 290
Corequisite English 301                              |                                                                      | Year                                                              |
| English 391                                      | Senior| 8          | Credit results in English 201 and 290
Corequisite English 391                              |                                                                      | Year                                                              |
| English 392                                      | Senior| 16         | Credit results in English 201 and 290
Corequisite English 391                              |                                                                      | Year                                                              |
| English (Literature since 1500) IV Honours        |       |            | Credit results in English 301 and 390                 | Entry to the Honours year may be restricted by quota.                 | Year                                                              |
| English (English Language and Early English Literature) IV Honours |       |            | Credit results in English 391 and 392                 | Application for entry must be made by pre-enrolment.                  | Year                                                              |
| Fine Arts                                        |       |            |                                                       |                                                                      |                      |
| Fine Arts 101                                    | Junior| 12         |                                                       |                                                                      | Year                                                              |
| Fine Arts 201                                    | Senior| 8          | Fine Arts 101                                        |                                                                      | Sem1/Sem2            |
| Fine Arts 202                                    | Senior| 8          | Fine Arts 101
Corequisite 8 Senior units of Fine Arts              | Students wishing to proceed to post-graduate research work are advised to acquire a good reading knowledge of a language other than English. | Sem1/Sem2            |
| Fine Arts 203                                    | Senior| 8          | Fine Arts 101
Corequisite 16 Senior units of Fine Arts             |                                                                      | Sem1/Sem2            |
| Fine Arts 204                                    | Senior| 8          | Fine Arts 101
Corequisite 24 Senior units of Fine Arts             |                                                                      | Sem1/Sem2            |
| Fine Arts 205                                    | Senior| 8          | Fine Arts 101
Corequisite 32 Senior units of Fine Arts             |                                                                      | Sem1/Sem2            |
| Fine Arts 206                                    | Senior| 8          | Fine Arts 101
Corequisite 40 Senior units of Fine Arts             |                                                                      | Sem1/Sem2            |
| Fine Arts 207                                    | Senior| 8          | Fine Arts 101
Corequisite 48 Senior units of Fine Arts             |                                                                      | Sem1/Sem2            |
| Fine Arts 208                                    | Senior| 8          | Fine Arts 101
Corequisite 56 Senior units of Fine Arts             |                                                                      | Sem1/Sem2            |
| Fine Arts 290                                    | Senior| 8          | Credit result in Fine Arts 101
Corequisite 8 Senior units of Fine Arts               |                                                                      | Sem1/Sem2            |
| Fine Arts 390                                    | Senior| 8          | Credit result in 16 Senior units of Fine Arts including 290.
Corequisite an additional eight Senior units of Fine Arts |                                                                      | Sem2                 |
<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>French A</td>
<td>Junior</td>
<td>12</td>
<td>HSC French 2-unit at a satisfactory standard.</td>
</tr>
<tr>
<td>French A</td>
<td>Senior</td>
<td>16</td>
<td>French A 101 or AB 101</td>
</tr>
<tr>
<td>French A 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite either (i) A 201 or (ii) B 201, B 203 and B 204.</td>
</tr>
<tr>
<td>French A 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of French A.</td>
</tr>
<tr>
<td>French A 301</td>
<td>Senior</td>
<td>16</td>
<td>Either (i) French A 201 or (ii) B 201, B 203, B 204 and A 203 or B 301.</td>
</tr>
<tr>
<td>French A 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 32 Senior units of French A.</td>
</tr>
<tr>
<td>French A 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 40 Senior units of French A.</td>
</tr>
<tr>
<td>French B</td>
<td>Junior</td>
<td>12</td>
<td>May not be taken by a student who is eligible to take French A 101 or French AB 101.</td>
</tr>
</tbody>
</table>

**French IV Honours**

Credit results in 60 units of Fine Arts including 290 and 390.

Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>French B 103</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite French B 101</td>
<td>A six Junior unit year-long reading course is available to students who have neither completed nor are currently enrolled in any other French course — see Part B.</td>
<td>Year</td>
</tr>
<tr>
<td>French B 201</td>
<td>Senior</td>
<td>16</td>
<td>French B101 or AB 101</td>
<td>Year</td>
<td>Year</td>
</tr>
<tr>
<td>French B 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of French B</td>
<td>Students may count no more than 82 units from the same subject area.</td>
<td>Year</td>
</tr>
<tr>
<td>French B 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of French B</td>
<td>Year</td>
<td>Year</td>
</tr>
<tr>
<td>French 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in French A101 or B 201 or Distinction result in French AB 101</td>
<td>Year</td>
<td>Year</td>
</tr>
<tr>
<td>French B 301</td>
<td>Senior</td>
<td>16</td>
<td>French B 201</td>
<td>Students intending to proceed to Honours are advised to check the entry requirement for the Honours year.</td>
<td>Year</td>
</tr>
<tr>
<td>French B 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite French B 301</td>
<td>Year</td>
<td>Year</td>
</tr>
<tr>
<td>French B 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 40 Senior units of French B</td>
<td>Year</td>
<td>Year</td>
</tr>
<tr>
<td>French 390</td>
<td>Senior</td>
<td>8</td>
<td>Either (i) 24 Senior units of French A, including a Credit result in A 201 or (ii) Credit results in B 301 and A 203 Corequisite French A 301</td>
<td>Year</td>
<td>Year</td>
</tr>
<tr>
<td>French IV Honours</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in French A 301 and 390 and either: (i) French A 201 or (ii) French B 201, B 203, B 204 and A 203</td>
<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
<td>Year</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography 101</td>
<td>Junior</td>
<td>12</td>
<td>Geography 101</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Geography (Geomorphology) 201</td>
<td></td>
<td>16</td>
<td>Geography 101</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Geography (Environmental) 203</td>
<td></td>
<td>16</td>
<td>Geography 101</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Geography (Human) 205</td>
<td>Senior</td>
<td>16</td>
<td>Geography 101</td>
<td>Students may count no more than 82 units from the same subject area.</td>
<td>Year</td>
</tr>
<tr>
<td>Geography (Geomorphology) 350</td>
<td></td>
<td>24</td>
<td>Geography (Geomorphology) 201</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Geography (Environmental) 353</td>
<td></td>
<td>24</td>
<td>Geography (Environmental) 203</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Geography (Human) 356</td>
<td>Senior</td>
<td>24</td>
<td>Geography (Human) 205</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Course</td>
<td>Credit results</td>
<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
<td>Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Geography IV Honours</td>
<td>Credit results in 40 Senior units of Geography in the same area (i.e. Physical, Environmental or Human)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geomorphology IV Honours</td>
<td>Credit results in both Geography (Geomorphology) 201 and Geography (Geomorphology) 350</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German A 101</td>
<td>Junior 12 HSC German 3-unit or 2-unit at a satisfactory standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German A 103</td>
<td>Junior 6 Corequisite German A 101</td>
<td>May not be taken after A 201.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German A 201</td>
<td>Senior 16 German A101</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German 203</td>
<td>Senior 8 Corequisite German A 201 or B 201</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German 204</td>
<td>Senior 8 Corequisite 24 Senior units of German</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German A 301</td>
<td>Senior 16 German A 201</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German 303</td>
<td>Senior 8 Corequisite German A 301 or B 301</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German 304</td>
<td>Senior 8 Corequisite German 303</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German IV Honours</td>
<td>Senior 8 Corequisite German A 301 or B 301</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60 units of German including Credit results in A 301 or B 301 and in 16 units from 203,204,303 or 304</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German B 101</td>
<td>Junior 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German B 103</td>
<td>Junior 6 Corequisite German B 101</td>
<td>May not be taken by a student who is eligible to take German A 101.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German B 201</td>
<td>Senior 16 German B 101 and either Prerequisite German B 103 or Corequisite German 203</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German 203</td>
<td>Senior 8 Corequisite German A 201 or B 201</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German 204</td>
<td>Senior 8 Corequisite 24 Senior units of German</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German B 301</td>
<td>Senior 16 German B 201</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German 303</td>
<td>Senior 8 Corequisite German A 301 or B 301</td>
<td></td>
<td></td>
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<tr>
<td>German 304</td>
<td>Senior 8 Corequisite German 303</td>
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<td>German IV Honours</td>
<td>Senior 8 Corequisite German A 301 or B 301</td>
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<td></td>
<td>66 units of German including Credit results in A 301 or B 301 and in 16 units from 203,204,303 or 304</td>
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<td>Se1/Sem2</td>
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<td>Unit Value</td>
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<td>Government 290</td>
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<td>Credit results in Government 101 and 201</td>
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<td>16 Senior units of Government</td>
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<td>Credit results in Government 201, 202 and 290</td>
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<td>Government IV Honours</td>
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<td>8</td>
<td>Credit results in Government 101, 102, 201, 202, 290, 301, 302 and 390</td>
<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
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<td>Greek A</td>
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<td>Greek A 201 or B 301</td>
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<td>Senior</td>
<td>8</td>
<td>Credit average in 24 200-level units of Greek, incl. 290</td>
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<td>Greek B</td>
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<td>Greek B (Classical) 101</td>
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<td>Year</td>
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<td>Students may take either Greek B (Classical) 101 or Greek B (New Testament) 111. May not be taken by a student who is eligible to take Greek A 101.</td>
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<td>Course</td>
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<td>Prerequisites and Conditions</td>
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<tr>
<td>Greek B (New Testament) 113</td>
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<td>Credit results in Greek A 101 or B (Classical) 101 or B (New Testament) 111 Corequisite Greek A 201 or Greek B 201</td>
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<td>Greek 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit average in 24 200-level units of Greek, incl. 290 Corequisite Greek A 301 or B 301</td>
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<tr>
<td>Greek IV Honours</td>
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<td>Credit results in either (i) Greek A 101, A 201 and A 301; or (ii) Greek B (Classical) 101 and B 201,290, B 301 and 390; or (iii) Greek B (New Testament) 111 and Greek B (New Testament) 113 and B 201,290, B 301 and 390; or (iv) Greek B (Classical) 101, B (New Testament) 111, B (New Testament) 113, B 201, B 301 and A 301</td>
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**Modern Greek A**

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<td>Modern Greek A 101</td>
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<td>Modern Greek A 201</td>
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<td>Modern Greek A 101</td>
<td>Year</td>
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<tr>
<td>Modern Greek A 290</td>
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<td>Either: Credit result in Modern Greek A 101, corequisite Modern Greek A 201; or Credit result in Modern Greek B 201, corequisite Modern Greek B 301</td>
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<tr>
<td>Modern Greek A 301</td>
<td>Senior</td>
<td>16</td>
<td>Modern Greek A 201 or B 301</td>
<td>Year</td>
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<tr>
<td>Modern Greek A 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Modern Greek A 290 and either A 201 or B 301</td>
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<tr>
<td>Modern Greek IV Honours</td>
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<td>Credit results in Modern Greek A 301 and A 390</td>
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**Modern Greek B**

