The University of Sydney

Faculty of Arts

Undergraduate Handbook

1996

Editors
Catherine Crittenden
Michael Nelson

The Editors gratefully acknowledge the assistance of Mary Costelloe (Arts Faculty Office) and of the administrative officers and assistants of departments and schools in the preparation of the Handbook.
### Semester and vacation dates 1996

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A university characteristically thinks of itself as a community of scholars. This is a persistent idea of the university, going back to the earliest days in Europe in the Middle Ages. Universities of course vary a great deal throughout the world and have undergone immense changes over the centuries. It would be a mistake then to think that the idea of a university as a community of scholars is fixed for all time or even that it is very clear at any given time. It remains nonetheless a basic idea and ideal of the University, not least in a period of rapid change such as is going on in universities in Australia at the present time. The idea comes to us as a task, to be thought about and realised in practice, as best we can, in the conditions of our particular time and place.

I would like to express a special word of welcome to newcomers to the Faculty of Arts in the University in 1996. You are joining a body of over 6000 students, consisting of around 4500 undergraduates and 1500 postgraduates, with a staff of over 250 lecturers and associate lecturers in the primary departments and interdepartmental centres in the Faculty, together with about 100 general staff. The boundaries of the Faculty of Arts, you will find, are not clear-cut, for many students take courses in other faculties, and the number of teaching staff is augmented by perhaps another 150 lecturers and associate lecturers in departments outside of Arts (specifically in Science and Economics). What is more, there are some 42 000 Arts graduates in the wider community, who are all in a sense members of the Faculty. The size and diversity of the Faculty of Arts is part of its considerable strength, but it also makes for considerable problems. For the newcomer in particular it can all seem too large, too complex, and too impersonal. Scholars there may be, but where is the community?

One relevant consideration is that the Faculty, like any large institution, is best thought of as a community of communities. It provides the framework within which particular departments and interdepartmental centres operate, and within which, in turn, lectures and tutorials and innumerable informal meetings, academic and social, take place. Learning typically begins with the asking of questions: in finding your way in the Faculty, do not hesitate to ask staff or other students. Departmental secretaries in particular are a mine of information about their particular departments (and much else); heads of departments, and other academic staff, and staff in the Faculty Office are equally concerned to help you. There is a great deal of information in this handbook about University and Faculty regulations and about departments and centres and interdisciplinary programs in the Faculty and their course offerings. If you are not clear about general regulations and the degree structure it is probably best to write to or call at the Faculty Office; questions about subjects and courses are best addressed to the department or centre concerned. Personal matters which affect your studies may need to be referred to the Dean or one of the Associate Deans. The University Counselling Service is also available to help you in any difficulties which might arise in coping with the demands of university life.

The process of becoming part of some of the many communities which constitute the University is itself an important element in one's educational (and personal) development. The sense of ourselves as individuals is an important aspect of maturity. But that affirmation can take distorted and limiting forms. We are accustomed to think of ourselves as individuals distinct from the common forms of life and from the complex set of social arrangements into which we are born and in which we live; it would be closer to the truth to say the common forms of life are the means by which we are created and sustained as individuals. The ancient advice of the Delphic oracle, 'Know thyself', can become a project, and an educational ideal for the individual, only in a social context. In one of his more colourful turns of phrase, the ancient Greek philosopher Aristotle, having praised the rattle as a toy for infants, went on to describe education as 'a rattle or toy for the young of a larger growth'. This was not a cynical remark (as it might appear), for it went along with the idea that learning can be pleasurable and that worthwhile education ought to include activities which are valued for their own sake and not merely because they are necessary or useful, for example, in business or money-making or political life. On these grounds he put particular emphasis on music as part of an education which is valued 'not as being useful or necessary, but because it is liberal or noble' (Politics, 8.3; 8.6). Music in this context, one might note, almost certainly included education in poetry and drama. More generally,
Aristotle took the view that philosophy, and the quest for knowledge generally, is ultimately non-utilitarian in character. This idea can be found in a passage in the Metaphysics (1.2) in connection with Aristotle's account of the history of earlier Greek thought:

it is owing to their wonder that people both now begin and at first began to philosophize; they wondered originally at the obvious difficulties, then advanced little by little and stated difficulties about the greater matters, e.g. about the phenomena of the moon and those of the sun and the stars, and about the genesis of the universe. And one who is puzzled and wonders thinks himself ignorant...; therefore since they philosophized in order to escape from ignorance, evidently they were pursuing science in order to know, and not for any utilitarian end. And this is confirmed by the facts; for it was when almost all the necessities of life and the things that make for comfort and recreation had been secured, that such knowledge began to be sought.

Aristotle's contrast between education which is valued for its own sake and utilitarian forms of learning is somewhat artificial. There is nothing wrong, after all, with earning a living from playing music or writing poetry or engaging in philosophical reflection (or in being paid for teaching about these things). Aristotle's version of the contrast also goes along with a certain disdain for manual crafts and practical pursuits (though he used them liberally in his own scientific work). Nevertheless the idea of forms of education which are enjoyable and worthwhile simply as enrichments of a free human life, and not as means to further ends, is deeply important.

These ancient reflections have their relevance in contemporary Australia. Political rhetoric notwithstanding, there is a strong sense that many of the educational values and concerns which are fostered in Faculties of Arts (but not only in Arts) are under threat at the present time. The threat arises in part from the demand for economic restraint which now runs, very unequally, across the whole community. But part of this contrary tide reflects the view that education (and everything else for that matter) has value only in so far as it contributes to the creation of wealth for individuals or the nation. In this climate, Faculties of Arts find themselves confronted with the demand to justify their concerns on the basis of false criteria. It is important to resist this demand. Such resistance, however, need not take the form of repudiating the value of the necessary and the useful in human life (such as in the need to earn one's living). It is worth insisting in fact that the ideas and skills and spirit of critical enquiry developed in a good Arts education are of considerable use and advantage in almost any field of employment.

Staff in the Faculty of Arts, one has to say, do not usually give much consideration to the future employment of students. Perhaps there is some echo here of Aristotelian detachment from (if not disdain for) the necessary and the useful in human life in favour of ultimate and non-utilitarian value. But this distinction, as noted above does not have to be treated as a dichotomy. The ability to read intelligently, to write well, to assess arguments, together with an informed awareness of the human past and of contemporary culture in some of its myriad aspects, a knowledge of the world we inhabit, an understanding of languages and related forms of life, a grasp of formal systems such as in logic or mathematics, a practical sense of moral and intellectual virtue; these accomplishments, and the like, are all useful and desirable in the matter of earning a living. Beyond that (and above that), they are the basic forms in which a university expresses itself as a community of scholars and in which a free people enjoys a genuinely rich human life.

I hope that you will find your time in the Faculty of Arts a useful preparation for your future work, and an experience which is enjoyable in itself and worthwhile and enriching for the whole of your life.

Paul Crittenden
Dean
Introduction

The Faculty of Arts Undergraduate Handbook is intended as a complete working guide to the Faculty. It lists the staff in each department, and has a section on career opportunities for Arts graduates. It includes the formal degree requirements coupled with a general interpretation of them, followed by the major section detailing courses of study on offer.

For more specific advice or assistance than the handbook provides, you are advised to call at the Faculty Office on the first floor of the Western Tower.

The Faculty Office is open from 11.00 am to 1.00 pm and from 2.00 to 4.00 pm, Mondays to Fridays.

Courses are subject to alteration
Courses and arrangements for courses, including staff allocated, as stated in any 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 allocation at any time without notice. The Faculty may have to cancel some programs as a result of funding cuts; the Faculty will give as much notice as possible of any cancellations.

Noticeboards should be consulted
The information given in the chapter on courses of study is based on material supplied by the departments up to May 1995. All intending students are therefore advised to consult the noticeboards of the different departments at the beginning of the first semester, in case there have been changes in course requirements or changes in textbooks.

Books
Students are expected to own books listed as textbooks. However, they are not required to buy books listed as preliminary reading. Lists can be obtained from the individual departments.

Changes sometimes occur in the selection of prescribed textbooks owing to supply difficulties, or the publication of new and more suitable works. Check department noticeboards and department handbooks before buying any textbooks.
A20 WOOLLEY BUILDING
English, Performance Studies, Studies in Religion, Semiotics

A21 WALLACE LECTURE THEATRE

A35 EDUCATION BUILDING
Education

A19 GRIFFITH TAYLOR
Computer Laboratory, Modern Greek

A18 CHRISTOPHER BRENNAN
Language Laboratories, Language Centre, Asian Studies (Chinese, Japanese, Indonesian, Indian, Thai, Korean), French, German, Spanish

A17 MUNGO MACCALLUM
Psychology, History, Celtic Studies

A26 MILLS BUILDING
Fine Arts, Italian, Social Work

F12 TRANSIENT
Linguistics, LARC, Bookshop

F09 MADSEN BUILDING
Computer Science, Student Centre

F04 FISHER STACKS

F05 GEOLGY

F06 STEPHEN ROBERTS THEATRE

F07 CARSLAW LECTURE ROOMS

CARSLAW Mathematics, Science Faculty Office

F03 LIBRARY

G04 WILKINSON BUILDING
Architecture (History of the Built Environment)

G02 ART WORKSHOP

G01 WENTWORTH

H04 MEREWETHER BUILDING
Economics Faculty Office, Economics, Economic History, Government

H03 INSTITUTE BUILDING
Geography, Industrial Relations

*NOT SHOWN
MUSIC (Seymour Centre)
MUSEUM STUDIES (Darlington Rd)
PHYSICS, CHEMISTRY, BIOLOGICAL SCIENCES, WOMEN'S STUDIES CENTRE (127 Darlington Rd)

LOCATION OF BUILDINGS OF MOST INTEREST TO ARTS STUDENTS*

*See also Main Campus map at the end of this Handbook
FACULTY

Dean (to mid-1995)
Paul J. Crittenden, DD C.I.T.S. Blitt Oxf.

Pro-Deans
Angus Martin, DU Paris BA DipEd, FAHA
Elizabeth Webby, MA PhD

Associate Deans
Bettina Cass, AO, BA PhD U.N.S.W., FASSA
Margaret Clunies Ross, BA Adel. MA Blitt Oxf., FAHA
Roland J. Fletcher, MA PhD Camb.
Stephen R. Garton, PhD U.N.S.W. BA
Michael G. Nelson, BA PhD
Richard Waterhouse, MA PhD Johns H. BA

Secretary to the Faculty
Catherine M. Crittenden, DipEd N.E. MA

Senior Administrative Officer
Terry E. Heath, BA

Administrative Officers
John Courati (Postgraduate Adviser)
Suzan Fayle, BA U.N.S.W.
Gerald Griffin (Finance Officer)

Administrative Assistants
Mary Costelloe
Virginia Munro, BA
Shane Samuelson, BA Qld
Faye Smedley, BA
Eve Teran, BSc
Lyndal Tupper

Network Manager
James Dwyer

DEPARTMENTS AND SCHOOLS

Department of Anthropology

Professor of Anthropology
Vacant

Associate Professors
Paul Alexander, MA Otago PhD A.N.U.

Senior Lecturers
Richard D. Basham, BA George Washington MA PhD Calif.
Daryl K. Feil, BA Calif. PhD A.N.U.
Peter D. Hinton, MA PhD
Alan L. Rumsey, MA PhD Chic.

Lecturers
Gillian Cowlshaw, BA PhD
Ghassan Hage, MA Nice PhD Macq.
Vivienne Kondos, BA W.Aust. PhD
J. Lowell Lewis, BA Col. PhD Wash.
Neil Maclean, BA Monash PhD Adel.
Jadran Mimica, BA Zagreb PhD A.N.U.

Research Fellows
Jennifer Alexander, BA PhD
Rita Armstrong, BA PhD

Administrative Assistants
Maria Corte
Nicole Forgie
Anna Robertson

School of Archaeology, Classics and Ancient History

Ancient History

Senior Lecturers
Peter M. Brennan, MA A.N.U. PhD Camb. BA
James L. O’Neil, PhD Camb. MA
Martin Stone, BA Camb. & Syd.
Noel K. Wecks, BSc N.E. MA PhD Brandeis BD ThM

Lecturer
Leonie C. Hayne, BA Qld MA

Associate Lecturer
Kathryn E. Welch, MA PhD Qld DipEd Syd. Inst. Ed.

Honorary appointments

Honorary Associates
Robert K. Sinclair, MA LLB S.A. PhD Witu., FAHA

Archaeology

CLASSICAL AND NEAR EASTERN

Professors
Arthur and Renee Georga Professor of Classical Archaeology
J. Richard Green, BA PhD Lond., FAHA FSA
Appointed 1990

Edwin Cuthbert Hall Professor in Middle Eastern Archaeology
Daniel T. Potts, AB PhD Harv. DPhil Copenhagen
Appointed 1991

Associate Professor
Jean-Paul Descoeudres, PhD Basel, MISP Corr. MDAI

Lecturer
Alison V. Betts, PhD Lond.

Senior Technical Officer
Russell J. Workman

ARC QEII Research Fellow
Judith McKenzie, BA PhD

Honorary appointments

Emeritus Professors
Basil Hennessy, AO, DPhil Ox., BA, FAHA FSA
A.D. Trendall, CMG KCSC, MA LittD Camb. & N.Z. HonLittD Medh. HonDLitt Adel. & Syd., FSA FAHA FBA

*Head of Department/School

1 Staff as known at May 1995
Honorary Associates
Roger J. Ling, MA PhD Camb., FSA
M. Price, MA PhD Camb.

Prehistoric and Historical
Reader
J. Peter White, BA Melb. MA Camb. PhD A.N.U., FAHA

Associate Professors
*Judy M. Birmingham, MA St. And. & Lond.
Roland J. Fletcher, MA PhD Camb.

Senior Lecturers
Aedeen Cremin, MA N.U.I. PhD

Professional Officer
Ian Johnson, BA Camb. DES Bordeaux PhD A.N.U.

ARC Research Fellow
Penelope M. Allison, BA Cant. MA PhD

Honorary appointments
Emeritus Professor
Richard V.S. Wright, MA Camb.

Honorary Research Associates
Valerie J. Attenbrow, BA MA PhD Camb.
Sugandha Johar, BSc Indore. MA Benares Hindi PhD Pune
Miles B. Lewis, BA Melb. PhD Camb., FAHA FRAIA FRSA

Robin Torrence, AB Bryn Mwr PhD New Mexico

Classics
Professor
Kevin H. Lee, BA U.N.S.W. MA PhD N.E.
Appointed 1992

Associate Professor
B. Dexter Hoyos, BA W.I. MA Mcm. DPhil Oxf.

Senior Lecturers
Alan W. James, MA PhD Camb.
John A.L. Lee, PhD Camb. BA
Frances Muecke, BA Melb. BPhil Oxf.
Lindsay C. Watson, MA Glas. MPhil Oxf. PhD Tor.
Patricia A. Watson, PhD Tor. MA

Suzanne MacAlister, BA PhD

Honorary appointment
Honorary Associate
Emeritus Professor William Ritchie, BA PhD Camb.