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<td>May not be taken by a student who is eligible to take Modern Greek A 101.</td>
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<tr>
<td>Modern Greek B 103</td>
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<td>May not be taken by a student who is eligible to take Modern Greek A 101.</td>
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<tr>
<td>Modern Greek B 201</td>
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<tr>
<td>Modern Greek B 203</td>
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<td>8</td>
<td>May not be taken by a student who has completed Modern Greek B 103 or A 101 or B 201.</td>
<td>Year</td>
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<td>Level</td>
<td>Unit Value</td>
<td>Entry Requirement</td>
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<td>Modern Greek B 301</td>
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<td>Students intending to proceed to Fourth Year Honours should check the entry requirements.</td>
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<td>Modern Greek IV Honours</td>
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<td>Credit results in Modern Greek A 301 and A 390</td>
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<td>Greek and Roman Literature 201</td>
<td>Senior</td>
<td>8</td>
<td>24 Junior units in no more than two subject areas</td>
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<tr>
<td>Greek and Roman Literature 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Greek and Roman Literature 201</td>
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<tr>
<td>Greek and Roman Literature 301</td>
<td>Senior</td>
<td>8</td>
<td>Greek and Roman Literature 201 and 202</td>
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<tr>
<td>Greek and Roman Literature 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Greek and Roman Literature 301</td>
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<td>Hebrew A</td>
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<tr>
<td>Hebrew A 101</td>
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<td>Students may count no more than 82 units from the same subject area.</td>
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<td>Corequisite Hebrew A101</td>
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<td>Hebrew A (Modern) 201</td>
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<td>Hebrew A101 and 102</td>
<td>Year</td>
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<tr>
<td>Hebrew A (Modern) 202</td>
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<td>8</td>
<td>Corequisite Hebrew A (Modern) 201</td>
<td>Year</td>
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<tr>
<td>Hebrew A (Classical) 203</td>
<td>Senior</td>
<td>8</td>
<td>Hebrew A101 and 102</td>
<td>Year</td>
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<tr>
<td>Hebrew A (Classical) 204</td>
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<td>8</td>
<td>Corequisite Hebrew A (Classical) 203</td>
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<tr>
<td>Hebrew (Classical) 290</td>
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<td>Credit results in Hebrew A101 and 102 and 103</td>
<td>Year</td>
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<tr>
<td>Hebrew (Modern) 301</td>
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<td>8</td>
<td>Corequisite Classical Hebrew A 203 and 204 Hebrew A (Modern) 201 and 202</td>
<td>Year</td>
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<tr>
<td>Hebrew (Modern) 302</td>
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<td>Corequisite Hebrew (Modern) 301</td>
<td>Year</td>
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<tr>
<td>Hebrew (Classical) 303</td>
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<td>8</td>
<td>Hebrew A (Classical) 203 and 204 or B (Classical) 203</td>
<td>Year</td>
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<td>Hebrew (Classical) 304</td>
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<td>8</td>
<td>Corequisite Hebrew (Classical) 303</td>
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| Hebrew (Classical) 390       | Senior| 8     | Credit result in Hebrew (Classical) 290  
Corequisite Hebrew (Classical) 303 and 304                                                                                                              |      |
| Hebrew (Classical) IV Honours|       |       | Credit results in Hebrew A 101 and 102 or B 101 and 103 and 16 Senior units of Classical Hebrew plus a further 28 units from Hebrew (Classical or Modern), Jewish Civilisation Thought and Culture, Arabic or Biblical Studies                                                                 |      |
| Hebrew (Modern) IV Honours   |       |       | Credit results in Hebrew A 101 and 102 or B 101 and 102 and 16 Senior units of Modern Hebrew plus a further 28 units from Classical Hebrew, Jewish Civilisation Thought and Culture, Arabic or Biblical Studies                      |      |
| Hebrew B 101                 | Junior| 6     | May not be taken by a student who is eligible to take Hebrew A101.                                                                                                                                        | Sem2 |
| Hebrew B (Modern) 102        | Junior| 6     | Corequisite Hebrew B101                                                                                                                                                                                   |      |
| Hebrew B (Classical) 103     | Junior| 6     | Corequisite Hebrew B 101                                                                                                                                                                                  |      |
| Hebrew B (Modern) 201        | Senior| 8     | Hebrew B 101 and 102                                                                                                                                                                                     |      |
| Hebrew B (Modern) 202        | Senior| 8     | Corequisite Hebrew B (Modern) 201                                                                                                                                                                         |      |
| Hebrew B (Classical) 203     | Senior| 8     | Hebrew B 101 and 103                                                                                                                                                                                     |      |
| Hebrew B (Classical) 204     | Senior| 8     | Corequisite Hebrew B (Classical) 203                                                                                                                                                                       |      |
| Hebrew (Classical) 290       | Senior| 8     | Credit results in Hebrew A 101 and 102 or B 101 and 103  
Corequisite Classical Hebrew B 203 and 204  
Hebrew A (Modern) 201 and 202, or B (Modern) 201 and 202 with satisfactory completion of vacation reading |      |
| Hebrew (Modern) 301          | Senior| 8     | Corequisite Hebrew (Modern) 301                                                                                                                                                                          |      |
| Hebrew (Modern) 302          | Senior| 8     | Corequisite Hebrew (Modern) 301  
Hebrew A (Classical) 203 and 204 or B (Classical) 203 and 204 with satisfactory completion of vacation reading                                                                                      |      |
| Hebrew (Classical) 303       | Senior| 8     | Corequisite Hebrew (Classical) 303  
Hebrew A (Classical) 203 and 204 or B (Classical) 203 and 204 with satisfactory completion of vacation reading                                                                                      |      |
| Hebrew (Classical) 304       | Senior| 8     | Corequisite Hebrew (Classical) 303                                                                                                                                                                        |      |
| Hebrew (Classical) 390       | Senior| 8     | Credit result in Hebrew (Classical) 290  
Corequisite Hebrew (Classical) 303 and 304  
Credit results in Hebrew A 101 and 102 or B 101 and 103 and 16 Senior units of Classical Hebrew plus a further 28 units from Hebrew (Classical or Modern), Jewish Civilisation Thought and Culture, Arabic or Biblical Studies |      |
| Hebrew (Classical) IV Honours|       |       | Entry to the Honours year may be restricted by quota.  
Application for entry must be made by pre-enrolment.                                                                                             |      |
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<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1995</th>
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<td>As for History 201 Corequisite 16 Senior units of History</td>
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<td>As for History 201 Corequisite 24 Senior units of History</td>
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<td>Students may count no more than 82 units from the same subject area.</td>
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<td>Students intending to proceed to Fourth Year Honours should check the entry requirements.</td>
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<tr>
<td>Indian Studies 201</td>
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<td>12 Junior units of Religious Studies, History, Sanskrit B, Hindi B, Urdu B or Asian Studies</td>
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<td>Corequisite Indian Studies 301</td>
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<tr>
<td>Indian Studies 304</td>
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<td>Credit results in Indian Studies 201 and 290</td>
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<td>Indonesian and Malayan Studies A</td>
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<td>Indonesian and Malayan Studies A 101</td>
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<tr>
<td>Indonesian and Malayan Studies 303</td>
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<td>Notes</td>
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<td>Year</td>
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<td><em>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</em></td>
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<tr>
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<td>Corequisite Asian Studies 101</td>
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<td>Year</td>
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<tr>
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<td>Indonesian and Malayan Studies A 201 or Indonesian and Malayan Studies B 201 or Corequisite Indonesian and Malayan Studies 201</td>
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</tr>
<tr>
<td>Indonesian and Malayan Studies 303</td>
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<td>8</td>
<td>Corequisite Indonesian and Malayan Studies 301</td>
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<td>Sem 1/Sem 2</td>
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<td>Corequisite Indonesian and Malayan Studies 303</td>
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<tr>
<td>Indonesian and Malayan Studies 390</td>
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<tr>
<td>Indonesian and Malayan Studies IV Honours</td>
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<td></td>
<td>Credit results in: Indonesian and Malayan Studies A 101 and A 102 or B 101 and B 102 and A 201 or B 201 and 301 and 290 and 390</td>
<td><em>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</em></td>
<td>Year</td>
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### Italian A

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Units</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>Italian A 101</td>
<td>Junior</td>
<td>12</td>
<td>HSC Italian 2-unit (or equivalent determined by the department) at a satisfactory standard</td>
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<tr>
<td>Italian AB 101</td>
<td>Junior</td>
<td>12</td>
<td>A standard in Italian determined by the department</td>
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<tr>
<td>Italian A 103</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Italian A 101 or AB 101</td>
</tr>
<tr>
<td>Italian A 201</td>
<td>Senior</td>
<td>16</td>
<td>Italian A 101 or Distinction result in AB 101</td>
</tr>
<tr>
<td>Italian 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Italian A 201 or B 201</td>
</tr>
<tr>
<td>Italian 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Italian</td>
</tr>
<tr>
<td>Italian 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in Italian A 101 or B 101 or AB 101</td>
</tr>
<tr>
<td>Italian 301</td>
<td>Senior</td>
<td>16</td>
<td>Italian A 201 or B 201</td>
</tr>
<tr>
<td>Italian 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Italian 301</td>
</tr>
<tr>
<td>Italian 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 300 level units of Italian</td>
</tr>
<tr>
<td>Italian 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Italian 290 and <em>either</em> A 201 or B 201</td>
</tr>
<tr>
<td>Italian IV Honours</td>
<td></td>
<td></td>
<td>Credit results in Italian 301 and 390</td>
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</table>

May not be taken by a student who is eligible to take Italian A101. Students may count no more than 82 units from the same subject area.

### Italian B

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Units</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>Italian B 101</td>
<td>Junior</td>
<td>12</td>
<td>HSC Italian 2-unit (or equivalent determined by the department) at a satisfactory standard</td>
</tr>
<tr>
<td>Italian B 103</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Italian B 101</td>
</tr>
<tr>
<td>Italian B 201</td>
<td>Senior</td>
<td>16</td>
<td>Italian B 101 or AB 101</td>
</tr>
<tr>
<td>Italian 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Italian A 201 or B 201</td>
</tr>
<tr>
<td>Italian 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Italian</td>
</tr>
<tr>
<td>Italian 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in Italian A 101 or B 101 or AB 101</td>
</tr>
<tr>
<td>Italian 301</td>
<td>Senior</td>
<td>16</td>
<td>Italian A 201 or B 201</td>
</tr>
<tr>
<td>Italian 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Italian 301</td>
</tr>
<tr>
<td>Italian 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Italian 303</td>
</tr>
<tr>
<td>Italian 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Italian 290 and <em>either</em> A 201 or B 201</td>
</tr>
<tr>
<td>Italian IV Honours</td>
<td></td>
<td></td>
<td>Credit results in Italian 301 and 390</td>
</tr>
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</table>

May not be taken by a student who is eligible to take Italian A101 or AB 101. Students may count no more than 82 units from the same subject area.

Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1995</th>
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<tbody>
<tr>
<td>Japanese A</td>
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<tr>
<td>Japanese A101</td>
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<td>HSC Japanese 2-unit or HSC Japanese (Native Speakers) 2-unit (or equivalent determined by the department) at a satisfactory standard</td>
<td>May not be taken with Asian Studies 101.</td>
<td>Year</td>
</tr>
<tr>
<td>Japanese AB101</td>
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<td>12</td>
<td>HSC Japanese 2-unit Z (or equivalent determined by the department) at a satisfactory standard</td>
<td>May not be taken by a student who is eligible to take Japanese A 101. Students are advised to enrol in Asian Studies 101.</td>
<td>Year</td>
</tr>
<tr>
<td>Japanese A 201</td>
<td>Senior</td>
<td>16</td>
<td>Japanese A101 or Japanese AB 101</td>
<td>Students may count no more than 82 units from the same subject area.</td>
<td>Year</td>
</tr>
<tr>
<td>Japanese A 203</td>
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<td>8</td>
<td>Corequisite 16 Senior units of Japanese A</td>
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<tr>
<td>Japanese A 290</td>
<td>Senior</td>
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<td>Credit result in Japanese A 101</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Japanese A 301</td>
<td>Senior</td>
<td>16</td>
<td>Japanese A 201</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Japanese A 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 32 Senior units of Japanese A</td>
<td></td>
<td>Sem 1/Sem2</td>
</tr>
<tr>
<td>Japanese A 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Japanese A 201 and Japanese A 290</td>
<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
<td>Year</td>
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<tr>
<td>Japanese IV Honours</td>
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<td>64 units of Japanese, excluding B 101 and including Credit results in either (i) B 301 and B 390 or (ii) A 301 and A 390</td>
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<tr>
<td>Japanese B</td>
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</tr>
<tr>
<td>Japanese B 101</td>
<td>Junior</td>
<td>12</td>
<td>Corequisite Asian Studies 101</td>
<td>May not be taken by a student who is eligible to take Japanese A 101 or AB 101.</td>
<td>Year</td>
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<td>Students may count no more than 82 units from the same subject area.</td>
<td>Year</td>
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<td>8</td>
<td>Corequisite 16 Senior units of Japanese B</td>
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<td>Semi/Sem 2</td>
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<tr>
<td>Japanese B 204</td>
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<td>Corequisite 24 Senior units of Japanese B</td>
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<tr>
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<tr>
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<tr>
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<td>Corequisite Asian Studies 101 or 12 Junior units of Japanese A or Indonesian and Malayan Studies A May not be taken by a student who is eligible to take Korean A101.</td>
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<td></td>
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<td>Year</td>
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<td>Year</td>
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<td>Latin B 101</td>
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<td>Latin B 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in Latin B 101</td>
<td>Year</td>
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<tr>
<td></td>
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<td>Corequisite Latin B 201</td>
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<tr>
<td>Latin 301</td>
<td>Senior</td>
<td>16</td>
<td>Latin B 201 or Latin A 201</td>
<td>Year</td>
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</tr>
<tr>
<td>Latin 390</td>
<td>Senior</td>
<td>8</td>
<td>Either Credit results in Latin A 201 and A 290 or Credit results in Latin B 201 and B 290</td>
<td>Year</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Corequisite Latin 301</td>
<td></td>
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<td>Latin IV Honours</td>
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<td></td>
<td>Credit results in Latin 301 and 390</td>
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<td>Linguistics</td>
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<tr>
<td>Linguistics 101</td>
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<td>12</td>
<td>Linguistics 101</td>
<td>Year</td>
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<td>8</td>
<td>Corequisite Linguistics 201</td>
<td>Sem2</td>
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<td>8</td>
<td>Corequisite Linguistics 201</td>
<td>Sem2</td>
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<td>Senior</td>
<td>8</td>
<td>Credit result in Linguistics 101</td>
<td>Year</td>
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<td></td>
<td></td>
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<td>Corequisite Linguistics 201 and 202</td>
<td></td>
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<td>Linguistics 301</td>
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<td>8</td>
<td>Linguistics 201 and 202</td>
<td>Sem1/Sem2</td>
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<td>Corequisite Linguistics 301</td>
<td>Sem1/Sem2</td>
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<td>Credit result in Linguistics 201,202 and 290</td>
<td>Year</td>
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<td><strong>Linguistics IV Honours</strong></td>
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<td></td>
<td>Credit results in Linguistics 101 and 48 Senior units of Linguistics</td>
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<tr>
<td><strong>Mathematical Statistics</strong></td>
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<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
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<tr>
<td>Mathematical Statistics 201</td>
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<td>16</td>
<td>Credit result in Mathematics 101 or Mathematics (Advanced) 101 or Credit result in Mathematics (Life Sciences) 101.</td>
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<tr>
<td>Mathematical Statistics 301</td>
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<td>16</td>
<td>Credit result in Mathematical Statistics 301 or Mathematical Statistics (Advanced) 301, and any of Pure Mathematics 201, Applied Mathematics 201 and Applied Mathematics (Advanced) 201.</td>
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<td>As for Mathematical Statistics 301.</td>
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<td>Mathematical Statistics (Advanced) 350</td>
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<td>24</td>
<td>Credit result in Mathematical Statistics 201 or Mathematical Statistics (Advanced) 201, and any of Pure Mathematics 201, Applied Mathematics 201 and Applied Mathematics (Advanced) 201.</td>
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<td></td>
<td>Credit result in Mathematical Statistics 350 or Mathematical Statistics (Advanced) 350. Entry to the Honours year may be restricted by quota. Applications for entry must be made by pre-enrolment.</td>
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<tr>
<td>Subject Area</td>
<td>Level</td>
<td>Unit Value</td>
<td>Entry Requirement</td>
<td>Notes</td>
<td>Availability in 1995</td>
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<tr>
<td>Medieval Studies</td>
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<td></td>
<td>Year</td>
</tr>
<tr>
<td>Medieval Studies 201</td>
<td>Senior</td>
<td>8</td>
<td>24 Junior units from no more than two subject areas in Part A of this Table</td>
<td>Intending students should seek advice from the coordinator of Medieval Studies.</td>
<td>Year</td>
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<tr>
<td>Medieval Studies 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 8 Senior units of Medieval Studies</td>
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<td>Year</td>
</tr>
<tr>
<td>Medieval Studies 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of Medieval Studies</td>
<td></td>
<td>Year</td>
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<tr>
<td>Medieval Studies 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Medieval Studies</td>
<td></td>
<td>Year</td>
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<tr>
<td>Medieval Studies 205</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 32 Senior units of Medieval Studies</td>
<td></td>
<td>Year</td>
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<tr>
<td>Medieval Studies 206</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 40 Senior units of Medieval Studies</td>
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<td>Year</td>
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<tr>
<td>Medieval Studies 207</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 48 Senior units of Medieval Studies</td>
<td></td>
<td>Year</td>
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<tr>
<td>Medieval Studies 208</td>
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<td>8</td>
<td>Corequisite 56 Senior units of Medieval Studies</td>
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<td>Year</td>
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<tr>
<td>Medieval Studies 209</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 64 Senior units of Medieval Studies</td>
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<tr>
<td>Medieval Studies 210</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 72 Senior units of Medieval Studies</td>
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<td>Year</td>
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<tr>
<td>Medieval Studies 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in 24 Junior units from no more than two subject areas in Part A of this Table</td>
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<td>Year</td>
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<tr>
<td>Medieval Studies 291</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Medieval Studies 290</td>
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<tr>
<td>Medieval Studies 292</td>
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<td>8</td>
<td>Corequisite Medieval Studies 291</td>
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<td>Year</td>
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<tr>
<td>Medieval Studies 293</td>
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<td>8</td>
<td>Corequisite Medieval Studies 292</td>
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<td>Year</td>
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<td>Medieval Studies IV Honours</td>
<td></td>
<td></td>
<td>48 Senior units of Medieval Studies including 16 units from 290,291,292 and 293</td>
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<td>Year</td>
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<td>Music</td>
<td></td>
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<td>Year</td>
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<tr>
<td>Music 101</td>
<td>Junior</td>
<td>6</td>
<td>HSC Music 3-unit or 2-unit Related (Board of Studies), 3-unit (AMEB), or equivalent determined by the Department</td>
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<tr>
<td>Music 102</td>
<td>Junior</td>
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<td></td>
<td>May not be taken by students who are eligible to take Music 102.</td>
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<tr>
<td>Music 103</td>
<td>Junior</td>
<td>6</td>
<td>Departmental audition</td>
<td></td>
<td>Year</td>
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<tr>
<td>Music 105</td>
<td>Junior</td>
<td>6</td>
<td></td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Music 201</td>
<td>Senior</td>
<td>8</td>
<td>Music 101 and either Music 102 or Music 103</td>
<td>Students may count no more than 82 units from the same subject area.</td>
<td>Year</td>
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<td>Music 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Music 201</td>
<td></td>
<td>Year</td>
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<tr>
<td>Music 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Music 202</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Music 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Music 203</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Music 290</td>
<td>Senior</td>
<td>16</td>
<td>Credit result in Music 101 and in either Music 102 or 103</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Corequisite Music 201 and 202</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Course</td>
<td>Year</td>
<td>Units</td>
<td>Notes</td>
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</tr>
<tr>
<td>Music 301</td>
<td>Senior 8</td>
<td>Music 201 and 202</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Music 302</td>
<td>Senior 8</td>
<td>Corequisite Music 301</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music 303</td>
<td>Senior 8</td>
<td>Corequisite Music 302</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music 304</td>
<td>Senior 8</td>
<td>Corequisite Music 303</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music 390</td>
<td>Senior 16</td>
<td>Credit results in Music 290, 201 and 202</td>
<td>Corequisite Music 301 and 302</td>
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<tr>
<td>Music IV Honours</td>
<td>Credit results in Music 301, 302, and 390</td>
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<tr>
<td>Performance Studies</td>
<td>Senior 16</td>
<td>32 Senior units</td>
<td>Students completing a major in Performance Studies must complete all 24 Senior units of Performance Studies.</td>
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<tr>
<td>Performance Studies 301</td>
<td>Senior 8</td>
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<td>Corequisite Performance Studies 301</td>
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<tr>
<td>Performance Studies 390</td>
<td>Senior 8</td>
<td>Credit results in Performance Studies 301 and 390</td>
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<tr>
<td>Performance Studies IV Honours</td>
<td>Credit results in Performance Studies 301 and 390</td>
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<tr>
<td>Philosophy</td>
<td>Junior 6</td>
<td>Corequisite Philosophy 101 and 102</td>
<td>Students completing a major in Philosophy are advised to take at least 16 units at 300 level. Students intending to proceed to Fourth Year Honours should consult the School about the options required for Honours.</td>
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<tr>
<td>Philosophy 101</td>
<td>Junior 6</td>
<td>Corequisite Philosophy 101 and 102</td>
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<tr>
<td>Philosophy 102</td>
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<td>Corequisite 8 Senior units of Philosophy</td>
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<tr>
<td>Philosophy 202</td>
<td>Senior 8</td>
<td>Corequisite 16 Senior units of Philosophy</td>
<td></td>
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</tr>
<tr>
<td>Philosophy 203</td>
<td>Senior 8</td>
<td>Corequisite 24 Senior units of Philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy 204</td>
<td>Senior 8</td>
<td>16 Senior units of Philosophy</td>
<td></td>
<td></td>
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<tr>
<td>Philosophy 301</td>
<td>Senior 8</td>
<td>Corequisite Philosophy 301</td>
<td></td>
<td></td>
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<tr>
<td>Philosophy 302</td>
<td>Senior 8</td>
<td>Corequisite Philosophy 302</td>
<td></td>
<td></td>
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<tr>
<td>Philosophy 303</td>
<td>Senior 8</td>
<td>Corequisite Philosophy 303</td>
<td></td>
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<tr>
<td>Philosophy IV G Honours or</td>
<td>Credit results in 48 Senior units of Philosophy</td>
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<tr>
<td>Philosophy IV T Honours</td>
<td>Corequisite Philosophy including options specified by the School for Honours students</td>
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<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
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<td>Subject Area</td>
<td>Level</td>
<td>Unit Value</td>
<td>Entry Requirement</td>
<td>Notes</td>
<td>Availability in 1995</td>
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<tr>
<td>Psychology 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Psychology 201</td>
<td>Senior</td>
<td>16</td>
<td>Psychology 101</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Psychology 350</td>
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<td>24</td>
<td>Psychology 201</td>
<td>Entry to this course is limited. The minimum requirement is Credit results in Psychology 201 and 350</td>
<td>Year</td>
</tr>
<tr>
<td>Psychology IV Honours</td>
<td>Senior</td>
<td></td>
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<td></td>
<td>Year</td>
</tr>
<tr>
<td>Pure Mathematics 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td>Assumed knowledge: HSC Mathematics 3-unit. May not be counted with Mathematics (Life Sciences) 101 or Mathematics (Advanced) 101.</td>
<td>Year</td>
</tr>
<tr>
<td>Mathematics (Life Sciences) 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td>Assumed knowledge: HSC Mathematics 2-unit.</td>
<td>Year</td>
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<tr>
<td>Pure Mathematics 201</td>
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<td>16</td>
<td>Mathematics 101 or Mathematics (Advanced) 101 or Distinction result in Mathematics (Life Sciences) 101</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Pure Mathematics (Advanced) 201</td>
<td>Senior</td>
<td>16</td>
<td>Credit result in Mathematics 101 or Mathematics (Advanced) 101</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Pure Mathematics 301</td>
<td>Senior</td>
<td>16</td>
<td>Pure Mathematics 201 or Pure Mathematics (Advanced) 201</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Pure Mathematics 350</td>
<td>Senior</td>
<td>24</td>
<td>Pure Mathematics 201 or Pure Mathematics (Advanced) 201</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Pure Mathematics (Advanced) 350</td>
<td>Senior</td>
<td>24</td>
<td>Credit result in Pure Mathematics 201 or Pure Mathematics (Advanced) 201</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Pure Mathematics IV Honours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year</td>
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</table>