School of Asian Studies
Chinese Studies
Professor of Chinese Studies
Vacant

Associate Professor
Mabel Lee, BA PhD

Senior Lecturers
Tony Prince, BA PhD

Agneszka D. Syrokomla-Stefanowska, BA PhD (Head of Section)

Lecturers
John Keenan, BA Ohio
Lily Lee, BA Nanyang PhD

Honorary appointments
Honorary Research Associates
Raymond Hsu, PhD Camb.
Liu Wei Ping, BA Amoy PhD

Indian Studies
Honorary Appointments
Honorary Research Associates
Hashim R. Durrani, DME Karachi
Soumyendra Mukherjee, BA Calc. & Lond. MA Camb. PhD Lond., FRHistS

Peter Oldmeadow, BA LittB PhD A.N.U.

Japanese and Korean Studies
Professor of Japanese Studies
*Hugh D.B. Clarke, BA PhD
Appointed 1988

Associate Professor
Sakuko Matsui, BA Konan PhD

Senior Lecturers
Hiroko Kobayashi, BA Saishama MA PhD
Duk-Soo Park, BA Chung-Ang MA Arizona PhD Hawai
Elise Tipton, BA Wellesley EdM Boston MA Wesleyan PhD Indiana

Lecturers
Yasuko Claremont, BA Tamagawa MA DipEd PhD
Kazumi Ishii, MA DipEd Dokisshia
Nerida Jarkey, BA A.N.U. PhD
Sang-Ok Lee, BA Seoul National PhD III.

Colin R. Noble, BA DipEd DipCS Regent College MA
Seiko Yasumoto, BA Melji & Face MA Col. & Macq.

Associate Lecturers
Chun Fen Shao, BA Hokkaido MA PhD Tokyo Metropolitan Young-Soo Chung, BA DipEd Ritsumeikan MA

Southeast Asian Studies
Professor
Peter John Worsley, DLitt Ley. BA (Head of Indian Studies Section)
Appointed 1972

Senior Lecturers
Anthony Day, BA Harv. MA PhD C'mell (Head of Section)
Michael J. van Langenbergh, BA PhD

Lecturer
Jeanette Lingard, BA A.N.U. DipPhysEd

Associate Lecturer
Nilwan Jiraratwatana, BSc Kasetsar

School administration
Administrative Assistants to the School
Wayne Pratt, BA Macq.
Robyn Doohan, MA (part-time, Ancient History)
Lina Feliciano, MSc U.P. (Classical and Near Eastern Archaeology)
Philippa Holy, BA Adel. BLitt N.E. (part-time, Prehistoric and Historical Archaeology)
Myrene McDonald, BA (Classics)
ARC Research Fellow
Raechelle Rubenstein, BA PhD

Honorary appointments
Honorary Research Associates
Barbara Leigh, BA PhD
Rudy C. de Jongh, Drs Ulrecht
Marcus Susanto, Drs Gadjah Mada MEd DipEd
Adrian Vickers, BA PhD

School administration
Administrative Officer
Sarah Gornall, MA Macq. DipEd

Administrative Assistants
Adam Barrie, BA U.I.C.
Valerie McMullan
Kate O’Brien, BA PhD
Michael Prince, MA MCoGSc U.N.S.W.
Kathy Tse, BA Laurentian

Department of English
Professors
Challis Professor of English Literature
Gerald Alfred Wilkes, DPhil Oxf. MA DipEd, FAHA
Appointed 1962

Professor of Australian Literature
Elizabeth Anne Webby, MA PhD
Appointed 1990

McCaughhey Professor of English Language and Early English Literature
Margaret Beryl Clunies Ross, BA Adel. MA BLitt Oxf. FAHA
Appointed 1990

Personal Chair in English and Australian Literature
Richard Michael Wilding, MA Oxf., FAHA
Appointed 1992

Personal Chair in English Literature
*Margaret Ann Harris, PhD Lond. MA
Appointed 1994

Reader
Vivian B. Smith, MA Tas. PhD

Associate Professors
Jennifer M. Gribble, MA Melb. BPhil Oxf.
Brian F. Kiernan, MA DipEd Medb.
Adrian C.W. Mitchell, BA Adel. MA PhD Qu.
James G. Tulip, BA Qld PhD Chic.

Senior Lecturers
Donald Anderson, BA PhD
Geraldine R. Barnes, PhD Lond. BA
David G. Brooks, BA A.N.U. MA PhD Tor.
Deirdre P. Coleman, BA Melb. DPhil Oxf.
Helen E. Fulton, BA PhD
Bruce R. Gardiner, PhD Prin. BA
Penelope Gay, BA Melb. PhD Lond. MA
Rosemary Huisman, BA PhD
Ivor Indyk, PhD Lond. BA
Robert L.P. Jackson, MA Auck. PhD Camb.
Alex I. Jones, MA LLB
Axel Knuse, BA DipEd W.Aust. MA Tas.
Kate Lilley, PhD Lond. BA
Simon S. Peich, MA Oxf. PhD Prin.
Margaret Rogerson, PhD Leeds MA

Catherine A. Runcie, BA W.Ont. MA PhD Lond.
Diane P. Speed, PhD Lond. MA
Barry Spurr, MLitt Oxf. MA PhD, MACE
Betsy S. Taylor, MA Adel.
Geoffrey Williams, BEd MA
Robert W. Williams, BA PhD

Lecturers
David Brooks, BA Lond. BPhil Oxf.
William H. Christie, DPhil Oxf. BA
David F. Kelly, BA U.N.S.W. MA PhD
Judy Quinn, BA Melb. PhD
Noel Rowe, BA PhD

Administrative Officer
Marion P. Flynn, BA

Administrative Assistants
Pat Ricketts
Sue Sheehy (part-time)
Sally Thompson
Milly Vranes, BA
Maree Williams

Honorary appointments
Honorary Associates
David A. Lawton, MA Oxf. DPhil York, FAHA
Geoffrey L. Little, BA Keele MA Melb.
Bernard K. Martin, MA N.Z. MLitt Camb. DipAnthrop
Terry R. Threadgold, MA

Honorary Research Associates
Philippa M. Bright, MA Dip Ed
Gavin Edwards, BA Camb. MLitt Bristol
Judith Johnston, BA PhD
Alan G. Kennedy, BA LLB MA
Gary R. Simes, BA PhD

Power Department of Fine Arts

Power Professor of Contemporary Art
Virginia Margaret Spate, MA Melb. & Camb. PhD Bryn Mawr, FAHA CIHA
Appointed 1979

Director of the Power Institute of Fine Arts and Associate Professor
Terence E. Smith, BA Melb. MA PhD

Senior Lecturers
*Alin R. Cholodenko, AB Prin. JD AM PhD Harv.
Robyn M. Cooper, DPhil Sus. MA

Lecturers
Laleen Jayamanne, BA Ceyl. MA N.Y. PhD U.N.S.W.
Mary Mackay, BA PhD
Louise Marshall, MA Melb. PhD Penn.
Catriona Moore, BEad(Art & Craft) Melb.C.A.E. PhD

Associate Lecturer
Keith Broadfoot, BA

Administrative Officer
Vacant

Administrative Assistant
Christine Costello

*The Power Department is part of the Power Institute of Fine Arts, together with the Power Research Library; it is associated with the Museum of Contemporary Art (formerly the Power Gallery).
Power Research Library of Contemporary Art
Research Librarian
John H. Spencer, BA DipEd DipLib U.N.S.W.
Librarian
Peter J. Wright, BA Grad Dip LibSci Kuringai C.A.E.
Slide Librarian
Colette Hoeben, BA Grad Dip Museum Studies Deakin

Department of French Studies
McCaughhey Professor of French
*Angus Andrews Martin, DU Paris, BA DipEd, FAHA
Appointed 1991

Reader
Maria Shevtsova, MèsL Paris BA PhD DipEd

Associate Professors
Gay McAuley, BA PhD Brist.
Margaret Sankey, BA PhD DipEd
Ross H. Steele, Officier de l'Ordre National du Mérite France, Dipl de Phon Paris BA

Senior Lecturers
Anne S. Bates, MA Ohio State BA
Paulin Djité, LèsL CAP/CEG Côte d'Ivoire MS PhD Georgetown
Maxwell J. Walkley, MA
Robert White, DU Paris MA

Lecturers
Marie-Thérèse Barbaux-Couper, MenD CDMAV Paris PhD
Françoise Grauby, LèsL Aix-Marseille DEA Nancy DNR Montpellier
Elizabeth Rechniewski, BA Lond. MA Leic. PhD

Associate Lecturers
Patrick Durel, CFEN LèsL MèsL Rouen
Norman Gabriel, MA Monash BA DipEd
Corinne Mesada, MèsL Sorbonne DEA Provence PhD

Queen Elizabeth II Fellow
Bernadette A. Masters, MA PhD

Administrative Assistant
Anne de Brogio

Department of Geography
McCaughhey Professor of Geography
Vacant

Associate Professors
John Connell, BA PhD Lond.
*Robin F. Warner, BA Birm. PhD N.E.

Senior Lecturers
David E.M. Chapman, MEngSc U.N.S.W. BA PhD
Colin Davy, BA PhD
Deidre Dragovich, MA Adel. PhD
Philip Hirsch, BA Oxf. MPhil Dundee PhD Lond. (on leave)
Andrew D. Short, MA Hawaii PhD Louisiana State BA

Lecturers
Peter J. Cowell, BA PhD
A. Jamie Gough, BA DPhil Oxf. MPhil Lond.
Charles Greenberg, MA PhD Br. Col.
Martin C. Thoms, MSc N.Z. PhD Lough.

Associate Lecturers
Christopher Parker, BSc
William Pritchard, BA A.N.U.

Cartographer
John E. Roberts

Honorary appointments
Emeritus Professors
Maurice T. Daly, BA PhD Macq.
Trevor Langford-Smith, BA Melb. MSc Adel. PhD A.N.U. BSc

Honorary Associates
Marie Forland, BSc PhD
Peter Roy, PhD DIC Lond. BSc
John Rutherford, BA PhD A.N.U.
Edward Wheelwright, DFC MAC MA St. And.

Research Affiliates
Christoper Devery, BA PhD
John Hudson, MSc
Robert Jones, MSc DIC, MIAust
Philip Tilley, BA Cert Ed Birm. DPhil Bonn MSc

Department of Germanic Studies
Professor of German
Vacant

Associate Professor

Senior Lecturers
Udo H.G. Borgert, BA PhD
Yvonne Holboche, BA PhD
Kenneth J. Moulden, BA PhD
Michael G. Nelson, BA PhD

Associate Lecturers
Andrea Bandhauer, DrPhil Innsbruck
Maria Veber, BA Adel.

Administrative Assistant
Helen Simic

Honorary appointment
Emeritus Professor
Gero von Wilpert, PhD N.S.W., FAHA

Department of Government and Public Administration
Professor
Graeme J. Gill, MA Monash PhD Lond.
Appointed 1990

Professor in Chinese Politics (Personal Chair)
Frederick C. Teiwes, BA Amherst PhD Col.
Appointed 1992

Professor in Government and Public Administration (Personal Chair)
Michael W. Jackson, BA Nebraska MA PhD Alta
Appointed 1993

Reader
Patricia M. Springborg, MA Cant. DPhil Oxf.

Associate Professors
Michael C. Hogan, BA PhD
Terence H. Irving, BA PhD
Michael B. Leigh, BA Melb. PhD C'nell
Trevor V. Matthews, BSc PhD
*Helen G. Nelson, BA W.Aust. MA PhD
Martin J. Painter, MA Ses. PhD A.N.U.
Rodney E. Tiffen, BA PhD Monash

Senior Lecturers
Deborah Brennan, MA Macq. BA PhD
Ernest A. Chaples, MA Mass. PhD Kentucky
G. Ross Curnow, PhD C'nell MA
Robert F. Howard, BA N.E. PhD A.N.U.
G. Peter King, BA Melb. PhD A.N.U.
Department of Modern Greek

Sir Nicholas Laurantius Professor
Appointed 1983

Senior Lecturer
Alfred L. Vincent, MA PhD Camb.

Lecturers
Anthony Dracopoulos, BEc Macq. MA
Vrasidas Karalis, BA PhD Athens
Panayota Nazou, BA PhD

Administrative Assistant
Kathy Papanikolaou

ARC Senior Research Fellow
E.M. Jeffreys, MA Camb. BLitt Oxf.

Research Assistant (ARC — part-time)
Vicky Doulaferas, BA

Department of History

Professor
Roy Malcolm MacLeod, AB Harv. PhD Camb., FRHistS
Appointed 1982

Bicentennial Professor of Australian History
Brian Hinton Fletcher, PhD U.N.S.W. MA DipEd, FAHA FRAS
Appointed 1987

Reader
Jim C. Masselos, PhD Rom. BA

Associate Professors
*Stephen R. Carton, PhD U.N.S.W. BA
R. Ian Jack, MA Glas. PhD Lond., FRHistS
Sybil M. Jack, MA BLitt Oxf. DipEd N.E., FRHistS

Neville K. Meaney, MA Adel. PhD Duke
Roslyn L. Pesman, PhD Lond. BA
John H. Pryor, BA Adel. PhD Tor.
Richard Waterhouse, MA PhD Johns H. BA

Senior Lecturers
Carole E. Adams, MA PhD Harv.
Anthony E. Cahill, MA Oxf. BA
Iain A. Cameron, MA Glas. PhD R’dg
Peter J. Cochrane, BA Lat. PhD Adel.
Robert E. Dreher, BA Colgate MA PhD Wis.
L. Bruce Fulton, MA Manc. PhD Tor.
Judith W. Keene, BA DipEd N.E. MA PhD U.C.S.D.
Jan Kociumbas, BA Melb. PhD
Alastair D. MacLachlan, BA PhD Camb.
Kenneth K. McNab, BA N.E. D’Phil Sus.
Geoffrey A. Oddie, PhD Lond. MA DipEd Melb.
B. Lynette Olson, BA Oberlin MSL Pont.Inst.Tor. PhD Tor.
L. John Reeve, MA Melb. PhD Camb., FRHistS
Penny Russell, BA Monsch PhD Melb.
John O. Ward, BA Melb. MA PhD Tor.
Graham J. White, DipEd N.E. BSc PhD
Richard White, BA DipEd
Shane White, BA PhD
John Yue-wo Wong, BA H.K. D’Phil Oxf., FRHistS

Lecturers
Shirley Fitzgerald, BA Adel. PhD Macq.
Rikki Kersten, BA Adel. D’Phil Oxf.
Glenda Sluga, MA Melb. D’Phil Sus.