Entry to the Honours year is restricted by quota.
Application for entry must be made by pre-enrolment.
### Religious Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Year</th>
<th>Units</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>Religious Studies 101</td>
<td>Junior</td>
<td>6</td>
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</tr>
<tr>
<td>Religious Studies 102</td>
<td>Junior</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Religious Studies 201</td>
<td>Senior</td>
<td>8</td>
<td>Religious Studies 101 and 102 or Biblical Studies 101 or Arab and Islamic Culture 101 or Greek B (NT) 101 or Jewish Civilisation Thought and Culture 101</td>
</tr>
<tr>
<td>Religious Studies 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 8 Senior units of Religious Studies</td>
</tr>
<tr>
<td>Religious Studies 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of Religious Studies</td>
</tr>
<tr>
<td>Religious Studies 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Religious Studies</td>
</tr>
<tr>
<td>Religious Studies 205</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 32 Senior units of Religious Studies</td>
</tr>
<tr>
<td>Religious Studies 206</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 40 Senior units of Religious Studies</td>
</tr>
<tr>
<td>Religious Studies 207</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 48 Senior units of Religious Studies</td>
</tr>
<tr>
<td>Religious Studies 208</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 56 Senior units of Religious Studies</td>
</tr>
<tr>
<td>Religious Studies 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Religious Studies 101 and 102 or Biblical Studies 101 or Arab and Islamic Culture 101 or Greek B (NT) 101 or Jewish Civilisation Thought and Culture 101 Corequisite Religious Studies 201 and 202</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Year</th>
<th>Units</th>
<th>Corequisites</th>
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</thead>
<tbody>
<tr>
<td>Religious Studies 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in 24 Senior units of Religious Studies including 290 Corequisite a further 16 Senior units of Religious Studies</td>
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</table>

### Religious Studies IV Honours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Year</th>
<th>Units</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Studies IV Honours</td>
<td></td>
<td></td>
<td>Credit results in 24 Senior units of Religious Studies including 390 Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
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</table>

### Semiotics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Year</th>
<th>Units</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semiotics 301</td>
<td>Senior</td>
<td>16</td>
<td>32 Senior units</td>
</tr>
<tr>
<td>Semiotics 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in at least 16 Senior units Corequisite Semiotics 301</td>
</tr>
<tr>
<td>Semiotics IV Honours</td>
<td>Year</td>
<td></td>
<td>Credit results in 24 Senior units of Semiotics</td>
</tr>
</tbody>
</table>

### Social Anthropology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Year</th>
<th>Units</th>
<th>Corequisites</th>
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</thead>
<tbody>
<tr>
<td>Social Anthropology 101</td>
<td>Junior</td>
<td>12</td>
<td>Social Anthropology 101</td>
</tr>
<tr>
<td>Social Anthropology 201</td>
<td>Senior</td>
<td>8</td>
<td>Social Anthropology 101</td>
</tr>
</tbody>
</table>

### General Notes

- **Students may count no more than 82 units from the same subject area.**
- **Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.**
- **To complete a major in Semiotics students must pass Semiotics 301. Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.**
- **Students wishing to major in Social Anthropology must complete Social Anthropology 210.**
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Anthropology 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 8 Senior units of Social Anthropology</td>
<td></td>
<td>Sem 1/Sem 2</td>
</tr>
<tr>
<td>Social Anthropology 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of Social Anthropology</td>
<td></td>
<td>Sem 1/Sem 2</td>
</tr>
<tr>
<td>Social Anthropology 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Social Anthropology including Social Anthropology 210</td>
<td></td>
<td>Sem 1/Sem 2</td>
</tr>
<tr>
<td>Social Anthropology 205</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 32 Senior units of Social Anthropology including Social Anthropology 210</td>
<td></td>
<td>Sem 1/Sem 2</td>
</tr>
<tr>
<td>Social Anthropology 206</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 40 Senior units of Social Anthropology including Social Anthropology 210</td>
<td></td>
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</tr>
<tr>
<td>Social Anthropology 207</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 48 Senior units of Social Anthropology including Social Anthropology 210</td>
<td></td>
<td>Semi/Sem 2</td>
</tr>
<tr>
<td>Social Anthropology 210</td>
<td>Senior</td>
<td>8</td>
<td>201 or Credit result in Social Anthropology 101 or 103</td>
<td></td>
<td>Semi/Sem 2</td>
</tr>
<tr>
<td>Social Anthropology 211</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Social Anthropology 210</td>
<td></td>
<td>Semi/Sem 2</td>
</tr>
<tr>
<td>Social Anthropology 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Social Anthropology 101 or 103 and in Social Anthropology 210</td>
<td></td>
<td>Semi/Sem 2</td>
</tr>
<tr>
<td>Social Anthropology 391</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Social Anthropology 390</td>
<td></td>
<td>Semi/Sem 2</td>
</tr>
<tr>
<td>Social Anthropology IV Honours</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in 48 Senior units of Social Anthropology including 210, 211, 390</td>
<td>Students may count no more than 82 units from the same subject area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Social Policy and Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Policy and Administration 301</td>
<td>Senior</td>
<td>16</td>
<td>Sociology 201 and 202</td>
<td>Sociology 101, Sociology 201 and 202 and Social Policy and Administration 301 comprise a major for the degree.</td>
<td>Year</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Sociology</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Sociology 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td>Entry to this course is restricted by quota.</td>
<td>Year</td>
</tr>
<tr>
<td>Sociology 201</td>
<td>Senior</td>
<td>8</td>
<td>Sociology 101</td>
<td></td>
<td>Semi</td>
</tr>
<tr>
<td>Sociology 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Sociology 201</td>
<td></td>
<td>Sem 2</td>
</tr>
<tr>
<td>Sociology 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in Sociology 101</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Sociology 301</td>
<td>Senior</td>
<td>8</td>
<td>Sociology 201 and 202</td>
<td></td>
<td>Semi</td>
</tr>
<tr>
<td>Sociology 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Sociology 301</td>
<td></td>
<td>Sem 2</td>
</tr>
<tr>
<td>Sociology 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Sociology 302</td>
<td></td>
<td>Semi/Sem 2</td>
</tr>
<tr>
<td>Sociology 390</td>
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<td>8</td>
<td>Credit average in Sociology 201, 202 and 290</td>
<td></td>
<td>Semi/Sem 2</td>
</tr>
<tr>
<td>Sociology 391</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Sociology 390</td>
<td></td>
<td>Semi/Sem 2</td>
</tr>
<tr>
<td>Sociology IV Honours</td>
<td>Senior</td>
<td>8</td>
<td>40 Senior units of Sociology including 390</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Course</td>
<td>Level</td>
<td>Units</td>
<td>Requirement</td>
<td>Semester</td>
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<tr>
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<td>-------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------</td>
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</tr>
<tr>
<td>Thai B 101</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Asian Studies 101</td>
<td>Sem1</td>
<td></td>
</tr>
<tr>
<td>Thai B 102</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Thai B 101</td>
<td>Sem1</td>
<td></td>
</tr>
<tr>
<td>Thai B 201</td>
<td>Senior</td>
<td>8</td>
<td>Thai B 101 or equivalent and either Asian Studies 101 or 12 units of Japanese A or Indonesian and Malayan Studies A</td>
<td>Sem1</td>
<td></td>
</tr>
<tr>
<td>Thai B 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Thai B 201</td>
<td>Sem2</td>
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</tr>
<tr>
<td>Thai B 301</td>
<td>Senior</td>
<td>8</td>
<td>Thai B 201 and 202</td>
<td>Sem2</td>
<td></td>
</tr>
<tr>
<td>Thai B 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Thai B 301</td>
<td>Sem2</td>
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</tbody>
</table>

**Women's Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Units</th>
<th>Requirement</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's Studies 201</td>
<td>Senior</td>
<td>8</td>
<td>24 Junior units from no more than two subject areas</td>
<td>Sem1/Sem2</td>
</tr>
<tr>
<td>Women's Studies 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 8 Senior units of Women's Studies</td>
<td>Sem1</td>
</tr>
<tr>
<td>Women's Studies 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of Women's Studies</td>
<td>Sem1/Sem2</td>
</tr>
<tr>
<td>Women's Studies 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Women's Studies</td>
<td>Sem1/Sem2</td>
</tr>
<tr>
<td>Women's Studies 207</td>
<td>Senior</td>
<td>16</td>
<td>As for Women's Studies 201</td>
<td>Year</td>
</tr>
<tr>
<td>Women's Studies 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in 12 Junior units in one subject area Corequisite either Women's Studies 201 or 202</td>
<td>Year</td>
</tr>
<tr>
<td>Women's Studies 301</td>
<td>Senior</td>
<td>8</td>
<td>16 Senior units of Women's Studies</td>
<td>Sem1</td>
</tr>
<tr>
<td>Women's Studies 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Women's Studies 301</td>
<td>Sem2</td>
</tr>
<tr>
<td>Women's Studies 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Women's Studies 302</td>
<td>Sem1/Sem2</td>
</tr>
<tr>
<td>Women's Studies 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Women's Studies 303</td>
<td>Sem1/Sem2</td>
</tr>
<tr>
<td>Women's Studies 307</td>
<td>Senior</td>
<td>16</td>
<td>As for Women's Studies 301</td>
<td>Year</td>
</tr>
<tr>
<td>Women's Studies 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in 16 Senior units of Women's Studies Corequisites Women's Studies 290 and either 301 and 302 or 307</td>
<td>Year</td>
</tr>
<tr>
<td>Women's Studies IV Honours</td>
<td></td>
<td></td>
<td>Credit results in Women's Studies 290,301,302 and 390</td>
<td>Year</td>
</tr>
</tbody>
</table>

Students may count no more than 82 units from the same subject area. Students may not be taken with Women's Studies 201 or 202. May not be taken with Women's Studies 301 or 302. Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biblical Studies</strong></td>
<td></td>
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<tr>
<td>Biblical Studies 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biblical Studies 201</td>
<td>Senior</td>
<td>8</td>
<td>Biblical Studies 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biblical Studies 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Biblical Studies 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Biology 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology 201</td>
<td>Senior</td>
<td>16</td>
<td>Biology 101, Chemistry 101 and one of: Physics 101, Physics (Life Sciences) 101, Mathematics 101 or Mathematics (Life Sciences) 101</td>
<td>Assumed knowledge: HSC Biology 2-unit core. Students wishing to proceed in the subject must check the entry requirements for Senior courses. Biology 201 is identical with the BSc course Biology 2 (Animals). Students interested in taking the BSc course Biology 2 (Animals — Theory) Auxiliary, see Biology 208. Students may take not more than 16 units of Biology at 200 level. Students intending to proceed to Biology 301 must enrol in Biology 205 and 206.</td>
<td>Year</td>
</tr>
<tr>
<td>Biology 203</td>
<td>Senior</td>
<td>8</td>
<td>As for Biology 201 except that Chemistry 101 is not required</td>
<td>Plant Anatomy and Physiology.</td>
<td>Semi</td>
</tr>
<tr>
<td>Biology 204</td>
<td>Senior</td>
<td>8</td>
<td>As for Biology 201 except that Chemistry 101 is not required</td>
<td>Plant Ecology and Diversity.</td>
<td>Sem2</td>
</tr>
<tr>
<td>Biology 205</td>
<td>Senior</td>
<td>8</td>
<td>As for Biology 201</td>
<td>Molecular and General Genetics. Cellular and Developmental.</td>
<td>Sem2</td>
</tr>
<tr>
<td>Biology 206</td>
<td>Senior</td>
<td>8</td>
<td>As for Biology 201</td>
<td>Corequisite Biology 205</td>
<td>Sem2</td>
</tr>
<tr>
<td>Biology 208</td>
<td>Senior</td>
<td>8</td>
<td>As for Biology 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology 350</td>
<td>Senior</td>
<td>24</td>
<td>16 Senior units of Biology. The normal qualifying courses depend on the options selected</td>
<td></td>
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</tr>
<tr>
<td>Biology 353</td>
<td>Senior</td>
<td>24</td>
<td>Corequisite Biology 350</td>
<td></td>
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</tr>
<tr>
<td><strong>Chemistry</strong></td>
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<td></td>
</tr>
<tr>
<td>Chemistry 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td></td>
<td>Assumed knowledge HSC Chemistry 2-unit and Mathematics 2-unit.</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Level</td>
<td>Unit Value</td>
<td>Entry Requirement</td>
<td>Notes</td>
<td>Availability in 1995</td>
</tr>
<tr>
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<td>--------</td>
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<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Chemistry 101 (continued)</td>
<td></td>
<td></td>
<td></td>
<td>Students may take either Chemistry 101 or Chemistry (Advanced) 101. Mathematics is required for entry into Chemistry 201.</td>
<td></td>
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<tr>
<td>Chemistry (Advanced) 101</td>
<td>Junior</td>
<td>12</td>
<td>Minimum TER 88. Mark of at least 75 in HSC Chemistry 2-unit (or equivalent)</td>
<td>_NAMESPACE_0</td>
<td>Year</td>
</tr>
<tr>
<td>Chemistry 201</td>
<td>Senior</td>
<td>16</td>
<td>Chemistry 101 or Chemistry (Advanced) 101 and either Mathematics 101 or Mathematics (Life Sciences) 101 or Mathematics (Advanced) 101</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Chemistry 350</td>
<td>Senior</td>
<td>24</td>
<td>Chemistry 201</td>
<td>_NAMESPACE_0</td>
<td>Year</td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
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<td>_NAMESPACE_0</td>
<td></td>
</tr>
<tr>
<td>Computer Science 101</td>
<td>Junior</td>
<td>12</td>
<td>Corequisite Mathematics 101 or Mathematics (Life Sciences) 101 or Mathematics (Advanced) 101</td>
<td>Assumed knowledge: HSC Mathematics 3-unit. As for Computer Science 101.</td>
<td>Year</td>
</tr>
<tr>
<td>Computer Science (Advanced) 101</td>
<td>Junior</td>
<td>12</td>
<td>As for Computer Science 101</td>
<td>_NAMESPACE_0</td>
<td>Year</td>
</tr>
<tr>
<td>Computer Science 201</td>
<td>Senior</td>
<td>16</td>
<td>Computer Science 101 or Computer Science (Advanced) 101 and either Mathematics 101 or Mathematics (Advanced) 101 or a Credit result in Mathematics (Life Sciences) 101</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Computer Science 301</td>
<td>Senior</td>
<td>16</td>
<td>Computer Science 201 and one of Applied Mathematics 201, Pure Mathematics 201 or Mathematical Statistics 201 (or Advanced courses where available)</td>
<td>May not be counted with Computer Science 350. Students intending to proceed to Fourth Year Honours must enrol in Computer Science 350. Intending Fourth Year Honours candidates are advised to take at least sixteen 300-level units of Mathematical Statistics, Pure Mathematics or Applied Mathematics.</td>
<td>Year</td>
</tr>
<tr>
<td>Computer Science 350</td>
<td>Senior</td>
<td>24</td>
<td>Computer Science 201 and one of Applied Mathematics 201, Pure Mathematics 201 or Mathematical Statistics 201</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Computer Science 353</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Computer Science 350</td>
<td>May not be counted with Computer Science 301. Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
<td>Year</td>
</tr>
<tr>
<td>Computer Science IV Honours</td>
<td></td>
<td></td>
<td></td>
<td>_NAMESPACE_0</td>
<td>Year</td>
</tr>
</tbody>
</table>
### Economic History

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Units</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic History 101</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Economic History 101</td>
</tr>
<tr>
<td>Economic History 102</td>
<td>Junior</td>
<td>6</td>
<td>Economic History 101 and 102 or 12 Junior units of History or Ancient History 101</td>
</tr>
<tr>
<td>Economic History 201</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in Economic History 101 and 202</td>
</tr>
<tr>
<td>Economic History 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economic History 201</td>
</tr>
<tr>
<td>Economic History 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in Economic History 201 and 202</td>
</tr>
<tr>
<td>Economic History 301</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economic History 201 and 202</td>
</tr>
<tr>
<td>Economic History 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economic History 301</td>
</tr>
<tr>
<td>Economic History 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economic History 302</td>
</tr>
<tr>
<td>Economic History 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economic History 303</td>
</tr>
<tr>
<td>Economic History 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Economic History 201, 202, and 290</td>
</tr>
<tr>
<td>Economic History IV Honours</td>
<td></td>
<td></td>
<td>Credit results in Economic History 301, 302, and 390</td>
</tr>
</tbody>
</table>

*Entry to the Honours year may be restricted by quota.*

*Application for entry must be made by pre-enrolment.*

### Australian Economy

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Australian Economy 101</td>
<td>Junior</td>
<td>12</td>
</tr>
</tbody>
</table>

*May be counted with Economics 101 or Economics 101 (Social Sciences).*

*May not be taken after completion of Senior units in Economics or Economics (P).*

### Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Units</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 101</td>
<td>Junior</td>
<td>12</td>
<td>Assumed knowledge of HSC Mathematics 2-unit.</td>
</tr>
<tr>
<td>Economics 201</td>
<td>Senior</td>
<td>8</td>
<td>Either Economics 101 or Economics 101 (Social Sciences) together with a satisfactory performance in a crossover examination</td>
</tr>
<tr>
<td>Economics 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 201</td>
</tr>
<tr>
<td>Economics 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in <em>either</em> Economics 101 or Economics 101 (Social Sciences) together with a satisfactory performance in a crossover examination Corequisite General Statistical Methods 101 or Mathematics (Life Sciences) 101 or equivalent course in Mathematics approved by the department</td>
</tr>
<tr>
<td>Economics 291</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 290</td>
</tr>
</tbody>
</table>

*Students may count no more than 82 units from the same subject area.*

*Students intending to proceed to Fourth Year Honours must complete Economics 290, 291, 292, 301, 390, 391 and 392.*
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 292</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 291</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics 301</td>
<td>Senior</td>
<td>8</td>
<td>Economics 201 and 202 or Economics 290,291 and 292</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 301</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 301 and 302</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 303</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Economics 290,291 and 292</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics 391</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 301</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics 392</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 390</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics IV Honours</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Economics 301, 390, 391 and 392</td>
<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
<td>Year</td>
</tr>
</tbody>
</table>

**Economics (Social Sciences)**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics (Social Sciences) 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td>May not be counted with Economics 101.</td>
<td>Year</td>
</tr>
<tr>
<td>Economics (P) 201</td>
<td>Senior</td>
<td>8</td>
<td>Either Economics 101 (Social Sciences) or Economics 101 together with a satisfactory performance in a crossover examination</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics (P) 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics (P) 201</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics (P) 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in either Economics (P) 101 or Economics 101 together with a satisfactory performance in a crossover examination</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics (P) 301</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics (P) 201 and (P) 202</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics (P) 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisites Economics (P) 301</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics (P) 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics (P) 302 and (P) 304</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics (P) 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics (P) 303</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics (P) 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Economics (P) courses 201, 202 and 290</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Economics (Social Sciences) IV Honours</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Economics (P) courses 301, 302 and 390</td>
<td></td>
<td>Year</td>
</tr>
</tbody>
</table>

**European Studies**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Studies 201</td>
<td>Senior</td>
<td>8</td>
<td>24 Junior units in no more than two subject areas</td>
<td></td>
<td>Semi</td>
</tr>
<tr>
<td>European Studies 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite European Studies 201</td>
<td></td>
<td>Sem2</td>
</tr>
<tr>
<td>Subject</td>
<td>Year</td>
<td>Units</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------</td>
<td>-------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Reading Course 113</td>
<td>Semi</td>
<td>6</td>
<td>Not available to students who have completed or are currently enrolled in any other French course. May lead to an appropriate Junior level course in French.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology 101</td>
<td>Year</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology 201</td>
<td>Year</td>
<td>16</td>
<td>Geology 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology 203</td>
<td>Year</td>
<td>8</td>
<td>Geology 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology 350</td>
<td>Year</td>
<td>24</td>
<td>Geology 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Philosophy of Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Philosophy of Science 201</td>
<td>Year</td>
<td>8</td>
<td>24 Junior units from no more than two subject areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Philosophy of Science 202</td>
<td>Year</td>
<td>8</td>
<td>As for History and Philosophy of Science 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Philosophy of Science 301</td>
<td>Semi</td>
<td>8</td>
<td>History and Philosophy of Science 201 and 202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Philosophy of Science 302</td>
<td>Year</td>
<td>8</td>
<td>History and Philosophy of Science 201 and 202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Philosophy of Science 303</td>
<td>Year</td>
<td>8</td>
<td>History and Philosophy of Science 201 and 202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Philosophy of Science 304</td>
<td>Year</td>
<td>8</td>
<td>History and Philosophy of Science 201 and 202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Relations 201</td>
<td>Semi</td>
<td>8</td>
<td>36 Junior units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Relations 202</td>
<td>Sem2</td>
<td>8</td>
<td>Corequisite Industrial Relations 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Relations 301</td>
<td>Sem2</td>
<td>8</td>
<td>Industrial Relations 201 and 202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Relations 302</td>
<td>Sem2</td>
<td>8</td>
<td>Corequisite Industrial Relations 301</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Relations 390</td>
<td>Sem1</td>
<td>8</td>
<td>Credit results in Industrial Relations 101 and 102 Corequisites Industrial Relations 201,202,301 and 302</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Relations 391</td>
<td>Sem2</td>
<td>8</td>
<td>Corequisite Industrial Relations 390</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Relations IV Honours</td>
<td>Year</td>
<td>8</td>
<td>Credit results in Industrial Relations 201,202, 301,302, 390 and 391</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggested enrolment: History and Philosophy of Science 301 or 302.

Students may take no more than 24 units at 300 level.

Suggested enrolment: History and Philosophy of Science 301 or 302.

Admission is subject to quota.

Application must be made by pre-enrolment.

Entry to the Honours year may be restricted by quota.

Application for entry must be made by pre-enrolment.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics (Advanced) 101</td>
<td>Junior</td>
<td>12</td>
<td>As for Physics 1 Advanced in the BSc</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Physics 201</td>
<td>Senior</td>
<td>16</td>
<td>Physics 101 or Physics (Advanced) 101 and 12 Junior units of Mathematics</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Physics 350</td>
<td>Senior</td>
<td>24</td>
<td>Physics 201 and either Applied Mathematics 201 or Pure Mathematics 201 (or Advanced courses where available)</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Sanskrit B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanskrit B 101</td>
<td>Junior</td>
<td>12</td>
<td>Corequisite Asian Studies 101</td>
<td>Spanish may not be offered in 1995. Admission may be subject to quota.</td>
<td>Year (if offered)</td>
</tr>
<tr>
<td>Spanish B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish B 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td></td>
<td>Year (if offered)</td>
</tr>
<tr>
<td>Spanish B 201</td>
<td>Senior</td>
<td>16</td>
<td>Spanish 101</td>
<td></td>
<td>Year (if offered)</td>
</tr>
<tr>
<td>Statistical Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Statistical Methods 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td>Assumed knowledge of HSC Mathematics 2-unit or Mathematics in Society. May not be counted with Mathematics (Life Sciences) 101</td>
<td>Year</td>
</tr>
<tr>
<td>Advanced Statistical Methods 201</td>
<td>Senior</td>
<td>8</td>
<td>Mathematical Statistics 201 or Mathematical Statistics (Advanced) 201 or General Statistical Methods 101 and either Mathematics 101 or Mathematics (Advanced) 101</td>
<td>May not be counted with Mathematical Statistics 301 or Mathematical Statics (Advanced) 350.</td>
<td>Sem2</td>
</tr>
<tr>
<td>UrduB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urdu B101</td>
<td>Junior</td>
<td>12</td>
<td>Corequisite Asian Studies 101</td>
<td></td>
<td>Year</td>
</tr>
</tbody>
</table>
The Faculty offers an Honours program which encompasses the professional BEd courses and the generalist courses in Education. Suitably qualified students in Mode A and Mode B may take Honours in the relevant areas. In addition, students in primary education and secondary Mode B may undertake Honours courses in subjects in Arts, Science or Economics.

The Honours program provides opportunities for students to:

1. extend their pass degree work and gain excellence in a research-based study concentrating on the specific topic of their choice relevant to their own professional and educational interests;
2. develop the writing and research skills which are essential to postgraduate study (successful Honours candidates will have direct entry to the postgraduate program);
3. obtain an extra qualification of excellence which may assist their prospects of gaining high-level positions;
4. enjoy the benefit of working closely with Faculty research staff as supervisor(s);
5. complete an honours degree in the same time required to complete a pass degree.