ARC Research Fellow
Grace Karskens, MA

Administrative Officer
Henry G. Storey

Administrative Assistants
Bronwyn Hutchinson
Robyn Martin
Joan Patrick
Liani Solari

Honorary appointments

Honorary Associates
R.A. Bauman, BA LLB S.A. PhD Witw., FAHA Emeritus Professor B.E. Mansfield, MA
R.K. Sinclair, MA Camb. BA DipEd
M.D. Stephen, MLitt Camb. BA

Department of Italian

Professor
Giovanni Carriana, DottLett DipScNormSup Pisa, FAHA
Appointed 1990

Associate Professors
Timothy Fitzpatrick, BA PhD (shared with Performance Studies)
*Nerida Newbigin, BA PhD

Senior Lecturer
Anne Reynolds, BA PhD

Lecturers
Suzanne Kiernan, BA MA DipEd
Antonia Rubino, DottLett Firenze MA PhD DipEd

Associate Lecturers
Paola Marini, DottLett Bologna MPhil
Nicoletta Zanardi, MA DottLett Bologna

Barbara Page, MEc
Randal G. Stewart, BA Qld PhD A.N.U.
Lex Watson, BA
Linda Weiss, BA Griffith PhD L.S.E.

Diarmuid Maguire, BA N’cle(U.K.) MA Johns H. MA PhD C’nell

Ian Bell, BA LLB Monsch
Lisa Hill, BA Tas. DPhil Oxf.

Kanishka Jayasuriya, BA W.Aust. PhD A.N.U.
Ivan C. Molloy, BA Monsch MA Qld PhD LaT.

Felix Patrikeeff, BA Essex

Christopher Green, BA MSc Qld
Gillian McDonald, MA Georgetown BA

Paul Rutherford, BA Deakin

Jennifer McCallan, BA Open

Rebecca Simmonds, GradDipCommMgmnt U.T.S.

Roz Conyngham
Sue Loader
Maria Robertson

Carole E. Adams, MA PhD Harv.
Anthony E. Cahill, MA Oxf. BA
Iain A. Cameron, MA Glas. PhD R’dg
Peter J. Cochrane, BA Lat. PhD Adel.
Robert E. Dreher, BA Colgate MA PhD Wis.
L. Bruce Fulton, MA Manc. PhD Tor.
Judith W. Keene, BA DipEd N.E. MA PhD U.C.S.D.
Jan Kociumbas, BA Melb. PhD
Alastair D. MacLachlan, BA PhD Camb.
Kenneth K. McNab, BA N.E. D’Phil Sus.
Geoffrey A. Oddie, PhD Lond. MA DipEd Melb.
B. Lynette Olson, BA Oberlin MSL Pont.Inst.Tor. PhD Tor.
L. John Reeve, MA Melb. PhD Camb., FRHistS
Penny Russell, BA Monsch PhD Melb.
John O. Ward, BA Melb. MA PhD Tor.
Graham J. White, DipEd N.E. BSc PhD
Richard White, BA DipEd
Shane White, BA PhD
John Yue-wo Wong, BA H.K. D’Phil Oxf., FRHistS

Shirley Fitzgerald, BA Adel. PhD Macq.
Rikki Kersten, BA Adel. D’Phil Oxf.
Glenda Sluga, MA Melb. D’Phil Sus.

Grace Karskens, MA

Henry G. Storey

Bronwyn Hutchinson
Robyn Martin
Joan Patrick
Liani Solari

R.A. Bauman, BA LLB S.A. PhD Witw., FAHA Emeritus Professor B.E. Mansfield, MA
R.K. Sinclair, MA Camb. BA DipEd
M.D. Stephen, MLitt Camb. BA

Giovanni Carriana, DottLett DipScNormSup Pisa, FAHA
Appointed 1990

Timothy Fitzpatrick, BA PhD (shared with Performance Studies)
*Nerida Newbigin, BA PhD

Anne Reynolds, BA PhD

Suzanne Kiernan, BA MA DipEd
Antonia Rubino, DottLett Firenze MA PhD DipEd

Paola Marini, DottLett Bologna MPhil
Nicoletta Zanardi, MA DottLett Bologna

Neville K. Meaney, MA Adel. PhD Duke
Roslyn L. Pesman, PhD Lond. BA
John H. Pryor, BA Adel. PhD Tor.
Richard Waterhouse, MA PhD Johns H. BA

Carole E. Adams, MA PhD Harv.
Anthony E. Cahill, MA Oxf. BA
Iain A. Cameron, MA Glas. PhD R’dg
Peter J. Cochrane, BA Lat. PhD Adel.
Robert E. Dreher, BA Colgate MA PhD Wis.
L. Bruce Fulton, MA Manc. PhD Tor.
Judith W. Keene, BA DipEd N.E. MA PhD U.C.S.D.
Jan Kociumbas, BA Melb. PhD
Alastair D. MacLachlan, BA PhD Camb.
Kenneth K. McNab, BA N.E. D’Phil Sus.
Geoffrey A. Oddie, PhD Lond. MA DipEd Melb.
B. Lynette Olson, BA Oberlin MSL Pont.Inst.Tor. PhD Tor.
L. John Reeve, MA Melb. PhD Camb., FRHistS
Penny Russell, BA Monsch PhD Melb.
John O. Ward, BA Melb. MA PhD Tor.
Graham J. White, DipEd N.E. BSc PhD
Richard White, BA DipEd
Shane White, BA PhD
John Yue-wo Wong, BA H.K. D’Phil Oxf., FRHistS

Shirley Fitzgerald, BA Adel. PhD Macq.
Rikki Kersten, BA Adel. D’Phil Oxf.
Glenda Sluga, MA Melb. D’Phil Sus.

Giovanni Carriana, DottLett DipScNormSup Pisa, FAHA
Appointed 1990
### Italian Government Lettore
Valerio Gieb, DottLingLettStrMod Palermo

### Administrative Assistants
Joyce Allegretto
Annette Murchie (part-time)

### Honorary Secretary to Frederick May Foundation for Italian Studies
Maria Cristina Mauceri, MA U.N.S.W. DottLett Genova PhD

### Department of Linguistics

**Professor**
*William A. Foley, BA Brown MA PhD Berkeley, FAHA*

**Associate Professor**
James R. Martin, BA York(Can.) MA Tor. PhD Essex

**Senior Lecturers**
Michael J. Walsh, PhD A.N.U. BA

**Lecturers**
Toni Borowsky, PhD Mass.
Roderick Gardner, MA Lond.
Jane Simpson, BA A.N.U. PhD M.I.T.

**Administrative Officer**
Diane Ferrari (part-time)

**Administrative Assistants**
Simon Barker (part-time)
Virginia Magyer

### Honorary appointment

**Honorary Associate**
Barbara M. Horvath, BA Calif. State MA Mich. State PhD Georgetown

### School of Mathematics and Statistics

**Professors**
Edward Norman Dance, BSc A.N.U. PhD Camb.
Appointed 1993

Eugene Seneta, MSc Adel. PhD A.N.U., FAA
Appointed 1979

**Professor in Pure Mathematics (Personal Chair)**
Gustav Isaac Lehrer, PhD Warw. BSc
Appointed 1990

**Professor in Mathematical Statistics (Personal Chair)**
John Robinson, BSc Qld PhD
Appointed 1991

**Professor (half-time)**
Peter Robert Wilson, BA MSc Melb. PhD, FRAS

**Readers**
John J. Cannon, MSc PhD
Donald I. Cartwright, PhD Ill. BSc
Jonathan A. Hillman, BSc W.Aust. AM Harv. PhD A.N.U.
Tze-Char Kuo, BS Natn Taiwan PhD Chic.
King-Tai Lai, BSc Lond. MPhil PhD Yale

**Associate Professors**
*Christopher J. Durrant, MA PhD Camb.*
Edward D. Fackerell, MSc PhD
Terence M. Gagen, BSc Qld PhD A.N.U.
Ronald W. James, BSc PhD
John M. Mack, MA Camb. BSc PhD
Donald E. Taylor, MSc Monash DPhil Oxf.
Robert F. C. Walters, MSc Qld PhD A.N.U.
Denis E. Winch, MSc PhD, FRAS

**Senior Lecturers**
Peter W. Buchen, PhD Camb. BSc
Koo-Guan Choo, BSc Nan. MSc Ott. PhD Br.Col.
Christopher M. Cosgrove, BSc PhD
David Easdown, BA A.N.U. PhD Monash
Roger W. Eyland, PhD Camb. MSc
W. Barrie Fraser, BSc ME Cant. SM PhD Harv.
David J. Galloway, BA PhD Camb.
William G. Gibson, MSc Camb. PhD U.N.S.W.
Robert B. Howlett, BA PhD Adel.
Charles Macaskill, BSc PhD Adel.
Gordon P. Mono, BSc Monash PhD Bristol.
Nigel R. O'Brian, MA Camb. PhD Warw.
William D. Palmer, MLet MA N.E. BSc PhD DipEd
Malcolm P. Quine, MSc Lond. PhD A.N.U.
James N. Ward, BSc PhD
Neville C. Weber, MSc PhD
Karl H. Wehrhahn, BSc Alta PhD

**Lecturers**
Howard J. D'Abrera, PhD Calif. BSc
David C. Edelman, MPhil PhD Col. SM M.I.T.
Humphrey M. Gastein-Hills, MSc PhD
Jenny Henderson, DipEd Flin. MSc
T. Paul Hutchinson, MA Camb. PhD Lond.
David J. Ivers, BSc PhD
Hugh Luckock, BScAuck. PhD N'cle(U.K.)
Mary R. Myerscough, DPhil Oxf. MSc
Adrian M. Nelson, PhD Lond. BSc
Adam Paruszinski, PhD Jigellonian
M. Shelton Pearis, DipMath MSc Peradeniya PhD Monash
Mary C. Phipps, MSc
Fernando Viera, BEng MEngSc PhD U.N.S.W.
Vladislav Zheligovsky, DipSc PhD Moscow

**Associate Lecturers**
Sandra C. Britton, BSc U.N.S.W. MA
Mark J. Craddock, BSc PhD U.N.S.W.
Stephen W. Goulter, BSc Camb. MSc DipOR Well.
Matthew Hardman, BSc
Xuezhong Hu, BSc Ningxia MSc Hebei PhD Flin.
Amitavo Islam, BSc A.N.U.
Jennifer Kearns, BSc U.N.S.W. BA Macq.
Oh Kang Kwon, PhD M.I.T. BSc
Jennifer S. Law, BSc
Vincentia Suhana, BSc Auck. BSc PhD
Monash
William R. Unger, BSc PhD
Remy Van de Ven, BABsc/Sc D.D.I.A.E. MStats U.N.S.W.

**Computer Systems Officers**
Robert B. Pearson, BSc ADipA M.C.A.E.
James S. Richardson, PhD Warw. MSc
Paul Szabo, BSc Harvard
Michael R. Wilson, BSc

**ARC Senior Research Fellow**
Brian Gray, PhD BSc Manc., FRACI FRSC

**Senior Research Fellow**
Arun Ram, BA M.I.T. PhD Calif.

**ARC Senior Research Associate**
Wieb Bosma, PhD Amst.

**NH&MRC Research Fellow**
Rosemary S. Thompson, BSc A.N.U. PhD

**ARC Postdoctoral Research Fellow**
Andrew L. Mатаcz, BAppSc Curtin BSc W.Aust. PhD Adel.
Postdoctoral Research Fellow
Daniel Daners, PhD Zurich
ARC Research Associate
Harm Voskuil, PhD Groningen
Administrative Officers
Deirdre Lawrie, MA Dund.
Kazuko Yamamoto, BA Tokyo Women's Christian Coll.
Administrative Assistants
Flora Armaghanian
Viola Chao
Yit-Sin Choo
Janet Doyle
Adele James

Honorary appointments
Emeritus Professors
Gregory Maxwell Kelly, BA PhD Camb. BSc, FAA
Gordon Elliott Wall, BSc Adel. PhD Camb., FAA

Honorary Associates
V. Teodor Buchwald, BSc Manc. MSc PhD Lond.
David E. Rees, MSc PhD
Ross H. Street, BSc PhD

Honorary Research Associate
Michael S. Johnson, BSc PhD

Department of Music
Professor
*Anne E. Boyd, DPhil York BA
Appointed 1990

Professor in Musical Composition (Personal Chair) and
Sydney Moss Lecturer in Music
Peter J. Scullthorpe, OBE AO, MusBac HonDMus Melb.
HonDlitt Tas. HonDlitt Sus.

Senior Lecturers
Winsome Evans, OAM BEM, BMus LTCL
Nicholas Routley, MA MusB PhD Camb.

Lecturers
Margaret Gummow, BA N.E. PhD (part-time)
Graham Hardie, MMus Melb. PhD C'nell LRAM
Sarah Weiss, BA Eastman Con. Rochester M.A.N.Y. (part-time)

ARC Senior Research Fellow
Richard Charteris, BA Well. MA PhD Cant. ATCL, FAHA

Administrative Assistants
Christine Miles, BA
Michele Morgan, BA Qld

Technical Officer
Peter Mumford, BSc

Concert Coordinator
Megan Aplin

Music Librarian
Alan Pert, GradDipLib C.C.A.E. BSc

Honorary appointments
Emeritus Professor
Peter Platt, MA BMus BLitt Oxf. HonMMus, FGSM

Honorary Associate
Eric Gross, MA MLitt DMus Aberd., FTCL

School of Philosophy
General Philosophy
Professors
Paul J. Crittenden, DD C.I.T.S. BLitt Oxf.
Appointed 1991

György Markus, DipPhil Moscow CandScilPhil Hungarian Acad.Sci. (Personal Chair)
Appointed 1994

Senior Lecturers
Moira Gates, BA U.N.S.W. PhD
Paul Patton, MA DU Paris
*Paul Redding, BA PhD
Denise Russell, BA PhD

Lecturers
Stephen Buckle, MA Macq. PhD A.N.U.
Damien Byers, BA Macq. PhD Melb.
John Grumley, BA PhD

Administrative Assistants
Sue O'Connor

Traditional and Modern Philosophy
Challis Professor of Philosophy
Keith Campbell, MA N.Z. BPhil Oxf. PhD, FAHA
Appointed 1992

Readers
John Bacon, BA Watash MA PhD Yale
Stephen W. Gaukroger, BA Lond. MA PhD Camb., FAHA
Huw Price, BA A.N.U. MSc PhD Camb.

Senior Lecturers
Adrian Heathcote, BA Adel. PhD LaT.
Michael McDermott, BA PhD
Lloyd Reinhardt, BA Calif.

Lecturers
Eugenio Bonitez, BA W.Md. PhD Texas
Jean Curthoys, BA

Visiting Scholars
David Pears, MA Oxf.
Alessandra Tanesini, LF Bologna, PhD Hull

Administrative Assistants
Anthea Bankoff
Veronica Leary

Honorary appointment
Emeritus Professor
David Malet Armstrong, AO, BPhil Oxf. PhD Melb. BA, FAHA.

Department of Psychology
Professor
Robert Alan Boakes, BA Camb. PhD Harv.
Appointed 1989

Readers
Dale M. Atrens, BA Windsor MA Hollins Coll. PhD Rutgers
Ian S. Curthoys, BA PhD Monash
Lazar Starkov, MA Belgrade PhD Denver

Associate Professor
Helen C. Beh, BA PhD N.E.