The Honours program for professional and generalist Education students begins with the Honours Transition Unit offered in the second semester of the course Education II or the first semester of the course Education III (Option 2200). This is an extra semester option for Honours students and is undertaken in addition to the normal requirements for pass degree students in Education II or Education III. Admission requirements for the Honours Transition Unit are a grade of Credit or higher in Education I and one other university subject from the Faculties of Arts, Science or Economics (or equivalent). Admission requirements will differ according to the strand of entry. The appropriate Honours coordinator listed above should be consulted after reading the appropriate 1993 resolutions of Senate (see below).

In the third year of the degree program honours students will complete Honours Course A (Option 3200) as part of the course Education III and Honours Course B (Option 3201) as an extra option for honours students in the course Education III. Those wishing to undertake their honours candidature in general education will have to obtain a grade of Credit or higher in Education II (including a Credit or higher in the Honours Transition Unit). Students wishing to undertake their honours candidature in professional education will have to obtain a grade of Credit or higher in their first professional course (e.g. Primary Education I, Secondary Education I, etc.) and a grade of Credit or higher in the Honours Transition Course.

In the fourth year of candidature of the program honours students will undertake a Special Study and Report, which will involve an investigation of a topic of their choice relevant to their own work and interests in education. To progress to this stage of the Honours program, candidates in professional education will have to obtain a grade of Credit or higher in Education III including a Credit or higher in Honours Course A and Honours Course B. The Special Study will be based on a proposal developed as part of the option, Honours Course B, in the course Education III, and will be supervised individually by a Faculty of Education staff member. The candidate will submit a report of the study which should not normally exceed 15,000 words.
in practical research activities and/or simulations. Honours Course A and Honours Course B will deal more intensively with research methods and design.

Textbook

Education III (Option 3200 Honours Course A)

Classes Sem 1: (1 lec & 1 tut)/wk
Assessment three 1000w tutorial tasks

This course deals with more advanced work in research methods and design. Students will complete three lecture/workshop modules in the areas of ethnography and interview techniques, linguistic and documentary methods, and quasi-experimental design. The work will be contextualised in terms of current educational research and students will analyse aspects of recent studies and participate in simulated research design, analysis and interpretation activities.

Textbook

Education III (Option 3201 Honours Course B)

Classes Sem 2: 2 tut/wk
Assessment two 3000w written assignments

This course is intended to support students' development of a research proposal for their Special Study and Report to be undertaken in the fourth year of their candidature. Students will select an area of study within the professional programs of the School of Teaching and Curriculum Studies or in an area of study within the Schools of Social and Policy Studies and/or Education or Educational Psychology, Measurement and Technology. According to this choice, they will attend tutorials conducted by the respective Schools and Programs. The work may involve an initial critical review of the literature, or equivalent preparatory work related to the student's topic, which will form the basis of the first assignment. The second aspect will involve the exploration of possible research designs and methodologies appropriate to their topic. A paper based on this work will form the basis of the second assignment.

Resolutions of Senate relating to the award of the degree of Bachelor of Education with Honours

The resolutions of the Senate relating to the degree of Bachelor of Education which govern admission to the Honours program and award of the degree of Bachelor of Education with Honours may be found in Chapter 3 ('Bachelor degree and diploma requirements') of this handbook.
Handing in assignments - and extensions of time
The Faculty of Education requires assignments and essays to be handed in by the due date unless an extension of time on legitimate grounds (e.g. medical) is approved beforehand. Only in exceptional circumstances will requests for extensions made after the due date be considered. Where courses are assessed cumulatively and progressively (as most are) you must submit all required work on time and achieve a pass standard overall.

Always hand assignments to the lecturer or secretary personally, or place them in the boxes or trays specifically provided for the purpose. Do not slide assignments under doors or leave them on tables or desks.

Guide to the presentation of assignments
The following directions are dictated by both common sense and scholarly conventions. They will help you to present your essays in a form that is easily read and has a professional appearance.

In the absence of other directions about a specific essay/researchpaper, students are expected to follow the directions set out below:

Title page
(a) Give your name and student identification number;
(b) Give the full title of the essay;
(c) State the name of the lecturer and the exact title of the course; and
(d) Give due date, and (if prescribed) the number of words.

Layout
(a) Margins
Leave a left-hand margin of 4cm for your marker’s comments and adequate margins at the top (3cm) and bottom (2cm) so that your essay looks well on the page.

(b) Page numbers
Use arabic numbers, without brackets or full stops, at top of page either in the middle or right-hand corner.

(c) Writing/typing/word processing
• Write clearly and tidily in the interests of communication.
• If it is typed, use double spacing for the body of the essay.
• Write or type on one side of the paper only.

Note: Please ensure that you proofread and correct for errors and omissions in punctuation and spelling before handing in. Be certain to retain a copy for yourself after submission as a precaution against any unforeseen mishap.

Use and acknowledgement of sources
The writer of an essay or research paper will have consulted a number of books, articles and/or reports on the topic. The essay or paper will usually include a number of ideas gleaned from these sources as well as the writer’s own ideas. Writers are obliged to acknowledge the source of two kinds of material borrowed from others:

(a) Direct quotations
Only use direct quotations when the author expresses an idea better than you could, or the idea is very important, or you wish the authority of the author to be stressed or contested. A direct quotation is sometimes used by way of introduction and less frequently as a conclusion. Quotations are seldom self-explanatory and usually need an introductory sentence to link with a preceding idea, and a following sentence or two to emphasise or analyse a key phrase or notion. Occasionally, where it sums up your main line of argument memorably, it may be used in epigraph which is quoted at the top of the essay and not incorporated in the text.

As noted, direct quotations should be used to support analysis and argument rather than to make the major points in a discussion. Care must be taken in the identification of quoted material by use of quotation marks or indentation and by accurate acknowledgement of the source including a page reference for material directly quoted. Inclusion of a reference in a bibliography implies that the source has been directly consulted; where a work is cited through a secondary reference, particulars of the secondary source need to be provided. Undue dependence on a single source is generally to be avoided. Ensuring proper acknowledgement of quoted material normally requires careful recording of sources and page references at the reading/notemaking stage. Unacknowledged use of materials from published sources constitutes plagiarism, which is an improper and dishonest practice in academic work. Submission of plagiarised work may be a sufficient basis for the recording of a failure result in a course.

Facts, ideas and opinions taken from sources consulted
Since the essay or paper is to be written in your
own words except for (a) above, you should cite the source for important facts and/or ideas and opinions and interpretations utilised.

Format for quotations
(a) Quotations must be exactly transcribed. Any words left out must be indicated by three dots, single spaced, e.g. 'His works ... are not collected'. Any words added by you - in explanation or to complete the grammatical sense - must be in brackets, e.g. 'This problem [of Eliot's obscurity] cannot be ignored'.
(b) Use double quotation marks, except for (c) and (d) below.
(c) Use single quotation marks within quotations (e.g. "A. D. Hope's poem 'Australia' is not usually read at Australia Day ceremonies.").
(d) Prose quotations of more than three lines should be indented (1cm) and blocked up so that they stand out clearly. In typewritten essays use single space; in handwritten essays print indented quotations.
(e) Prose quotations of less than three lines should be incorporated in your paragraph.

Note: Make sure that words in the quotation make grammatical sense with the introductory words, and that they link up to what follows.

This is incorrect:
F.R. Leavis believes that the critic is important for 'Upon them [critics] depend the implicit standards that order the finer living of an age'. It could be corrected by changing 'the critic' to 'critics', but it would be neater to link naturally by incorporating some of the sense from the quotation to your introductory words.

This is better:
F.R. Leavis believes that critics are important because on them 'depend the implicit standards that order the finer living of an age'.

Documentation and citation
There are many approved systems of documentation, each with its advantages and limitations. The Faculty of Education has adopted the system approved by the American Psychological Association (APA) as a model in all assignments which require only simple book and page references for documentation. If more documentation is required in an assignment, a footnoting system may be used either instead or in addition.

(a) Citations within the text of an assignment
The APA system uses parentheses to make a brief reference in the ongoing text to the source of material quoted or otherwise used, the sources (books and articles, etc.) being fully referenced at the end of the assignment. No footnotes are used. For example, the following typical sentence illustrates several features of the APA system:

Example
'In studying classroom interaction, Brown's early study (Brown, 1954) may be used with caution as Smith (1985, pp.78-81) suggests, but generally more valid conclusions may be drawn from the studies by Robinson (1978b), Smith (1984), and Jones (Jones, 1982c; Masso, 1981, pp.47-69').

Comment
Here is signified that all of Brown's book is being referred to, but only a few pages of Smith's 1985 book. Robinson wrote at least two books or articles in 1978, both of which are in your bibliography. Smith wrote an article in 1984. Jones has a chapter in Masso's book, as well as three publications in 1982 that you have used. Citation of page references on indented quotations uses a similar format (e.g. Robinson, 1978a, p.101).

Note: When several references are grouped in parentheses, as in (Jones, 1982c; Masso, 1981, pp.47-69), list them in alphabetical order.

(b) Citations using a footnote system
The APA system cannot be expanded much beyond such simple directions as are illustrated above. If you wish to comment on your reference, or to add extra information, the APA system needs supplementing by a footnote system using superscript numbers serially throughout the assignment. For instance, you may write: 'One early study of classroom interaction, that by Jones/is still of value'13'. Your thirteenth note, at the bottom of the page or at the end of the assignment, reads thus: "13. Jones (1958) studied fifth-graders in rural schools in Alabama, a limited sample as Smith (Smith, 1985, p.76) points out". Again, not all uncomplicated references to sources are references to books and articles. Such references as lines in a play by Shakespeare, a verse from the Bible, an interview with a retired teacher, a letter to the Minister of Education written on 2 October 1922, a death-date inscribed on a grave stone, — all these are not readily dealt with by the APA system. So that, if you wish to refer not simply to books and articles, or if you wish to expand your notes beyond the simple reference to a book, you must use a footnoting system.

Reference lists/bibliographies
The references cited in the text are then listed more fully as a combined bibliography and reference list at the end of the assignment. All items cited in the text should be included. This usually requires checking for completeness and accuracy before submission.

You should note the following points when listing your own references/bibliography in assignments:
(a) The references are listed alphabetically according to the surname of the author. Where a work has more than one author, the name of
the author which appears first on the work itself determines its place in the alphabetical list;

(b) The date of publication comes immediately after the name(s) of the author(s) and is placed in parentheses;

(c) Where several works by the same author(s) are cited they are listed in order of their dates of publication commencing with the earliest.

**Examples**

**Book**

Lastname, A.B. (year). *Book title and subtitle underlined: Only first word and first word after the colon are capitalised. City: publisher's name. Also capitalise all proper names. Use only initials for first and middle names of author(s).*

**Book other than the first edition**


**Article in a journal**

Lastname, A.B. and Another, A.B. (19xx). *Article title is not underlined: First words only are capitalised, journal Title Underlined with Main Words Capitalised 12,15-35. (Note that the volume number is underlined with page numbers following. A journal is a periodical for professional and scholarly papers. It not a magazine.)*

**Article in a journal with each issue paginated separately**

Lastname, A.B., Another, A.B. and More, C.V. (19xx). *Article title. Journal title, 12 (3), 15-35. (Note that the issue number is included only if each issue begins with page one. Note how multiple authors are listed.)*

**Article or chapter in an edited book**

Lastname, A.B. (19xx). *Article name as for a journal article. In Y.A. Somebody (Ed.), Name of book written as for a book above (pp.200-300). City: publisher. (Note that the page numbers for the article are within parentheses and preceded by 'pp.' An edited book contains works by many different authors.)*

**Article in magazine**

Lastname, A.B. (19xx, month). *Article name as for a journal article. Magazine Name as for a Journal, pp.12-14, 76-77. (Note that no volume or issue number is used. If an article appears on discontinuous pages, note all pages. If the magazine is published more frequently than once a month, include the date after the month.)*

**Examples of references to reports**

**Government**


**International Organisation**


**ERIC document (Educational Resources Information Centre)**


**Abbreviations**

(i) Where the last letter is the same as in the full word, do not use a full stop: Dr, Mr, Rd and so on.