Senior Lecturers
Brian D. Crabbe, BA PhD
Alan E. Craddock, BA PhD
Raymond F.S. Job, BA PhD
David J. Kavanagh, BA PhD DipPsychol Stan.
Cyril R. Latimer, BA PhD
David J. Livesey, BSc PhD W.Aust.
Roslyn H. Markham, BA PhD
Terence McMullen, BA PhD
Joel B. Michell, BA PhD
John Predebon, BA PhD
David Schotte, BA Delaware MSc PhD Virginia
Professor in Semitic Studies (Personal Chair)

*Alan D. Crown, MA Leeds PhD, FRIAP
Appointed 1990

Associate Professor
Ahmad M.H. Shboul, AM, LêsL Damascus PhD Lond., FRASiaticS FRIAP

Senior Lecturer
Samar Attar, LêsL Damascus MA Dal. PhD N.Y.

Lecturer
Ian Young, BA PhD

Associate Lecturer (part-time)
Antoinette Collins, BA PhD

Administrative Assistant
Nancy Hickson

Postdoctoral Fellow (ARC)
Nijmeh Hajjar, LêsL LicinfDoc CAPES Beirut PhD

Research Associate (ARC)
Alan G. Walmsley, MA Auck. PhD

Department of Social Work and Social Policy

Professor
Appointed 1978

Professor of Sociology and Social Policy (Personal Chair)
Bettina Cass, AO, BA PhD U.N.S.W., FASSA
Appointed 1990

Associate Professors
Alan G. Davis, BA Sheff. MSsoc U.N.S.W.
*Michael D. Horsburgh, MSW U.N.S.W. BA DipSocWk

Senior Lecturers
John S. Freeland, BEd Con DipEd Qld
Janet E.G. George, BA N.E. MPhil H.K. PhD
John Hart, MA Brad. DipSAdmin Lond. PhD
Jude L. Irwin, BSW U.N.S.W. MA Macq.
Mary Lane, BA MSW DipSocStud
Alec Pemberton, BsocSt MA Qld
Robert M. van Krieken, BA PhD U.N.S.W.

Lecturers
Christine Crowe, BA U.N.S.W.
Renée Koonin, MA(Social Work) Witw.
Jan Lrabalestier, BA PhD Macq.
Glenn Lee, MSW U.N.S.W. BsocStud
Denise Lynch, BSW U.N.S.W. MCrirm
Zita I. Weber, BsocStud PhD
Marie Wilkinson, BsocStud U.N.S.W. MSW

Associate Lecturers
Annette Falahey, BA U.N.S.W.
Agi O’Hara, BA

Administrative Officer
Janice Whittington, BA

Administrative Assistants
Margaret Gilet
Nancy Reimer

OTHER UNITS

Celtic Studies

Director and Senior Lecturer
Helen Fulton, BA DipCelt Oxf. PhD

Coordinator and Senior Lecturer
Adeen C. Cremin, MA N.U.I. PhD

Language Centre

Director and Associate Professor
Brian A. Taylor, DipAppLing Edin. MA DipEd

Assistant Director and Lecturer in Celtic
Geraint Evans, BA Lond. MA Aberystwyth

Associate Lecturers (casual)
Warwick D. Orr, DipSupLELE Salamanca BA (Spanish)
Fredericka van der Lubbe, BA MLitt (German Reading Course)
Emilia Saez, MA Madrid DrsEd Leyden (Instructor in Spanish)

Senior Technical Officer
James Ng

Technical Officers
Paul Cimenti
Ermie Sy, BSc Don Bosco T.C. (Manila)

Computer Systems Officer
Jafta Kooma (half-time) (Phonetics Laboratory)

Librarian
Paula Grunseit, DipIM-Lib U.N.S.W. MA

General Library Assistants
Thanakorn Dolthai, BBA Ramkhamhaeng
Barbara Z. Smith, MA Poznan (part-time)
Catriona Taylor (part-time)

Administrative Officer
Sue McLean, BA U.N.S.W.

Centre for Performance Studies

Director and Associate Professor
Gay McAuley, BA PhD Brst.

Associate Professor
Timothy Fitzpatrick, BA PhD

Senior Lecturers
John A. Day, BA Harv. MA PhD C’nell
Penelope Gay, BA Melb. PhD Lond. MA

Lecturer
J. Lowell Lewis, BA Col. PhD Wash.

Theatre Project Coordinator
Christopher Allen, BA U.N.S.W. MA Aix-en-Provence PhD

Technical Director
Russell Emerson, BA U.N.S.W. DipDesign Studies U.T.S.

Administrative Assistant
Marjorie Moffat

Women’s Studies Centre

Lecturer
Alison Bashford, PhD (U/G Coordinator)

Administrative Assistant
Pat Davies

Other affiliated departments and schools
(for staff lists, see the relevant faculty handbook)

Faculty of Economics
Economic History
Economics
Industrial Relations
Faculty of Education
Educational Psychology, Measurement and Technology
Social and Policy Studies in Education

Faculty of Law

Faculty of Science
Biological Sciences
Chemistry
Computer Science
Geology and Geophysics
History and Philosophy of Science
Physics
2 Degree and diploma requirements and information

Resolutions of Senate

Courses
1. The courses which may be taken for the degree are set out in the Table of Courses. They are listed in two parts:
   (a) Part A: courses offered by departments and schools in the Faculty of Arts which may be taken for a major;
   (b) Part B: other courses which may be taken for the degree.

2. The courses:
   (a) are divided into Junior and Senior courses; and
   (b) are either year-long or semester length; and
   (c) have the following unit values:

<table>
<thead>
<tr>
<th>Type of course</th>
<th>Length of study</th>
<th>Unit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>One semester (or equivalent workload taken over the year)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Full year</td>
<td>12</td>
</tr>
<tr>
<td>Senior</td>
<td>One semester (or equivalent workload taken over the year)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Full year</td>
<td>16 or 24</td>
</tr>
</tbody>
</table>

(The unit value for individual courses is shown in the Table of Courses.)

Junior courses
3. Departments and schools may offer Junior courses in a subject area up to a value of 18 units only. The 18 units must be:
   (a) a 12 unit course and a 6 unit course; or
   (b) three 6 unit courses.

4. Departments and schools may exclude from any Junior level introductory course students who have taken the relevant subject for the HSC or to an equivalent standard.

Senior courses
5. The entry requirements for Senior courses are set out in the Table of Courses according to the following principles:
   (a) The normal prerequisite for a Senior 200 level course is 12 Junior units in the subject area. If departments and schools offer Junior courses in six-unit modules, entry to the Senior 200 level course may be permitted after completion of 6 Junior units if a further 6 unit Junior language course is taken as a corequisite.
   (b) The prerequisite for a Senior 200 level language course may be 18 Junior units in the introductory stream. Entry to a Senior 200 level language course may otherwise be permitted after completion of 12 Junior units in the introductory stream if a further 6 unit Junior language course is taken as a corequisite.
   (c) The prerequisite for a Senior 200 level course in which there is no specific Junior course is at least 24 Junior units from no more than two subject areas.

6. If a corequisite for a course is not satisfied, it then becomes a prerequisite for any further course in the subject area.

7. The prerequisite for a Senior 300 level course is 16 units at 200 level in the subject area.

8. Senior full year courses normally have a value of 16 units except that departments and schools in the Faculty of Science may offer 300 level full year courses with a value of 24 units. A 24 unit course must include any 300 level prerequisite for the final year honours course.

9. The entry requirement for a final year honours course must not be more than 64 Senior units.

Variation of entry requirements for courses
10. The Faculty may vary the entry requirements for courses for particular candidates in special circumstances.

Grades of degrees
11. The degree is awarded in two grades: pass and honours.
12. In the honours grade there are:
   (a) three classes: I, II and III; and
   (b) two divisions within class II: (i) and (ii).

13. A candidate who qualifies for the award of Honours Class I and whose work is of outstanding merit in the opinion of the Faculty qualifies for a University medal.

Requirements for pass degree
14. To qualify for the pass degree, candidates must complete courses to the value of 144 units which include:
   (a) a major from one of the subject areas listed in Part A of the Table of Courses; and
   (b) at least 96 Senior units; and
   (c) no more than 82 units from the same subject area.

15. A major consists of at least 32 Senior units in one of the subject areas listed in Part A of the Table of Courses except that:
(a) a major in Social Policy and Administration consists of at least 16 Senior units; and
(b) a major in Semiotics consists of at least 24 Senior units.
The major will be shown on the testamur.

Requirements for honours degree
16. A candidate who has qualified for the pass degree qualifies for the award of the degree with honours by completing a final year honours course at an appropriate standard.
17. A candidate may not:
(a) enrol in a final year honours course without first qualifying for the award of the pass degree; or
(b) be awarded the pass degree while enrolled in a final year honours course; or
(c) enrol concurrently in any other course of study.

18. On the recommendation of the head of the department or school concerned, the Faculty may permit a candidate who has been awarded the pass degree of Bachelor of Arts at the University of Sydney or at another recognised institution to take the final year honours course.

19. With the approval of the Faculty a candidate who is eligible to enter final year honours courses in two subject areas may:
(a) complete both courses in separate years and qualify for the award of honours in each subject area; or
(b) complete a joint course consisting of those parts of the final year honours course in each subject area that are determined jointly by the heads of departments or schools concerned. The candidate qualifies for the award of joint honours in a form which recognises the subject areas in the joint course.

20. On the recommendation of the head of the department or school concerned, the Faculty may permit a candidate to undertake a final year honours course over two consecutive years. This permission will be granted only if the Faculty is satisfied that the candidate is unable to attempt the course on a full-time basis.

21. Candidates who fail or discontinue a final year honours course may not re-enrol in it.

Satisfactory progress
22. (a) The Senate authorises the Faculty of Arts to require students to show good cause why they should be allowed to re-enrol in the Faculty of Arts if, in the opinion of the Faculty, they have not made satisfactory progress towards fulfilling the requirements for the degree.

(b) Satisfactory progress cannot be defined in all cases in advance but a student who does not complete at least 16 units in any year of enrolment shall normally be deemed not to have made satisfactory progress.

(c) Notwithstanding (b), a student who qualifies for the award of the degree shall be deemed to have made satisfactory progress.

(d) For the purpose of these resolutions, where students 'Discontinue with Permission', 'Discontinue' or 'Fail' their total enrolment for an academic year, that year is to be regarded as a year of enrolment unless the Faculty determines otherwise in any particular case.

(e) In cases where the Faculty permits the re-enrolment of a student whose progress has been deemed unsatisfactory, the Faculty may require the completion of a specified number of units in a specified time. If the student does not comply with these conditions the student may again be deemed not to have made satisfactory progress.

BA (Asian Studies)
23. To qualify for the Bachelor of Arts (Asian Studies) pass degree candidates must complete the requirements for the Bachelor of Arts degree, including at least 64 Senior units from the following Asian Studies subject areas: Arabic, Arab and Islamic Culture, Asian Studies, Chinese, Indian Studies, Indonesian and Malayan Studies, Japanese, Korean and Thai. At least 32 Senior units must be in one of the Asian languages.

24. A candidate qualifies for the Bachelor of Arts (Asian Studies) honours degree by qualifying for the Bachelor of Arts (Asian Studies) pass degree and completing a final year honours course in one or two of the Asian Studies subject areas.

Combined degrees: BA/LLB, BA/BSW, BA/BSc, BA/BCom, BA/BTh
25. If a candidate is proceeding concurrently to the degree of:
(a) Bachelor of Laws; or
(b) Bachelor of Social Work,
the candidate may count towards the degree those courses in the other degree which the resolutions of Senate specify as having to be taken while the candidate is enrolled in the Bachelor of Arts.

26. A candidate who is proceeding concurrently to the degree of Bachelor of Laws must complete the Law courses in Part B of the Table of Courses in the sequence prescribed.

27. A candidate qualifies for the combined degrees of Bachelor of Arts and Bachelor of Science by completing 240 units in the manner prescribed by the resolutions of the Faculties of Arts and Science.

28. A candidate qualifies for the combined degrees of Bachelor of Arts and Bachelor of Commerce by completing 240 units in the manner prescribed by the resolutions of the Faculties of Arts and Economics.
29. A candidate qualifies for the combined degrees of Bachelor of Arts at the University of Sydney and Bachelor of Theology at the Sydney College of Divinity by completing the requirements prescribed in the joint resolutions of the Faculty of Arts and the Sydney College of Divinity.

Credit for previous courses
30. (a) A candidate may be granted credit for up to 96 units for courses completed during a previous candidature at the University of Sydney or at another recognised institution.
(b) Of these 96 units, non-specific credit may be granted for up to 48 units for courses not specifically related to courses in the Table of Courses. In this case, the Faculty will specify the deemed unit value and academic level of the courses.

31. A candidate will not be granted credit towards the degree for any courses:
(a) for which the result is Terminating Pass or equivalent; or
(b) which were completed more than nine years before admission or re-admission to candidature; or
(c) upon which the candidate has relied to qualify for another degree or academic qualification.

Credit for courses taken concurrently at other institutions
32. The Faculty may permit a candidate to complete a course or courses at another university or recognised institution for the purpose of obtaining credit to a maximum of 48 units if:
(a) the course or courses are in a subject area in the humanities or social sciences not available at the University of Sydney; or
(b) the Faculty is satisfied that the candidate is unable for good reason to attend classes at the University of Sydney.

Restrictions
33. A candidate may not count a particular course more than once towards the degree or count two courses which overlap substantially in content.
34. A candidate may not enrol in courses which are additional to the degree requirements unless the Faculty approves the enrolment.
35. A candidate may not enrol in courses having a total value of more than 32 units in a semester.

Time limits
36. A candidate must complete all the requirements for the award of the degree within ten calendar years of admission to candidature or re-admission without credit. If a candidate is readmitted with credit, the Faculty will determine a reduced time limit for completion of the degree.

Suspension
37. A candidate must re-enrol each calendar year unless the Faculty has approved suspension of candidature. Candidature lapses if a candidate has not obtained approval for a suspension and does not re-enrol.
38. Candidates whose candidature has lapsed must be selected for admission again before they can re-enrol.
39. Candidates who re-enrol after a period of suspension must proceed under the by-laws and resolutions in force at the time of re-enrolment.
40. Candidates who have completed the requirements for the pass degree may not suspend their candidature and must be awarded the degree unless they are enrolled in the honours year.

Variation of requirements for degree
41. The Dean may vary these resolutions for a particular candidate in exceptional circumstances.

Transitional provisions
42. These resolutions apply from 1 January 1994.
(a) Candidates who first enrolled for the degree before 1994 and have not had a period of suspension or exclusion may qualify for the award of the degree by completing 128 units, of which at least 80 must be Senior units.
(b) Candidates who first enrolled for the combined Arts/Medicine degree before 1994 may qualify for the award of the degree by qualifying for the award of the degrees of Bachelor of Medicine and Bachelor of Surgery or Bachelor of Science (Medical) and completing 96 units, of which at least 48 must be Senior units.

These candidates must qualify for the award of the degree by 31 March 2002.