(ii) Where the abbreviation does not end with the last letter, use a full stop to indicate a cutting off: Doc.[tor], ibid.[em], etc.[etera].

(iii) The conventions for using p., pp., f. and ff. are as follows: p. is used when you quote from one page only; for example, p.23. pp. is used when your quotation runs on to the next page(s) - for example, pp.23-24. The f. and ff. abbreviations are favoured when you are not quoting directly but acknowledging a line of argument or source of factual information that runs over two or more pages, ff. is used to indicate that you are referring to the page quoted and to those following. Set out like this: pp.22ff.

**Examples of references to reports**

**Government**


**International Organisation**


**ERIC document (Educational Resources Information Centre)**

The University of Sydney Library, consisting of Fisher Library and over twenty branch and department libraries, offers a wide range of services and collections to support teaching and research programs at undergraduate and postgraduate levels in the University. Resources supporting courses offered by the Faculty of Education are located principally in Fisher Library and the specialist collection of the Alexander Mackie Curriculum Resources Library.

All students with a current borrower's card are eligible to borrow from Fisher Library (both Undergraduate and Research libraries) as well as from any of the branch libraries.

Alexander Mackie Curriculum Resources Library
The Alexander Mackie Curriculum Resources Library is located in the Old Teachers' College Building, Level 3.

The collection contains curriculum resources to support the teacher education program of the Faculty of Education. The collection covers the years K-12 and includes: documents associated with the New South Wales school curriculum and examination process (e.g. publications of the New South Wales Board of Studies - syllabuses and related support documents, examination papers and related publications); policy documents; books; periodicals; audio-visual materials (e.g. teaching kits, videos, slides, posters, educational games); and other materials including teachers' guides, manuals and students' workbooks. The collection also includes children's literature and picture books.

Other branch libraries also include resources of relevance to teacher trainees and the New South Wales school curriculum, for example, Badham Library (food science), the Geography Library, and the Medical Library (sport physiology).

Contact Librarian: Jacquei Hicks.

Fisher Library
The Fisher Library includes the Undergraduate Library (which includes multiple copies of titles for student course work at both undergraduate and postgraduate level) and the Research Library (which includes single copies of titles for research needs).

The collection includes books and periodicals in the areas of educational research and policy, educational psychology, sociology of education, philosophy of education, history of education, comparative education, educational administration, special education, educational and psychological testing, teacher education, and curriculum theory. Fisher Library also houses the ERIC (Educational Resources Information Centre) Microfiche Collection of unpublished documents which cover all aspects of educational theory and practice.

Contact Librarian: Christabel Wescombe.
9 Centres of the Faculty of Education

Child Study Centre
Director
Suzanne Butler, BEd MA McG. PhD Lond.
Room 517/A35
Tel. 351 3793

China Education Centre
Chair
Ms Linda Tsung, BA EFLDip Tai Yuan T.C. MA
Room 738/A35
Tel. 351 4683 ext 261

Centre for Early Childhood
Director
Stephen Juan, MA CPhil PhD Calif.
Room 804/A35
Tel. 351 2612

Teacher Education Research and Development Centre
Director
Professor Clifford Turney, BA MEd PhD FATEA
Room 444/A35
Tel. 351 2625

Health Education Unit
Director
Gail Sunderland, BEd Brisbane C.A.E. MPH
Librarians
Audrey Christie, MA, ALIA
Jane Ashfield, BA(Lib) C.C.A.E., ALIA
Educational Officer
Tess McCallum, BA DipEd Macq.
Administrative Assistant
Maryke Sutton
The Unit was established in late 1979 with financial assistance from the N.S.W. Drug and Alcohol Authority. The New South Wales Drug and Alcohol Directorate has continued to fund the Unit since then and its support has helped the development of several major initiatives in drug education.

The main functions of the Unit are to develop and produce resource materials, reports, papers, and teaching programs on drug education; to provide consultancy to schools, government departments, community groups and others in the health education field; to conduct education and training for parents, teachers, tertiary students and health workers; and to provide information and resource materials for persons involved in the delivery of drug education.

The Unit is open Monday-Friday, 9.00 am-5.00 pm.

Library
The Unit's library has a unique yet comprehensive collection of resources covering the areas of drug and health education with a primary focus on the prevention of drug and alcohol abuse. The material covers a diversity of formats: monographs, reports, videos, serials, pamphlets, games and teaching kits. An important part of the collection are the 600 Australian and overseas health education programs, many of which are unavailable elsewhere.

All resources, except serials, are indexed in depth on the library's computer catalogue. Users can also access the catalogue via their PC and modem. The library publishes a bi-monthly New Titles Bulletin and bibliographies on current health education topics.

The library's holdings have minimal duplication with those of other resource centres. Where material is not held in the Health Education Unit, library staff provide assistance in its location.

Publications
The Unit has been responsible for a number of well-received publications: The Healthy Self K-3 series of nine health education booklets for lower primary teachers and The Healthy Self 4-6 series for upper primary; Drugs: Parents and Young People, Straight Talking: Assertiveness Skills Approach to Drug Education and Getting It Together: A Cross-Curricular Resource for Teaching Drug Education in Secondary Schools. The unit has recently published a resource for teachers entitled Dealing with drugs: developing school drug education policy and programs.

Work has also been done with ethnic communities in the development of A Drug Education Program for Greek Parents.

Courses
Courses and seminars have been a feature of the Unit's work since its inception. The most popular of these is a drug education program for parents entitled 'Drugs: Parents and Young People'. The Health Education Unit has also organised state and national conferences for tertiary educators, and workshops for local health workers. Unit staff have also been active in speaking at major national drug conferences.

Research
The staff review the latest literature in order to ascertain the present position and future directions of drug education. The Unit has written up findings on such issues as solvent abuse, and the comparative influences of parents and peers on adolescent drug use.

Other activities
Unit staff are continually requested to sit on advisory committees and working parties related to health/drug education.

Educational Technology Centre
Director
Associate Professor Bruce Keepes, BSc MA EdD Stan.
The Educational Technology Centre (ETC) is a Faculty Centre located on Level 2 of the New Education Building (A35). The Centre consists of three computer classrooms, each with 20 computers, an open access room with 40 computers, two specialist computer rooms, a research computing room, reprography facilities and a television studio with control, video and sound editing rooms. Ample space is provided for staff and students to work and study, independently or cooperatively, within the Centre, using state-of-the-art computer and audio-visual technologies.

While the ETC is both a teaching/learning and a research facility it also has three main support functions; two academic and one technical.

(a) Audio-visual academic support - concerned with display and presentation systems, media education, communications theory, information dissemination, teaching and research, staff training, support and consultation.

(b) Computing academic support - concerned with the general application packages and 'personal productivity', desktop publishing, programming and authoring, data analysis and presentation, computing in schools, information dissemination, staff training, support and consultation.

(c) Computing technical support — concerned with product advice, equipment/resource acquisition, acceptance testing, management of Faculty LAN, accessioning/cataloguing software, software and hardware installation, maintenance and servicing, disposal, stock control, health and safety issues, information dissemination, student and staff technical support and consultation.

The Evelyn McCloughlan Children's Centre
Director
Paul Whiting, PhD Macq. (LMus)A MA DipEd
The Evelyn McCloughlan Children's Centre operates as an educational resource within the Primary Teacher Education programs. It was established in 1977 in order to help students become more aware of children with learning difficulties and to provide them with the knowledge and skills to be able to teach such children. The Centre also aims to assist schools in the task of helping children with learning difficulties.

There are four units in the Centre:

Language Development Unit
Emphasis is on the development of skills in speaking, listening, reading and writing.

Numeracy Unit
Emphasis is on developing number concepts, consolidating knowledge and skills related to numeration as well as the discovery and consolidation of number relationships and mathematical precisions such as addition and subtraction.

Early Learning Unit
The programs in this unit aim to develop perceptual, communication, thinking and social skills as well as a wide variety of concepts. There is an emphasis on early reading and writing skills.

Assessment Clinic
A clinic for members of the public with learning disabilities.

Resources Library
Located within the Language and Numeracy Units are reference books, audio-visual materials, teaching schemes, games and tests. Special arrangements can be made for students undertaking courses in the Centre to borrow some of the resources for workshop sessions and seminars between the hours of 8.30 am and 4.00 pm. Reference books are normally available to registered students for a loan period of seven days.

Multicultural Centre
Director
Christine B. Inglis, MA A.N.U. PhD Lond. BA
Pro-Director
Reginald Philips, BA DipContEd DipEd N.E. MEd, FACE
Lecturer
Joanne F. Travaglia, GradDipAdultEd I.T.A.T.E. CertTESOL BSoC
Research Assistants
Sandra Degrassi
Karen Heme, BA
Administrative Assistants
Tina Rae
Olive Cherry

The Multicultural Centre became part of the Faculty of Education in 1990 when sections of the Sydney C.A.E. amalgamated with the University of Sydney. Since then it has developed an active role within the Faculty in teaching, research and development and community outreach.

Teaching and research supervision
The Centre's staff contribute to a range of undergraduate and postgraduate degree programs in all schools of the Faculty of Education and in other University faculties. A major initiative has been the Centre's development of and contribution to a master's degree in the designated area of human resource development. Staff members are also available to supervise students undertaking research degrees in areas involving immigration, ethnic relations, cross-cultural communication and the management of cultural diversity, as well as in education and related health areas. Non-degree courses and programs can be provided for special purposes and to groups in other institutions and the general community. The possibility of these programs being articulated with degree programs is currently under examination.

Research and development
Since the Centre became part of the University it has rapidly developed a major profile in pure and applied research. In addition to receiving project grants from
the ARC and the University, the Centre has undertaken a number of consultancies for the Office of Multicultural Affairs and the Bureau of Immigration and Population Research and various State and Commonwealth agencies. The Centre has also been active in the development of programs and materials for trainers and community organisations.

Major areas of the Centre's research and development expertise include immigration and ethnic relations in Australia and internationally, multicultural policy, cross-cultural communication and training, managing cultural diversity, education and health-related matters. The educational and occupational attainment of young people from non-English speaking backgrounds is being examined in several of the Centre's projects while the impact of globalisation on Australian immigration and subsequent settlement is another major area of research interest and expertise. Recent Asian migration to Australia is a major focus of Centre research. Research on cross-cultural training and management is also an important area of the Centre's work. In conjunction with the Office of Multicultural Affairs, the Centre also produces a National Directory of Cross-Cultural Courses and Trainers.

The Centre provides facilities for visiting researchers. It is also the secretariat for the International Sociological Association's Research Committee on Race, Ethnic and Minority Relations and regularly publishes that Research Committee's newsletter. For more information contact Ms Jo Travaglia.

Community involvement and resources
The Centre's Advisory Committee with representatives from the University, community and governmental and non-governmental agencies provides the Centre with important guidance and advice in the development of its activities and programs. The Centre welcomes the participation of community members in its activities, including the Centre Colloquium and occasional workshops and conferences.

A specialist Resource Collection which is open to staff, students and members of the general public, supports the Centre's activities. It contains specialist books, monographs and government reports, and a collection of audio-visual materials designed to complement the holdings in the main University libraries. The collection of the Centre for Cross-Cultural Studies in Health and Medicine has recently been integrated with the Multicultural Centre's main collection, giving it special strength in the health area as well as education and cross-cultural training.

The Centre also has a publication program through which it supplies a range of both its own and international publishers' materials. Information on all these areas of the Centre's work, together with details of its regular seminar program and workshops, is contained in its Newsletter which is published three times a year. The Centre's Tel. number is (02) 660 2897 and its fax number is (02) 660 5072. The Centre can also be contacted via e-mail at cinglis@extro.ucc.su.oz.au.
This handbook contains simplified details of some of the prizes and scholarships offered by the University. For full details you are advised to consult the Calendar, Volume II.

The scholarships and prizes may be scheduled as follows:

1. **Prizes awarded automatically on results**: Successful students are notified of these by the Student Records Office.

2. **Prizes awarded on application**: Closing dates for these may be obtained from the Scholarships Office.

3. **Prize compositions**: Details of these may be obtained from the Scholarships Office with whom applications generally close in the first week of second semester.