Joint resolutions of the Faculties of Science and Arts (BA/BSc)
Students may complete a combined BA/BSc program in five full-time years obtaining both degrees in five years instead of the normal six. These following resolutions should be read in conjunction with the resolutions of Senate governing candidature for the degrees of Bachelor of Arts and Bachelor of Science.
1. Candidature for the combined program is full-time.
2. Candidates qualify for the combined degrees by completing 240 units including:
(i) 12 Junior units of Mathematics
(ii) Either 12 Junior units of Chemistry or 12 Junior units of Physics
(iii) (a) at least 72 Senior units from Part A of the Table of Courses for the BA including a major; and
(b) at least 72 units from Senior and Intermediate courses in the BSc taken in accordance with the resolutions of the BSc.
3. Candidates may not enrol in any course which is substantially the same as one they have already passed.
4. Candidates will be under the general supervision of one of the Faculties until they complete 140 units (normally the first three years) and then they will complete the combined program under the general supervision of the other Faculty. General supervision covers all areas of policy and procedure affecting candidates such as degree rules, course nomenclature, enrolment procedures and the Dean to whom reference is to be made at any given time.

5. Candidates who are qualified for one or both of the degrees and otherwise qualified to do so may complete an Honours year. In cases where the Honours year may be completed in either Faculty, it shall be completed in the Faculty in which the candidate has completed the final qualifying course for the Honours year.

6. Candidates may abandon the combined program and elect to complete either a BSc or a BA in accordance with the resolutions of the Senate governing those degrees.

7. The Deans of Arts and Science shall jointly exercise authority in any matter concerning the combined degree program not otherwise dealt with in the Resolutions of the Senate or these resolutions.

Joint resolutions of the Faculties of Arts and Economics (BA/BCom)*

1. Candidature for the combined program is full-time.

2. Candidates qualify for the combined degrees by completing 240 units including:
   (i) 12 Junior units in each of Accounting, Econometrics and Economics;
   (ii) at least 72 Senior units from Part A of the Table of Courses for the BA including a major;
   (iii) at least 72 Senior units from the subject areas specified in the BCom regulations including two majors.

3. Candidates may not enrol in any course which is substantially the same as one they have already passed.

4. Candidates will be under the general supervision of the Faculty of Arts until the end of the year in which they complete 144 units. After that they will be under the general supervision of the Faculty of Economics. General supervision covers all areas of policy and procedure affecting candidates such as degree rules, course nomenclature, enrolment procedures and the Dean to whom reference is to be made at any given time.

5. Candidates who are qualified to do so may complete an Honours Year.

6. Candidates may abandon the combined program and elect to complete either a BCom or a BA in accordance with the regulations governing these degrees.

7. The Deans of Economics and Arts shall jointly exercise authority in any matter concerning the combined degree program not otherwise dealt with in the Resolutions of the Senate or these resolutions.

Joint resolutions of the Faculty of Arts and Sydney College of Divinity (BA/BTh)

1. Applications are made through UAC and are considered in terms of the Admission Policies of the Faculty of Arts at the University of Sydney and of the Sydney College of Divinity.

2. Candidates admitted to the combined BA/BTh program complete courses in the Faculty of Arts at the University of Sydney and at the Sydney College of Divinity.

3. Candidates qualify for the combined degrees by completing:
   (i) 120 units from Part A of the Table of Courses for the BA at the University of Sydney including at least 72 Senior units (including a major);
   (ii) 180 Theology credit points at the Sydney College of Divinity including:
        - at least 36 credit points in each of Fields B (Biblical Studies), C (Systematic Theology and Church History) and D (Pastoral Studies and Christian Ethics)
        - at least 54 credit points (a major) in one of the Fields B, C or D.

4. Credit for previous studies may be given:
   - by the Sydney College of Divinity for Theology studies to a maximum of 60 credit points; and
   - by the Faculty of Arts in the terms of the regulations for the BA for courses not already credited by the Sydney College of Divinity.

5. Candidates may not enrol in any course which is substantially the same as one they have already passed nor may they count what is effectively the same course twice.

6. Candidature will be subject to the regulations governing the BA until the BA component is completed; candidates will be subject to the regulations governing the BTh as determined by the Sydney College of Divinity.

7. Candidature must be completed within ten years.

8. Candidates who have completed the requirements for the combined degree and who are otherwise qualified to do so may complete an Honours year.

9. Candidates may abandon the combined program and elect to complete either a BA at the University of Sydney or a BTh at the Sydney College of Divinity in accordance with the regulations governing these degrees.

*At the time of going to press, the introduction of the BA/BCom in 1996 is still subject to appropriate consideration and approval.
Table of courses, Part A, starts on page 16.
Table of courses and codes for the BA

Note: the University may have to discontinue or vary courses.

Part A

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit value</th>
<th>Entry requirement</th>
<th>Notes</th>
<th>Availability in 1996</th>
<th>Course code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sem 1/2</td>
<td>AS201</td>
</tr>
<tr>
<td>Aboriginal Studies 201</td>
<td>Senior</td>
<td>8</td>
<td>24 Junior units from no more than two subject areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Studies 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Aboriginal Studies 201</td>
<td></td>
<td>Sem 1</td>
<td>AS202</td>
</tr>
<tr>
<td>Aboriginal Studies 301</td>
<td>Senior</td>
<td>8</td>
<td>Aboriginal Studies 201 and 202</td>
<td></td>
<td>Sem 1</td>
<td>AS301</td>
</tr>
<tr>
<td>Aboriginal Studies 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Aboriginal Studies 301</td>
<td></td>
<td>Sem 1</td>
<td>AS302</td>
</tr>
<tr>
<td>Ancient History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sem 1</td>
<td>AH101</td>
</tr>
<tr>
<td>Ancient History 101</td>
<td>Junior</td>
<td>6</td>
<td></td>
<td></td>
<td>Sem 2</td>
<td>AH102</td>
</tr>
<tr>
<td>Ancient History 102</td>
<td>Junior</td>
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<td></td>
<td></td>
<td></td>
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</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>
<td></td>
<td>Sem 2</td>
<td>AH103</td>
</tr>
<tr>
<td>Ancient History 201</td>
<td>Senior</td>
<td>8</td>
<td></td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>AH201</td>
</tr>
<tr>
<td>Ancient History 202</td>
<td>Senior</td>
<td>8</td>
<td>As for Ancient History 201 Corequisite 8 Senior units of Ancient History</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>AH202</td>
</tr>
<tr>
<td>Ancient History 203</td>
<td>Senior</td>
<td>8</td>
<td>As for Ancient History 201 Corequisite 16 Senior units of Ancient History</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>AH203</td>
</tr>
<tr>
<td>Ancient History 204</td>
<td>Senior</td>
<td>8</td>
<td>As for Ancient History 201 Corequisite 24 Senior units of Ancient History</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>AH204</td>
</tr>
<tr>
<td>Ancient History 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in 12 Junior units of Ancient History, History or Economic History</td>
<td></td>
<td>Year</td>
<td>AH290</td>
</tr>
<tr>
<td>Ancient History 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in 24 Senior units of Ancient History or History including Ancient History 290 or History 290</td>
<td></td>
<td>Year</td>
<td>AH390</td>
</tr>
<tr>
<td>Ancient History 391</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Ancient History 390</td>
<td></td>
<td>Year</td>
<td>AH391</td>
</tr>
<tr>
<td>Ancient History IV Honours</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in 48 senior units of Ancient History including 390 HSC 2-unit (or equivalent) in an approved ancient language</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>AH4</td>
</tr>
<tr>
<td>Arab and Islamic Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arab and Islamic Culture 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td></td>
<td>Year</td>
<td>AB101</td>
</tr>
<tr>
<td>Arab and Islamic Culture 201</td>
<td>Senior</td>
<td>8</td>
<td>Arab and Islamic Culture 101</td>
<td></td>
<td>Sem 1</td>
<td>AB201</td>
</tr>
<tr>
<td>Arab and Islamic Culture 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Arab and Islamic Culture 201</td>
<td></td>
<td>Sem 2</td>
<td>AB202</td>
</tr>
<tr>
<td>Arab and Islamic Culture 301</td>
<td>Senior</td>
<td>8</td>
<td>Arab and Islamic Culture 201 and 202</td>
<td></td>
<td>Sem 1</td>
<td>AB301</td>
</tr>
<tr>
<td>Arab and Islamic Culture 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Arab and Islamic Culture 301</td>
<td></td>
<td>Sem 2</td>
<td>AB302</td>
</tr>
</tbody>
</table>
### Arabic

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Units</th>
<th>Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic A 101</td>
<td>Junior</td>
<td>12</td>
<td>HSC Arabic 2-unit at a satisfactory standard</td>
<td>AR101A</td>
</tr>
<tr>
<td>Arabic A 201</td>
<td>Senior</td>
<td>8</td>
<td>Arabic A 101</td>
<td>AR201A</td>
</tr>
<tr>
<td>Arabic A 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Arabic A 201</td>
<td>AR202A</td>
</tr>
<tr>
<td>Arabic A 301</td>
<td>Senior</td>
<td>8</td>
<td>Arabic A 201 and 202</td>
<td>AR301A</td>
</tr>
<tr>
<td>Arabic A 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Arabic A 301</td>
<td>AR302A</td>
</tr>
<tr>
<td>Arabic B 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td>AR101B</td>
</tr>
<tr>
<td>Arabic B 103</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Arabic B 101</td>
<td>AR103B</td>
</tr>
<tr>
<td>Arabic B 201</td>
<td>Senior</td>
<td>8</td>
<td>Arabic B 101 and 103</td>
<td>AR201B</td>
</tr>
<tr>
<td>Arabic B 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Arabic B 201</td>
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<td>Arabic B 301</td>
<td>Senior</td>
<td>8</td>
<td>Arabic B 201 and 202</td>
<td>AR301B</td>
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<td>Arabic B 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Arabic B 301</td>
<td>AR302B</td>
</tr>
<tr>
<td>Arabic IV Honours</td>
<td></td>
<td></td>
<td>Credit result in either Arabic B 101, 201, 202, 301, 302 or Arabic A101, 201, 202, 301, 302 and at least 28 units of Arab and Islamic Culture</td>
<td>AR4</td>
</tr>
</tbody>
</table>

Students are advised to take some units of Arab and Islamic Culture.

May not be taken by a student who is eligible to take Arabic A 101.

Students are advised to take some units of Arab and Islamic Culture.

Entry to the Honours year may be restricted by quota.

### Archaeology (Classical and Near Eastern)

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Units</th>
<th>Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeology (Classical) 101</td>
<td>Junior</td>
<td>6</td>
<td>May be taken with Archaeology (P&amp;H) 101 and 102</td>
<td>AY101C</td>
</tr>
<tr>
<td>Archaeology (Near Eastern) 101</td>
<td>Junior</td>
<td>6</td>
<td></td>
<td>AY101NE</td>
</tr>
<tr>
<td>Archaeology (Classical) 201</td>
<td>Senior</td>
<td>8</td>
<td>Archaeology (Classical) 101 and 6 Junior units of Archaeology or Classical Civilisation or Ancient History</td>
<td>AY201C</td>
</tr>
<tr>
<td>Archaeology (Near Eastern) 201</td>
<td>Senior</td>
<td>8</td>
<td>Archaeology (Near Eastern) 101 and 6 Junior units of Archaeology or Classical Civilisation or Ancient History</td>
<td>AY201NE</td>
</tr>
<tr>
<td>Archaeology (Near Eastern) 204</td>
<td>Senior</td>
<td>8</td>
<td>16 Senior units of Archaeology including Archaeology (Near Eastern) 201</td>
<td>AY204NE</td>
</tr>
<tr>
<td>Archaeology (Classical) 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in Archaeology (Classical) 101</td>
<td>AY290C</td>
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<tr>
<td>Archaeology (Near Eastern) 291</td>
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<td>8</td>
<td>Corequisite Archaeology (Classical) 201</td>
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</tr>
<tr>
<td>Archaeology (Classical) 301</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in Archaeology (Near Eastern) 101</td>
<td>AY301C</td>
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<tr>
<td>Archaeology (Classical) 302</td>
<td>Senior</td>
<td>8</td>
<td>16 Senior units of Archaeology including eight Senior units of Archaeology (Classical)</td>
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</tr>
<tr>
<td>Archaeology (Near Eastern) 391</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Archaeology (Classical) 301</td>
<td>AY391NE</td>
</tr>
<tr>
<td>Archaeology (Classical) IV Honours</td>
<td></td>
<td></td>
<td>16 Senior units of Archaeology including a Credit result in Archaeology (NE) 291</td>
<td>AY4C</td>
</tr>
</tbody>
</table>

(a) Credit results in 16 Senior units of Archaeology (Classical) and Distinction results in a further 8 Senior units of Archaeology (Classical)

(b) In addition, 48 units from one or more of the following: Archaeology (Near Eastern) (Prehistoric and Historical), Classical Civilisation, Greek, Greek and Roman Literature, Fine Arts, Latin, Ancient History

(c) HSC 2-unit (or equivalent) in an approved language

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 1996</th>
<th>Course code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeology (Near Eastern)</td>
<td>IV Honours</td>
<td></td>
<td>(a) Credit results in 16 Senior units of Archaeology (Near Eastern) and Distinction results in a further 8 Senior units of Archaeology (Near Eastern) (b) In addition, a minimum of 24 units from one or more of the following: Archaeology (Prehistoric and Historical) (Classical), Classical Civilisation, Greek, Greek and Roman Literature, Fine Arts, Latin (c) HSC 2-unit (or equivalent) in an approved language</td>
<td></td>
<td>Year</td>
<td>AY4NE</td>
</tr>
<tr>
<td>Archaeology (Prehistoric and Historical)</td>
<td></td>
<td></td>
<td></td>
<td>May be taken with other Junior Archaeology courses.</td>
<td>Sem 1</td>
<td>APH101</td>
</tr>
<tr>
<td>Archaeology (P&amp;H) 101</td>
<td>Junior</td>
<td>6</td>
<td>12 Junior units of Archaeology including (P&amp;H) 101</td>
<td>Contact and Colonisation Students may count no more than 82 units from the same subject area Students intending to proceed to Honours should check the entry requirement for Fourth Year Honours.</td>
<td>Sem 2</td>
<td>APH102</td>
</tr>
<tr>
<td>Archaeology (P&amp;H) 102</td>
<td>Junior</td>
<td>6</td>
<td>As for Archaeology (P&amp;H) 201</td>
<td>Australian Rock Art Sem 1 APH202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archaeology (P&amp;H) 201</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Archaeology (P&amp;H) 101 and either Archaeology (P&amp;H) 102 or Archaeology (N&amp;E) 101 or Archaeology (Classical) 101 Corequisite 16 Senior units of Archaeology including at least 8 in Archaeology (P&amp;H)</td>
<td>Research Principles Year APH390</td>
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<tr>
<td>Archaeology (P&amp;H) 202</td>
<td>Senior</td>
<td>8</td>
<td>As for Archaeology (P&amp;H) 201</td>
<td>Archaeological Applications Sem 2 APH391</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archaeology (P&amp;H) 203</td>
<td>Senior</td>
<td>8</td>
<td>As for Archaeology (P&amp;H) 201</td>
<td>Data Management Sem 2 APH392</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archaeology (P&amp;H) 204</td>
<td>Senior</td>
<td>8</td>
<td>As for Archaeology (P&amp;H) 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>
<td>APH4</td>
</tr>
<tr>
<td>Archaeology (P&amp;H) 208</td>
<td>Senior</td>
<td>8</td>
<td>As for Archaeology (P&amp;H) 201</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Archaeology (P&amp;H) 210</td>
<td>Senior</td>
<td>8</td>
<td>As for Archaeology (P&amp;H) 201</td>
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<td></td>
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<tr>
<td>Archaeology (P&amp;H) 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Archaeology (P&amp;H) 290 and 16 Senior units of Archaeology (P&amp;H) Corequisite 16 further Senior units of Archaeology including at least 8 in Archaeology (P&amp;H)</td>
<td>Archaeological Applications Sem 2 APH391</td>
<td></td>
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</tr>
<tr>
<td>Archaeology (P&amp;H) 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Archaeology (P&amp;H) 390</td>
<td>Data Management Sem 2 APH392</td>
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</tr>
<tr>
<td>Archaeology (P&amp;H) 391</td>
<td>Senior</td>
<td>8</td>
<td>As for Archaeology (P&amp;H) 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</td>
<td>APH4</td>
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<tr>
<td>Archaeology (P&amp;H) 392</td>
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<td>As for Archaeology (P&amp;H) 390</td>
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<tr>
<td>Archaeology (P&amp;H) IV Honours</td>
<td></td>
<td></td>
<td>Credit results in 64 Senior units of Archaeology including at least 48 units of (P&amp;H) Archaeology including (P&amp;H) 290 and 390</td>
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<tr>
<td>Asian Studies</td>
<td></td>
<td></td>
<td></td>
<td>The courses (101 and 102) may also be taken as History courses</td>
<td>Sem 1</td>
<td>A101</td>
</tr>
<tr>
<td>Modern Asian History and Culture 101</td>
<td>Junior</td>
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<tr>
<td>Course</td>
<td>Level</td>
<td>Units</td>
<td>Corequisites</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td>Modern Asian History and Culture 102</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Modern Asian History and Culture 101</td>
<td>Sem 2</td>
<td>A102</td>
<td></td>
</tr>
<tr>
<td>Asian Studies 201</td>
<td>Senior</td>
<td>8</td>
<td>12 Junior units of Modern Asia History and Culture or an Asian language or Government, History or Economic History</td>
<td>Sem 1/Sem 2</td>
<td>A201</td>
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</tr>
<tr>
<td>Asian Studies 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 8 Senior units of Asian Studies</td>
<td>Sem 1/Sem 2</td>
<td>A202</td>
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</tr>
<tr>
<td>Asian Studies 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 8 Senior units of Asian Studies</td>
<td>Sem 1/Sem 2</td>
<td>A203</td>
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</tr>
<tr>
<td>Asian Studies 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 8 Senior units of Asian Studies</td>
<td>Sem 1/Sem 2</td>
<td>A204</td>
<td></td>
</tr>
<tr>
<td>Australian Literature</td>
<td>Senior</td>
<td>8</td>
<td>24 Junior units in no more than two subject areas</td>
<td>Sem 1/Sem 2</td>
<td>AL201</td>
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</tr>
<tr>
<td>Australian Literature 201</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Australian Literature 201</td>
<td>Sem 1/Sem 2</td>
<td>AL202</td>
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</tr>
<tr>
<td>Australian Literature 202</td>
<td>Senior</td>
<td>8</td>
<td>Australian Literature 201 and 202</td>
<td>Sem 1/Sem 2</td>
<td>AL301</td>
<td></td>
</tr>
<tr>
<td>Australian Literature 301</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Australian Literature 301</td>
<td>Sem 1/Sem 2</td>
<td>AL302</td>
<td></td>
</tr>
<tr>
<td>Australian Literature 302</td>
<td>Senior</td>
<td>8</td>
<td>Credit average in Australian Literature 201 and 202</td>
<td>Year</td>
<td>AL390</td>
<td></td>
</tr>
<tr>
<td>Australian Literature 390</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Australian Literature 390</td>
<td>Year</td>
<td>AL391</td>
<td></td>
</tr>
<tr>
<td>Australian Literature IV</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Australian Literature 390</td>
<td>Year</td>
<td>AL4</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Units</th>
<th>Corequisites</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celtic Studies</td>
<td>Senior</td>
<td>16</td>
<td>24 Junior units in no more than two subject areas</td>
<td>Year</td>
<td>CE201</td>
</tr>
<tr>
<td>Celtic Studies 201</td>
<td>Senior</td>
<td>8</td>
<td>Celtic Studies 201</td>
<td>Sem 1/Sem 2</td>
<td>CE301</td>
</tr>
<tr>
<td>Celtic Studies 202</td>
<td>Senior</td>
<td>8</td>
<td>Celtic Studies 202</td>
<td>Sem 1/Sem 2</td>
<td>CE302</td>
</tr>
<tr>
<td>Celtic Studies 301</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Celtic Studies 301</td>
<td>Sem 1/Sem 2</td>
<td>CE303</td>
</tr>
<tr>
<td>Celtic Studies 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Celtic Studies 302</td>
<td>Sem 1/Sem 2</td>
<td>CE304</td>
</tr>
<tr>
<td>Celtic Studies IV</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in Celtic Studies 301 and 302 and the prerequisite for entry to another Final Year Honours course in Part A of the Table of Courses</td>
<td>Year</td>
<td>CE4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Units</th>
<th>Corequisites</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>Junior</td>
<td>12</td>
<td>HSC Chinese 2-unit (or equivalent determined by the department) at a satisfactory standard</td>
<td>Year</td>
<td>C101A</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>Year</td>
<td>C101AB</td>
</tr>
<tr>
<td>Chinese A 201</td>
<td>Senior</td>
<td>16</td>
<td>Either Chinese A 101 or Chinese AB 101</td>
<td>Year</td>
<td>C201A</td>
</tr>
<tr>
<td>Chinese A 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of Chinese A</td>
<td>Sem 1/Sem 2</td>
<td>C203A</td>
</tr>
<tr>
<td>Chinese A 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Chinese A</td>
<td>Sem 1/Sem 2</td>
<td>C204A</td>
</tr>
<tr>
<td>Chinese A 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in Chinese A 101, AB 101 or B 201</td>
<td>Year</td>
<td>C290A</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 or B 301</td>
<td>Year</td>
<td>C301A</td>
</tr>
<tr>
<td>Chinese A 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 32 Senior units of Chinese A</td>
<td>Sem 1/Sem 2</td>
<td>C303A</td>
</tr>
<tr>
<td>Chinese A 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 40 Senior units of Chinese A</td>
<td>Sem 1/Sem 2</td>
<td>C304A</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Level</td>
<td>Unit value</td>
<td>Entry requirement</td>
<td>Notes</td>
<td>Availability in 1996</td>
</tr>
<tr>
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<td>-------</td>
<td>------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
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</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 or B 301 and A 290</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Chinese B 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Chinese B 103</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Chinese B 101</td>
<td>May not be taken by a student who is eligible to take Chinese A 101 or AB 101.</td>
<td>Year</td>
</tr>
<tr>
<td>Chinese B 201</td>
<td>Senior</td>
<td>16</td>
<td>Chinese B 101 and 103</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Chinese B 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of Chinese B</td>
<td></td>
<td>Sem 1</td>
</tr>
<tr>
<td>Chinese B 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Chinese B</td>
<td></td>
<td>Sem 2</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>
<td>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.</td>
<td>Year</td>
</tr>
<tr>
<td>Chinese B 301</td>
<td>Senior</td>
<td>16</td>
<td>Chinese B 201</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Chinese B 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 32 Senior units of Chinese B</td>
<td></td>
<td>Sem 1/Sem 2</td>
</tr>
<tr>
<td>Chinese B 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 40 Senior units of Chinese B</td>
<td></td>
<td>Sem 1/Sem 2</td>
</tr>
<tr>
<td>Chinese IV Honours</td>
<td>Senior</td>
<td>8</td>
<td>72 units of Chinese if Chinese B 101 has been taken including Credit results in A 290 or B 290. Otherwise, 48 senior units of Chinese including credit results in 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>
<tr>
<td>Classical Civilisation 101</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Classical Civilisation 101</td>
<td></td>
<td>Sem 1</td>
</tr>
<tr>
<td>Classical Civilisation 102</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Classical Civilisation 102</td>
<td></td>
<td>Sem 2</td>
</tr>
<tr>
<td>Classical Civilisation 103</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Classical Civilisation 103</td>
<td></td>
<td>Sem 2</td>
</tr>
<tr>
<td>Classical Civilisation 201</td>
<td>Senior</td>
<td>8</td>
<td>12 Junior units of Classical Civilisation, Ancient History, Archaeology (Classical), Greek, Latin</td>
<td></td>
<td>Sem 1/Sem 2</td>
</tr>
<tr>
<td>Classical Civilisation 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Classical Civilisation 201</td>
<td></td>
<td>Sem 1/Sem 2</td>
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<tr>
<td>Classical Civilisation 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Classical Civilisation 202</td>
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<td>Sem 1/Sem 2</td>
</tr>
<tr>
<td>Classical Civilisation 301</td>
<td>Senior</td>
<td>8</td>
<td>16 Senior units of Classical Civilisation</td>
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<td>Sem 1/Sem 2</td>
</tr>
<tr>
<td>Classical Civilisation 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Classical Civilisation 301</td>
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<td>Sem 1/Sem 2</td>
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<tr>
<td>Classical Civilisation 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Classical Civilisation 302</td>
<td></td>
<td>Sem 1/Sem 2</td>
</tr>
<tr>
<td>English</td>
<td>Junior</td>
<td>12</td>
<td>Corequisite English 101</td>
<td>Assumed knowledge: HSC English 2/3-unit. Students may count no more than 82 units from the same subject area.</td>
<td>Year</td>
</tr>
<tr>
<td>English</td>
<td>Junior</td>
<td>6</td>
<td>English 101</td>
<td></td>
<td>Year</td>
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<td>English</td>
<td>Senior</td>
<td>16</td>
<td>English 101</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>English</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite English 201</td>
<td></td>
<td>Year</td>
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<tr>
<td>English</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite English 203</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>English</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in English 101</td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>English</td>
<td>Senior</td>
<td>16</td>
<td>English 201</td>
<td></td>
<td>Year</td>
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<tr>
<td>English</td>
<td>Senior</td>
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<td>Corequisite English 301</td>
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### English Honours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Level</th>
<th>Units</th>
<th>Notes</th>
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<tbody>
<tr>
<td>English 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite English 303</td>
</tr>
<tr>
<td>English 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit average in English 201 and 290 Corequisite English 301</td>
</tr>
<tr>
<td>English 391</td>
<td>Senior</td>
<td>8</td>
<td>Credit average in English 201 and 290</td>
</tr>
<tr>
<td>English 392</td>
<td>Senior</td>
<td>16</td>
<td>Credit average in English 201 and 290 Corequisite English 391</td>
</tr>
</tbody>
</table>

Students intending to enter Fourth Year Honours in English Language and Early English Literature take 391 and 392; those intending to enter Fourth Year Honours in Literature take 301 and 390.

Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.

### Fine Arts Honours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Level</th>
<th>Units</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Fine Arts 101</td>
<td>Junior</td>
<td>12</td>
<td>Fine Arts 101</td>
</tr>
<tr>
<td>Fine Arts 201</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 8 Senior units of Fine Arts</td>
</tr>
<tr>
<td>Fine Arts 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of Fine Arts</td>
</tr>
<tr>
<td>Fine Arts 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Fine Arts</td>
</tr>
<tr>
<td>Fine Arts 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 32 Senior units of Fine Arts</td>
</tr>
<tr>
<td>Fine Arts 205</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 40 Senior units of Fine Arts</td>
</tr>
<tr>
<td>Fine Arts 206</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 48 Senior units of Fine Arts Corequisite 56 Senior units of Fine Arts</td>
</tr>
<tr>
<td>Fine Arts 207</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in 24 Senior units of Fine Arts</td>
</tr>
<tr>
<td>Fine Arts 208</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in 60 units of Fine Arts including 390</td>
</tr>
<tr>
<td>Fine Arts 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit average in English 391 and 392</td>
</tr>
<tr>
<td>Fine Arts IV Honours</td>
<td></td>
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</tbody>
</table>

Students wishing to proceed to postgraduate research work are advised to acquire a good reading knowledge of a language other than English.

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.

### French Honours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Level</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>French A 101</td>
<td>Junior</td>
<td>12</td>
<td>HSC French 2-unit at a satisfactory standard</td>
</tr>
<tr>
<td>French AB 101</td>
<td>Junior</td>
<td>12</td>
<td>SC French or HSC French 2-unit General or 2-unit Z</td>
</tr>
<tr>
<td>French A 103</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite French A 101 or AB 101</td>
</tr>
<tr>
<td>French AB 103</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite French AB 101</td>
</tr>
<tr>
<td>French A 201</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>
</tbody>
</table>

Students may count no more than 82 units from the same subject area. A candidate taking B 201, B 203 and B 204 may also take A 203 but other A and B units cannot be counted together.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit value</th>
<th>Entry requirement</th>
<th>Notes</th>
<th>Availability in 1996</th>
<th>Course code</th>
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<tbody>
<tr>
<td>French A 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of French A</td>
<td></td>
<td>Year</td>
<td>F204A</td>
</tr>
<tr>
<td>French 290</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of French A</td>
<td></td>
<td>Year</td>
<td>F290</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 and B 204</td>
<td>24 Senior units of French A</td>
<td>Year</td>
<td>F301A</td>
</tr>
<tr>
<td>French A 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 32 Senior units of French A</td>
<td></td>
<td>Year</td>
<td>F303A</td>
</tr>
<tr>
<td>French A 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 40 Senior units of French A</td>
<td></td>
<td>Year</td>
<td>F304A</td>
</tr>
<tr>
<td>French A 310</td>
<td>Senior</td>
<td>8</td>
<td>French A 201 or B 201, B 203, B 204</td>
<td>8 Senior units of French A</td>
<td>Year</td>
<td>F310A</td>
</tr>
<tr>
<td>French A 311</td>
<td>Senior</td>
<td>8</td>
<td>As for A 310</td>
<td></td>
<td>Year</td>
<td>F311A</td>
</tr>
<tr>
<td>French A 312</td>
<td>Senior</td>
<td>8</td>
<td>As for A 310</td>
<td></td>
<td>Year</td>
<td>F312A</td>
</tr>
<tr>
<td>French A 313</td>
<td>Senior</td>
<td>8</td>
<td>As for A 310</td>
<td>Corequisite French A 312</td>
<td>Sem 2</td>
<td>F313A</td>
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<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</td>
<td></td>
<td>Year</td>
<td>F390</td>
</tr>
<tr>
<td>French B 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td>8 Senior units of French A</td>
<td>Year</td>
<td>F101B</td>
</tr>
<tr>
<td>French B 103</td>
<td>Junior</td>
<td>6</td>
<td></td>
<td></td>
<td>Year</td>
<td>F103B</td>
</tr>
<tr>
<td>French B 201</td>
<td>Senior</td>
<td>16</td>
<td>French B 101 or AB 101</td>
<td></td>
<td>Year</td>
<td>F201B</td>
</tr>
<tr>
<td>French B 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of French B</td>
<td></td>
<td>Year</td>
<td>F203</td>
</tr>
<tr>
<td>French B 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of French B</td>
<td></td>
<td>Year</td>
<td>F204B</td>
</tr>
<tr>
<td>French 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit result in French A 101 or B 201 or Distinction result in French AB 101</td>
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<td>Year</td>
<td>F290</td>
</tr>
<tr>
<td>French B 301</td>
<td>Senior</td>
<td>16</td>
<td>French B 201</td>
<td></td>
<td>Year</td>
<td>F301B</td>
</tr>
<tr>
<td>French B 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite French B 301</td>
<td></td>
<td>Year</td>
<td>F303B</td>
</tr>
<tr>
<td>French B 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 40 Senior units of French B</td>
<td></td>
<td>Year</td>
<td>F304B</td>
</tr>
<tr>
<td>French B 310</td>
<td>Senior</td>
<td>8</td>
<td>French B 201</td>
<td></td>
<td>Year</td>
<td>F310B</td>
</tr>
<tr>
<td>French B 311</td>
<td>Senior</td>
<td>8</td>
<td>As for B 310</td>
<td></td>
<td>Year</td>
<td>F311B</td>
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<tr>
<td>French B 312</td>
<td>Senior</td>
<td>8</td>
<td>As for B 310</td>
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<td>Sem 1</td>
<td>F312B</td>
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</tbody>
</table>
Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.