4. **Bursaries**: Bursaries are awarded on the combined grounds of financial need and academic merit and application may be made at any time to the Financial Assistance Office (open Monday to Thursday from 9.30 am to 2.30 pm).

5. **Grants-in-aid**: These are offered by application (closing date: 31 May each year) to postgraduate students seeking assistance with travel or maintenance.

6. **Postgraduate scholarships tenable at the University of Sydney**: Prospective postgraduate students should consult the Scholarships Office in August/September each year about Australian Postgraduate Research Awards and Course Awards (closing date: 31 October).

7. **Postgraduate travelling scholarships**: Each year the University offers five or six travelling scholarships with a closing date in November. Generally, applicants need to have a first-class honours degree approaching medal standard to be successful.

Applications for the major travelling scholarships offered by external bodies generally close in August or September.

All postgraduate scholarships are advertised in the Administrative Bulletin which is available in departments or from the Scholarships Office in the Holme Building.

### Scholarships and prizes in Education

<table>
<thead>
<tr>
<th>Prizes</th>
<th>Value</th>
<th>Closing date</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G.S. Caird Scholarships</td>
<td>650</td>
<td>—</td>
<td>Proficiency in the second year Bachelor of Education course</td>
</tr>
<tr>
<td></td>
<td>650</td>
<td>—</td>
<td>Proficiency in the third year Bachelor of Education course</td>
</tr>
<tr>
<td>Headford School</td>
<td>110</td>
<td></td>
<td>Proficiency in the course Education III</td>
</tr>
<tr>
<td>Newcomb Hodge Essay Prize</td>
<td>150</td>
<td></td>
<td>Outstanding essay in courses Education II or Education III. (Prize not restricted to students enrolled in courses administered by the Faculty of Education)</td>
</tr>
</tbody>
</table>

| **Postgraduate**               |       |              |                                                                               |
| **Restricted to graduates in Education** |       |              |                                                                               |
| Thomas and Ethel Mary Ewing    | 5 000 | As advertised | Open to diplomats of the Sydney Teachers’ College; or graduates and diplomats of the Sydney Institute of Education; or graduates and diplomats of the University of Sydney in the Faculty of Education |
| David Wilson Scholarship       | Equivalent to UPRA | As advertised | For Indonesian students enrolling as candidates for the DipTEFL course |

**Other awards open to graduates in Education**

| Australian Postgraduate Award  | 14 961 | 31 October | Open to permanent residents of Australia for higher degrees |
Fellowships, medals and prizes

(The fellowships, medals and prizes detailed in this section are currently under review by the Faculty. Enquiries relating to these awards should be directed either to the Head of the School of Transitional Programs or the Faculty of Education Office.)

Thomas T. Roberts Education Fellowship(s)
Persons eligible to hold this Fellowship shall be past or present students of Sydney Institute of Education or students of the former Sydney Teachers’ College and who shall:

(i) be a graduate of a university of the British Commonwealth; or
(ii) hold a degree registered by the Australian Council on Awards in Advanced Education.

It is normally expected that applicants would be under the age of 35 years with good professional qualifications and experience. The Fellowship is not primarily or exclusively for academic study; it is awarded to the successful applicant for a minimum period of six weeks’ travel and study overseas in schools or colleges.

The tenure of the Fellowship is for one year.

All applicants are required to submit a detailed rationale indicating how their findings would be of benefit to education in Australia as well as a proposed itinerary. It is expected that upon return to Australia the successful applicant shall provide a report on the study tour.

Up to three Fellowships may be awarded in 1994. The value of each Fellowship is approximately $6500, which is tax-free. Applications generally close in November each year.

The Institute Medal and Prize
The award will be made to the candidate in the Institute with the most distinguished record, judged on contribution to Institute life in its various facets; contribution to community service; professional performance and academic performance.

This prize will be available in 1993-94 to students who were enrolled as students in programs supervised by the former Sydney Institute of Education.

The Phillip E. Jones Prize
The final year candidate in the Bachelor of Education program who achieves the best overall result in the study of Education throughout the program receives the Phillip E. Jones Prize, donated by Mrs Jones, to commemorate the contribution of her husband to education in this State. Dr Jones was a student at Sydney Teachers’ College in 1945 and 1946, and subsequently achieved eminence in the field of Comparative Education. At the time of his death in 1975, he was Associate Dean of Education at the University of New England.

The Jones Medals and Prizes
The final year man and woman with the most outstanding academic and professional record receive a medal and prize, donated by the Trustees of the Jones Memorial Fund, which was established in 1886 by friends of a former Inspector of Schools, John Saunders Jones.

The Eric Pearson Memorial Prize
The candidate with the most outstanding academic and professional record over the final two years of the Bachelor of Education program receives the Eric Pearson Memorial Prize to commemorate the work of the late Dr Eric Pearson, a former head of the Department of Education at Sydney Teachers’ College.

The Miller-Simpson Memorial Prize
The candidate in the Diploma in Education Primary program with the most outstanding record receives the Miller-Simpson Memorial Prize. The prize is donated by the Infants Mistresses’ Association, in the memory of two former Inspectors of Schools, Miss Margaret Miller and Miss Martha Simpson.

The V.W. Hyde Prize
The candidate with the most outstanding record in Social Studies or an allied subject receives the V.W. Hyde Prize, which commemorates the work of Mr Victor W. Hyde, a former head of the Department of History and Social Science at Sydney Teachers’ College.

The English Department Prize
The candidate in the Bachelor of Education program with the most outstanding record in English receives the English Department Prize.

The Drama Prize
The candidate with the most outstanding record in Drama receives this prize which commemorates the work of the Sydney Educational Drama Laboratory, a centre of Sydney Teachers’ College which was established to promote the development of Drama and Theatre within the College and the community. The prize was established with residual funds from public performance programs in educational theatre mounted by the Sydney Educational Drama Laboratory under its Director, Mr Frank Davidson, at the Australian Theatre, Newtown.

<table>
<thead>
<tr>
<th>Prizes</th>
<th>Value $</th>
<th>Closing date</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Sydney Postgraduate Research</td>
<td>7 600</td>
<td>31 August</td>
<td>Open to honours graduates of any university for higher degree study</td>
</tr>
<tr>
<td>A.E. and F.A.Q. Stephens Postgraduate Research</td>
<td>10 500</td>
<td>As advertised</td>
<td>Open to graduates of any university for higher degree study</td>
</tr>
</tbody>
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<th>Prizes</th>
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<td>10 500</td>
<td>As advertised</td>
<td>Open to graduates of any university for higher degree study</td>
</tr>
</tbody>
</table>
The Bourke Prize
The candidate in the Bachelor of Education (Secondary) program with the most outstanding record in Mathematics receives the Bourke Prize for Mathematics donated by the Trustees of the Bourke Memorial Fund, to commemorate the life and work of Joseph O.A. Bourke, a former lecturer at Sydney Teachers' College.

The Science Department Prize
The candidate in the Bachelor of Education Science program with the most outstanding record in Fourth Year receives the Science Department Prize.

The Institute of Industrial Arts Medallions
The candidate in the Diploma of Teaching (Industrial Arts) program and the candidate in the Bachelor of Education (Industrial Arts) program with the most outstanding records receive an Institute of Industrial Arts Medallion.

The Clark Prize
The candidate in the Bachelor of Education Home Economics program with the most outstanding record in the subject Textiles in Third Year receives the Clark Prize, donated by Coats Patons Ltd.

The Home Economics Association of N.S.W. Prize
The candidate in the Bachelor of Education Home Economics program with the most outstanding record receives the Home Economics Association of N.S.W. Prize.

The Geographical Society of N.S.W. Prize
The candidate in the Bachelor of Education (Secondary) program with the most outstanding record in Geography receives the Geographical Society of N.S.W. Prize.

The Jones Medal and Walter Beavis Prize
The candidate in the Graduate Diploma in Education program with the most outstanding academic and professional record receives a medal donated by the Trustees of the Jones Memorial Fund, and a prize provided through the generosity of the late Walter Beavis, who donated a sum of money to the Fund.

Sydney Market Authority Prize
The student in the Bachelor of Education (Home Economics) program with the most outstanding record in Nutrition Studies receives the Sydney Market Authority Prize.

The McMahon Prize
The candidate in the three-year Home Economics program with the most outstanding record in the subject Home Science in Third Year receives the McMahon Prize, donated by the late Miss Helen May McMahon.
1992 saw the final stage of the amalgamation of the Sydney Institute of Education with the Faculty of Education.

The Institute had had a very active student body and to continue this work a general meeting of all Faculty of Education students was convened in March 1992 to re-establish the University of Sydney Education Society.

The Education Society is staffed five days per week (Monday to Friday) by Council representatives and student volunteers who carry out all necessary duties on behalf of the Society.

The Society aims to represent the interests of all students enrolled in education in a variety of ways, including participation in the various committees of Faculty, the Academic Board and the Students' Representative Council and the University of Sydney Union.

Many resources are also available through the Society, including cheap photocopying, access to many computers, laser printer, lamina tor, binder and fax. There is also a women's room with facilities for babies, a microwave oven and free tea and coffee services. The 'Dungeon' located in the Old Teachers' College Building provides a recreation room with pool table, pin ball and vending machines for student use.

All students are urged to participate in the Society. Elections are held in September each year for representatives from each course. Also there are various portfolios which have nominated support committees.

Social functions are organised by Activities Officers, including barbecues, harbour cruises, and trivia nights, and all students are encouraged to attend.

The University of Sydney Education Society (USES) Constitution and Regulations include:

- The promotion of a common meeting ground for teachers, graduates, and undergraduates in the Faculty of Education.
- The promotion of the study of education theory, research and practice across all fields of education.
- Furthering the interest of members and to represent their views, particularly in matters related to their education.
- Promoting and maintaining cooperation between education students and their societies throughout Australia and internationally.
- Organising and promoting social, cultural and education activities amongst students.
- Liaison with the Students' Representative Committee and the University of Sydney Union.

Membership of the Society is open to all undergraduate students (full-time or part-time) and Graduate Diploma of Education students currently enrolled in any degree or diploma offered within the Faculty of Education.

Undergraduate members, on graduating with the degree of Bachelor of Education or Graduate Diploma in Education shall become life members.

The Dean recommends that students join the Society and support its activities.

Enquiries may be directed to the President, in Room 406 / A35 in the new Education building, or telephone 692 0111.
Appendix: Explanation of symbols for courses of study

Symbols may have been used in the courses of study chapter in the handbook as a succinct way of presenting teaching and assessment information. Because of the varied nature of the work described and occasional difficulties in interpretation and typesetting, such details are not construed as a firm undertaking. Students are advised to check details with the departments concerned. The significance of symbols used is as follows:

Hypothetical examples of symbols used

<table>
<thead>
<tr>
<th>Title of course</th>
<th>Actual lecturers</th>
<th>Allied studies</th>
<th>Class contact &amp; course duration</th>
<th>Exams, essays, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Double Dutch 1</strong></td>
<td>Assoc. Prof. Holland Dr Nederlands</td>
<td><strong>AKn</strong> HSC German</td>
<td>Classes Yr: (3 lec &amp; 1 tut)/wk</td>
<td>Assessment one 3hr exam, two 2000w essays/sem, 4 tut papers/sem</td>
</tr>
<tr>
<td><strong>8766 Star Wars 5</strong></td>
<td>Dr Lazer Ms Gunn</td>
<td><strong>Prereq</strong> 7653 Coreg Intro. Media Manipulation</td>
<td>Classes Sem 1: (2 lec &amp; 3 tut/prac)/wk; Sem 2: (2 lec &amp; 2 tut/prac)/wk</td>
<td>Assessment one 3hr exam/sem, classwork</td>
</tr>
</tbody>
</table>

**Examples**

Classes

Sem 1: 1 class/wk
Yr: (2 lec & 3 tut/prac)/wk
Sem 2: 3 lec/wk & 1 tut/wn

Assessment

one 3hr exam
two 3hr exams/sem
one 2000w essay
one 3000w essay, two 2000w essays/sem, 4 tut papers the course
(one 3000w & two 2000w essays)/sem

Duration

hr, hour
Sem 1, Semester 1
Sem 2, Semester 2
Yr, throughout the year