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.

Students contemplating continuing German at Senior level are advised to enrol concurrently in German B 103.

Students who is eligible to take German A 101.

Students contemplating continuing German at Senior level are advised to enrol concurrently in German B 103.

May not be taken subsequent to B 101.

May not be taken subsequent to B 301 or B 311.

May not be taken after A 201.

May not be taken by a student who is eligible to take German A 101.

Students contemplating continuing German at Senior level are advised to enrol concurrently in German B 103.

May not be taken subsequent to B 101.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit value</th>
<th>Entry requirement</th>
<th>Notes</th>
<th>Availability</th>
<th>Course code</th>
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<tbody>
<tr>
<td>German 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite German A 201 or B 201</td>
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<td>Year</td>
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<tr>
<td>German 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of German</td>
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<td>Year</td>
<td>G204B</td>
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<tr>
<td>German B 301</td>
<td>Senior</td>
<td>16</td>
<td>German B 201</td>
<td></td>
<td>Year</td>
<td>G301B</td>
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<tr>
<td>German 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite German A 301 or B 301</td>
<td></td>
<td>Year</td>
<td>G303</td>
</tr>
<tr>
<td>German 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite German 303</td>
<td></td>
<td>Year</td>
<td>G304</td>
</tr>
<tr>
<td>German IV Honours</td>
<td></td>
<td></td>
<td>Credit results in A 301 or B 301 and in 16 units from 203, 204, 303, or 304</td>
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<td>G4</td>
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<table>
<thead>
<tr>
<th>Government</th>
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</thead>
<tbody>
<tr>
<td>Government 101</td>
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<td>6</td>
<td>12 Junior units of Government</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>GO101</td>
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<tr>
<td>Government 102</td>
<td>Junior</td>
<td>6</td>
<td>12 Junior units of Government</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>GO102</td>
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<tr>
<td>Government 201</td>
<td>Senior</td>
<td>8</td>
<td>16 Senior units of Government</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>GO201</td>
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<tr>
<td>Government 202</td>
<td>Senior</td>
<td>8</td>
<td>12 Junior units of Government</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>GO202</td>
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<tr>
<td>Government 290</td>
<td>Senior</td>
<td>8</td>
<td>12 Junior units of Government</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>GO290</td>
</tr>
<tr>
<td>Government 301</td>
<td>Senior</td>
<td>8</td>
<td>16 Senior units of Government</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>GO301</td>
</tr>
<tr>
<td>Government 302</td>
<td>Senior</td>
<td>8</td>
<td>16 Senior units of Government</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>GO302</td>
</tr>
<tr>
<td>Government 303</td>
<td>Senior</td>
<td>8</td>
<td>16 Senior units of Government</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>GO303</td>
</tr>
<tr>
<td>Government 304</td>
<td>Senior</td>
<td>8</td>
<td>16 Senior units of Government</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>GO304</td>
</tr>
<tr>
<td>Government 390</td>
<td>Senior</td>
<td>8</td>
<td>16 Senior units of Government</td>
<td></td>
<td>Year</td>
<td>GO390</td>
</tr>
<tr>
<td>Government IV Honours</td>
<td></td>
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<td>16 Senior units of Government</td>
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<td>GO4</td>
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<table>
<thead>
<tr>
<th>Greek</th>
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<tbody>
<tr>
<td>Greek A 101</td>
<td>Junior</td>
<td>12</td>
<td>HSC Classical Greek 2-unit (or equivalent determined by the department) at a satisfactory standard</td>
<td></td>
<td>Year</td>
<td>GK101A</td>
</tr>
<tr>
<td>Greek A 201</td>
<td>Senior</td>
<td>16</td>
<td>Credit results in Greek A 101 or B (Classical) 101 or B (New Testament) 111 and B (New Testament) 113</td>
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<td>Year</td>
<td>GK201A</td>
</tr>
<tr>
<td>Greek 290</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Greek A 201 or Greek B 201</td>
<td></td>
<td>Year</td>
<td>GK290</td>
</tr>
<tr>
<td>Greek A 301</td>
<td>Senior</td>
<td>16</td>
<td>Corequisite Greek A 301 or B 301</td>
<td></td>
<td>Year</td>
<td>GK301A</td>
</tr>
<tr>
<td>Greek 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit average in 24 200-level units of Greek, incl. 290</td>
<td></td>
<td>Year</td>
<td>GK390</td>
</tr>
<tr>
<td>Greek B (Classical) 101</td>
<td>Junior</td>
<td>12</td>
<td>Corequisite Greek A 301 or B 301</td>
<td></td>
<td>Year</td>
<td>GK101BC</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
<th>8 Students may count no more than 82 units from the same subject area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
</tr>
</tbody>
</table>
Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.

### Modern Greek

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Greek A 101</td>
<td>Year</td>
<td>12</td>
</tr>
<tr>
<td>Modern Greek A 103</td>
<td>Year</td>
<td>6</td>
</tr>
<tr>
<td>Modern Greek A 201</td>
<td>Year</td>
<td>16</td>
</tr>
<tr>
<td>Modern Greek A 290</td>
<td>Year</td>
<td>8</td>
</tr>
<tr>
<td>Modern Greek A 301</td>
<td>Year</td>
<td>16</td>
</tr>
<tr>
<td>Modern Greek A 390</td>
<td>Year</td>
<td>8</td>
</tr>
<tr>
<td>Modern Greek B 101</td>
<td>Year</td>
<td>12</td>
</tr>
<tr>
<td>Modern Greek B 103</td>
<td>Year</td>
<td>6</td>
</tr>
<tr>
<td>Modern Greek B 201</td>
<td>Year</td>
<td>16</td>
</tr>
<tr>
<td>Modern Greek B 290</td>
<td>Year</td>
<td>8</td>
</tr>
<tr>
<td>Modern Greek B 301</td>
<td>Year</td>
<td>16</td>
</tr>
</tbody>
</table>

**Corequisites:**
- Modern Greek A 101
- Modern Greek A 201
- Modern Greek A 290
- Modern Greek A 301
- Modern Greek A 390
- Modern Greek B 101
- Modern Greek B 201
- Modern Greek B 290
- Modern Greek B 301

**Notes:**
- Modern Greek A 101 is HSC Modern Greek 2-unit (or equivalent determined by the Department) at a satisfactory standard.
- Modern Greek B 101 is Modern Greek A 101.
- Modern Greek B 201 is 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.
- Modern Greek B 301 is Modern Greek A 201 or B 301.
- Modern Greek B 390 is Credit results in Modern Greek A 290 and either A 201 or B 301.
- Neither B 101 nor B 103 may be taken by a student who is eligible to take Modern Greek A 101.
- May not be taken by a student who has completed or is undertaking Modern Greek B 103 or A 101 or B 201.
- Students intending to proceed to Fourth Year Honours should check the entry requirements. Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.

### Greek and Roman Literature

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek and Roman Literature 201</td>
<td>Sem 1</td>
<td>8</td>
</tr>
<tr>
<td>Greek and Roman Literature 202</td>
<td>Sem 2</td>
<td>8</td>
</tr>
<tr>
<td>Greek and Roman Literature 301</td>
<td>Sem 1</td>
<td>8</td>
</tr>
<tr>
<td>Greek and Roman Literature 302</td>
<td>Sem 2</td>
<td>8</td>
</tr>
</tbody>
</table>

**Corequisites:**
- Greek and Roman Literature 201
- Greek and Roman Literature 202
- Greek and Roman Literature 301
- Greek and Roman Literature 302

**Notes:**
- Greek and Roman Literature 201 is Corequisite Greek and Roman Literature 201.
- Greek and Roman Literature 202 is Corequisite Greek and Roman Literature 202.
- Greek and Roman Literature 301 is Corequisite Greek and Roman Literature 301.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1996</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hebrew A 101</td>
<td>Junior</td>
<td>6</td>
<td>HSC Hebrew 2-unit (or equivalent determined by the department) at a satisfactory standard</td>
<td>Students may count no more than 82 units from the same subject area.</td>
<td>Sem 1</td>
<td>H101A</td>
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<tr>
<td>Hebrew A 102</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Hebrew A 101</td>
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</tr>
<tr>
<td>Hebrew A (Modern) 201</td>
<td>Senior</td>
<td>8</td>
<td>Hebrew A 101 and 102</td>
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<tr>
<td>Hebrew A (Modern) 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Hebrew A (Modern) 201</td>
<td></td>
<td>Year</td>
<td>H201AM</td>
</tr>
<tr>
<td>Hebrew A (Classical) 203</td>
<td>Senior</td>
<td>8</td>
<td>Hebrew A 101 and 102</td>
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<tr>
<td>Hebrew A (Classical) 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Hebrew A (Classical) 203</td>
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</tr>
<tr>
<td>Hebrew (Classical) 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Hebrew A 101 and 102 or B 101 and 103</td>
<td>Corequisite Hebrew A (Classical) 203 and 204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew (Modern) 301</td>
<td>Senior</td>
<td>8</td>
<td>Hebrew A (Modern) 201 and 202 or B (Modern) 201 and 202 with satisfactory completion of vacation reading</td>
<td>Year</td>
<td></td>
<td>H301M</td>
</tr>
<tr>
<td>Hebrew (Modern) 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Hebrew (Modern) 301</td>
<td>Year</td>
<td></td>
<td>H302M</td>
</tr>
<tr>
<td>Hebrew (Classical) 303</td>
<td>Senior</td>
<td>8</td>
<td>Hebrew A (Classical) 203 and 204 or B (Classical) 203 and 204 with satisfactory completion of vacation reading</td>
<td>Year</td>
<td></td>
<td>H303C</td>
</tr>
<tr>
<td>Hebrew (Classical) 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Hebrew (Classical) 303</td>
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<tr>
<td>Hebrew (Classical) 390</td>
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<td>8</td>
<td>Credit result in Hebrew (Classical) 290</td>
<td>Corequisite Hebrew (Classical) 303 and 304</td>
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<td>H390C</td>
</tr>
<tr>
<td>Hebrew B 101</td>
<td>Junior</td>
<td>6</td>
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<td>May not be taken by a student who is eligible to take Hebrew A 101.</td>
<td>Sem 1</td>
<td>H101B</td>
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<tr>
<td>Hebrew B (Modern) 102</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Hebrew B 101</td>
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<td>Sem 2</td>
<td>H102BM</td>
</tr>
<tr>
<td>Hebrew B (Classical) 103</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Hebrew B 101</td>
<td></td>
<td>Sem 2</td>
<td>H103BC</td>
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<tr>
<td>Hebrew B (Modern) 201</td>
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<td>8</td>
<td>Hebrew B 101 and 102</td>
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<tr>
<td>Hebrew B (Modern) 202</td>
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<td>8</td>
<td>Corequisite Hebrew B (Modern) 201</td>
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<td>Hebrew B (Classical) 203</td>
<td>Senior</td>
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<td>Hebrew B 101 and 103</td>
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<tr>
<td>Hebrew B (Classical) 204</td>
<td>Senior</td>
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<td>Corequisite Hebrew B (Classical) 203</td>
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<tr>
<td>Hebrew (Classical) IV Honours</td>
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<td>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</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>Hebrew (Modern) IV Honours</td>
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<td>Credit results in Hebrew A 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</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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### History

<table>
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<td>History 102</td>
<td>Medieval Year</td>
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<td>History 103</td>
<td>Junior</td>
<td>12</td>
<td>History 103</td>
<td>Early Modern European Year</td>
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<td>History 105</td>
<td>Junior</td>
<td>12</td>
<td>History 105</td>
<td>Late Modern European Year</td>
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<tr>
<td>Modern Asian History and Culture 101</td>
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<td>6</td>
<td>Corequisite 12 Junior units of History, Ancient History or Economic History</td>
<td>One semester from 102, 103, or 105 not otherwise taken. Students may take up to 18 Junior units of History.</td>
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<tr>
<td>History 120</td>
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<td>History 201</td>
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<td>12 Junior units of History, Ancient History, Economic History</td>
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<td>As for History 201</td>
<td>Semester 1/2 HY202</td>
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<tr>
<td>History 203</td>
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<td>Corequisite 8 Senior units of History</td>
<td>Semester 1/2 HY203</td>
</tr>
<tr>
<td>History 204</td>
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<td>Semester 1/2 HY204</td>
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<td>History 205</td>
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<td>History 206</td>
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<td>8</td>
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<td>Students may count no more than 82 units from the same subject area. Semester 1/2 HY206</td>
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<td>History 207</td>
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<td>As for History 201</td>
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<td>History 211</td>
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<tr>
<td>History 212</td>
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<tr>
<td>History 290</td>
<td>Senior</td>
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<td>Credit results in 12 Junior units of History, Ancient History or Economic History</td>
<td>Students intending to proceed to Fourth Year Honours should check the entry requirements. Year HY290</td>
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<td>History 291</td>
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<tr>
<td>History 309</td>
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<td>8</td>
<td>Credit average in 24 Senior units of History including 290</td>
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<tr>
<td>History 391</td>
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<td>8</td>
<td>Corequisite History 390</td>
<td>Year HY391</td>
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<td>8</td>
<td>Corequisite History 391</td>
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<td>Corequisite History 392</td>
<td>Year HY393</td>
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<td>History IV Honours</td>
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<td>8</td>
<td>Credit average in 48 Senior units of History, including 290 and 390</td>
<td>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment. Year HY4</td>
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### Indian Studies

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<td>Indian Studies 201</td>
<td>Year IS301</td>
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<td>Indian Studies 303</td>
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<td>Corequisite Indian Studies 301</td>
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<tr>
<td>Indian Studies 390</td>
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<td>Credit results in Indian Studies 201 and 290</td>
<td>Corequisite Indian Studies 301</td>
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<td>Indonesian and Malayan Studies</td>
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<td>Indonesian and Malayan Studies 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>Indonesian and Malayan Studies 203</td>
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<td>Indonesian and Malayan Studies 290</td>
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<td>Credit results in Indonesian and Malayan Studies A 101 and A 102 or Indonesian and Malayan Studies A 101 or Indonesian and Malayan Studies B 201</td>
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<td>Indonesian and Malayan Studies 390</td>
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<td>Credit results in Indonesian and Malayan Studies 290 and either Indonesian and Malayan Studies A 201 or Indonesian and Malayan Studies B 201</td>
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<td>Indonesian and Malayan Studies B 101</td>
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<td>May not be taken by a student who is eligible to take Indonesian and Malayan Studies A 101.</td>
</tr>
<tr>
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<td>Corequisite Indonesian and Malayan Studies B 101</td>
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<td>Indonesian and Malayan Studies B 201</td>
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<td>16</td>
<td>Indonesian and Malayan Studies B 101 and 102 and Modern Asian History and Culture 101</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>Course Code</td>
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<td>Italian A 101</td>
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<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>
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<td>HSC Italian 2-unit Z or a standard in Italian determined by the department</td>
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<td>Italian 203</td>
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<td>Italian 204</td>
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<td>Italian 290</td>
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<td>Credit result in Italian A 101 or B 101 or AB 101</td>
<td></td>
</tr>
<tr>
<td>Italian A 301</td>
<td>Senior</td>
<td>16</td>
<td>Italian A 201 or B 201</td>
<td></td>
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<tr>
<td>Italian 303</td>
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<td>Italian 304</td>
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<td>Corequisite 24 300 level units of Italian</td>
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<tr>
<td>Italian 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Italian 290 and either A 201 or B 201</td>
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<tr>
<td>Italian B 101</td>
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<td>Corequisite Italian B 101</td>
<td>May not be taken by a student who is eligible to take Italian A 101 or AB 101.</td>
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**Japanese**

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<td>Japanese A 101</td>
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<td>HSC Japanese 2-unit</td>
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<tr>
<td>Japanese AB 101</td>
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<td>12</td>
<td>HSC Japanese 2-unit Z (or equivalent determined by the section) at a satisfactory standard</td>
<td>May not be taken by a student who is eligible to take Japanese A 101.</td>
</tr>
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<td>Japanese A 201</td>
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<td>16</td>
<td>Japanese A 101 or Japanese AB 101</td>
<td>Students may count no more than 82 units from the same subject area.</td>
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<td>Japanese A 203</td>
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<tr>
<td>Japanese A 204</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Japanese A</td>
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<td>Japanese A 290</td>
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<tr>
<td>Japanese A 301</td>
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<td>Japanese A 201</td>
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<td>Japanese A 303</td>
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<td>Japanese A 304</td>
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<td>Japanese B 203</td>
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<td>Corequisite 16 Senior units of Japanese B</td>
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<td>Japanese B 204</td>
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<td>8</td>
<td>Corequisite 24 Senior units of Japanese B</td>
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<td>Japanese B 290</td>
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<td>Credit result in Japanese B 101</td>
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<td>Japanese B 301</td>
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<td>Japanese B 201</td>
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<td>Japanese B 201</td>
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<td>Korean A 201</td>
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<td>Corequisite Modern Asian History and Culture 101</td>
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<td>Korean A 290</td>
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<td>Corequisite Korean A 201</td>
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<td>Korean A 301</td>
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<td>Korean A 390</td>
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<td>Year</td>
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**Latin**

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<td>Latin B 201 or Latin A 201</td>
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<td>8</td>
<td>Year</td>
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<td>L4</td>
<td>Latin IV Honours</td>
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<td></td>
<td>Year</td>
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<th>Units</th>
<th>Duration</th>
<th>Notes</th>
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<tbody>
<tr>
<td>L101B</td>
<td>Latin B 101</td>
<td>Junior</td>
<td>12</td>
<td>Year</td>
<td>May not be taken by a student who is eligible to take Latin A 101</td>
</tr>
<tr>
<td>L201B</td>
<td>Latin B 201</td>
<td>Senior</td>
<td>16</td>
<td>Year</td>
<td>Latin B 101</td>
</tr>
<tr>
<td>L290B</td>
<td>Latin B 290</td>
<td>Senior</td>
<td>8</td>
<td>Year</td>
<td>Credit results in Latin B 201</td>
</tr>
<tr>
<td>L4</td>
<td>Latin IV Honours</td>
<td></td>
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<td>Year</td>
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**Classics IV Honours**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Type</th>
<th>Units</th>
<th>Duration</th>
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<tbody>
<tr>
<td>CC4</td>
<td>Classics IV Honours</td>
<td></td>
<td></td>
<td>Year</td>
<td>As for Greek IV Honours and Latin IV Honours</td>
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**Linguistics**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Type</th>
<th>Units</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>LG101</td>
<td>Linguistics 101</td>
<td>Junior</td>
<td>12</td>
<td>Year</td>
<td>Linguistics 101</td>
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<tr>
<td>LG201</td>
<td>Linguistics 201</td>
<td>Senior</td>
<td>8</td>
<td>Semester 1</td>
<td>Corequisite Linguistics 201</td>
</tr>
<tr>
<td>LG202</td>
<td>Linguistics 202</td>
<td>Senior</td>
<td>8</td>
<td>Semester 2</td>
<td>Corequisite Linguistics 201</td>
</tr>
<tr>
<td>LG290</td>
<td>Linguistics 290</td>
<td>Senior</td>
<td>8</td>
<td>Year</td>
<td>Corequisite Linguistics 201 and 202</td>
</tr>
<tr>
<td>LG301</td>
<td>Linguistics 301</td>
<td>Senior</td>
<td>8</td>
<td>Semester 1/Semester 2</td>
<td>Linguistics 201 and 202</td>
</tr>
<tr>
<td>LG302</td>
<td>Linguistics 302</td>
<td>Senior</td>
<td>8</td>
<td>Semester 1/Semester 2</td>
<td>Corequisite Linguistics 301</td>
</tr>
<tr>
<td>LG590</td>
<td>Linguistics 390</td>
<td>Senior</td>
<td>8</td>
<td>Year</td>
<td>Corequisites Linguistics 301 and 302</td>
</tr>
<tr>
<td>LG4</td>
<td>Linguistics IV Honours</td>
<td></td>
<td></td>
<td>Year</td>
<td>Credit results in Linguistics 101 and 48 Senior units of Linguistics</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Type</th>
<th>Units</th>
<th>Duration</th>
<th>Notes</th>
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<tr>
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<td>LG302</td>
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<td>8</td>
<td>Semester 1/Semester 2</td>
<td>Corequisite Linguistics 302</td>
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<td>LG590</td>
<td>Linguistics 390</td>
<td>Senior</td>
<td>8</td>
<td>Year</td>
<td>Corequisites Linguistics 301 and 302</td>
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<tr>
<td>LG4</td>
<td>Linguistics IV Honours</td>
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<td></td>
<td>Year</td>
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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 1996</th>
<th>Course Code</th>
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<tbody>
<tr>
<td>Mathematics and Statistics</td>
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</tr>
<tr>
<td>Pure 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>Students may count no more than 82 units from the same subject area.</td>
<td>Year</td>
<td>PM201</td>
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<td>Credit result in Mathematics 101 or Mathematics (Advanced) 101</td>
<td>May not be counted with Pure Mathematics 201.</td>
<td>Year</td>
<td>PM201A</td>
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<tr>
<td>Pure Mathematics 301</td>
<td>Senior</td>
<td>16</td>
<td>Pure Mathematics 201 or Pure Mathematics (Advanced) 201</td>
<td>May not be counted with Pure Mathematics 350 or Pure Mathematics (Advanced) 350. Intending Fourth Year Honours students must enrol in Pure Mathematics 350 or Pure Mathematics (Advanced) 350.</td>
<td>Year</td>
<td>PM301</td>
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<td>Pure Mathematics 350</td>
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<td></td>
<td>Year</td>
<td>PM350</td>
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<tr>
<td>Pure Mathematics (Advanced) 350</td>
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<td>Credit result in Pure Mathematics 201 or Pure Mathematics (Advanced) 201</td>
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<td>Year</td>
<td>PM350A</td>
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<td>Pure Mathematics IV Honours</td>
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<td>Credit result in Pure Mathematics 350 or Pure Mathematics (Advanced) 350</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>PM4</td>
</tr>
<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>
<td>AM201</td>
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<td>Applied Mathematics</td>
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<tr>
<td>AM201A (Advanced) 201</td>
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<tr>
<td>Applied Mathematics 301</td>
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<td>16</td>
<td>Applied Mathematics 201 or Applied Mathematics (Advanced) 201</td>
<td>May not be counted with Applied Mathematics 350 or Applied Mathematics (Advanced) 350. Students intending to proceed to Fourth Year Honours must enrol in Applied Mathematics 350 or Applied Mathematics (Advanced) 350.</td>
<td>Year</td>
<td>AM301</td>
</tr>
<tr>
<td>Course</td>
<td>Level</td>
<td>Credits</td>
<td>Requirements</td>
<td>Notes</td>
<td>Year</td>
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<tr>
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<td>May not be counted with Applied Mathematics (Advanced) 350</td>
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<td>AM350A</td>
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<td>Credit result in Applied Mathematics 350 or Applied Mathematics (Advanced) 350</td>
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<td>Mathematical Statistics 201</td>
<td>Senior</td>
<td>16</td>
<td>Mathematics 101 or Mathematics (Advanced) 101 or Credit result in Mathematics (Life Sciences) 101</td>
<td>May not be counted with Mathematical Statistics 201.</td>
<td>MS201</td>
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<tr>
<td>Mathematical Statistics (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 Mathematical Statistics 350 or Mathematical Statistics (Advanced) 201</td>
<td>MS201A</td>
<td></td>
</tr>
<tr>
<td>Mathematical Statistics 301</td>
<td>Senior</td>
<td>16</td>
<td>Mathematical Statistics 201 or Mathematical Statistics (Advanced) 201</td>
<td>Students intending to proceed to Fourth Year Honours must enrol in Mathematical Statistics 350.</td>
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<td>May not be counted with Mathematical Statistics (Advanced) 350.</td>
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<td>MS350A</td>
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<td>Credit result in Mathematical Statistics 350 or Mathematical Statistics (Advanced) 350</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>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>ME201</td>
<td></td>
</tr>
<tr>
<td>Medieval Studies 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 8 Senior units of Medieval Studies</td>
<td>Students must arrange their courses with the coordinator of Medieval Studies.</td>
<td>ME202</td>
<td></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>ME203</td>
<td></td>
</tr>
<tr>
<td>Medieval Studies 204</td>
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<td>8</td>
<td>Corequisite 24 Senior units of Medieval Studies</td>
<td></td>
<td>ME204</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>ME205</td>
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<tr>
<td>Medieval Studies 206</td>
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<td>Corequisite 40 Senior units of Medieval Studies</td>
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<td>ME206</td>
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<tr>
<td>Medieval Studies 207</td>
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<td>8</td>
<td>Corequisite 48 Senior units of Medieval Studies</td>
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<td>ME207</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 1996</td>
<td>Course code</td>
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<td>Corequisite 56 Senior units of Medieval Studies</td>
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<td>Year</td>
<td>ME208</td>
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<tr>
<td>Medieval Studies 209</td>
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<td>Corequisite 64 Senior units of Medieval Studies</td>
<td></td>
<td>Year</td>
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<tr>
<td>Medieval Studies 210</td>
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<td>8</td>
<td>Corequisite 72 Senior units of Medieval Studies</td>
<td></td>
<td>Year</td>
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<tr>
<td>Medieval Studies 290</td>
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<td>Credit results in 24 Junior units from no more than two subject areas in Part A of this Table</td>
<td>Corequisite 16 Senior units of Medieval Studies</td>
<td>Year</td>
<td>ME290</td>
</tr>
<tr>
<td>Medieval Studies 291</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Medieval Studies 290</td>
<td></td>
<td>Year</td>
<td>ME291</td>
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<tr>
<td>Medieval Studies 292</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Medieval Studies 291</td>
<td></td>
<td>Year</td>
<td>ME292</td>
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<tr>
<td>Medieval Studies 293</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Medieval Studies 292</td>
<td></td>
<td>Year</td>
<td>ME293</td>
</tr>
<tr>
<td>Medieval Studies IV Honours</td>
<td>Senior</td>
<td>8</td>
<td>48 Senior units of Medieval Studies including 16 units from 290, 291, 292 and 293</td>
<td></td>
<td>Year</td>
<td>ME4</td>
</tr>
<tr>
<td>Music</td>
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</tr>
<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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<td>Year</td>
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<tr>
<td>Music 102</td>
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<td></td>
<td></td>
<td>Year</td>
<td>MU102</td>
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<tr>
<td>Music 103</td>
<td>Junior</td>
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<td></td>
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<td>Music 105</td>
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<td>Year</td>
<td>MU105</td>
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<tr>
<td>Music 201</td>
<td>Senior</td>
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<td>Music 101 and either Music 102 or Music 103</td>
<td></td>
<td>Year</td>
<td>MU201</td>
</tr>
<tr>
<td>Music 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Music 201</td>
<td></td>
<td>Year</td>
<td>MU202</td>
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<tr>
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<td>Senior</td>
<td>8</td>
<td>Corequisite Music 202</td>
<td>Students may count no more than 82 units from the same subject area.</td>
<td>Year</td>
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<tr>
<td>Music 204</td>
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<td>8</td>
<td>Corequisite Music 203</td>
<td></td>
<td>Year</td>
<td>MU204</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>
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<td>Year</td>
<td>MU290</td>
</tr>
<tr>
<td>Music 301</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Music 201 and 202</td>
<td></td>
<td>Year</td>
<td>MU301</td>
</tr>
<tr>
<td>Music 302</td>
<td>Senior</td>
<td>8</td>
<td>Music 201 and 202</td>
<td></td>
<td>Year</td>
<td>MU302</td>
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<tr>
<td>Music 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Music 301</td>
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<td>Year</td>
<td>MU303</td>
</tr>
<tr>
<td>Music 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Music 302</td>
<td></td>
<td>Year</td>
<td>MU304</td>
</tr>
<tr>
<td>Music 390</td>
<td>Senior</td>
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<td>Credit results in Music 290, 201 and 202</td>
<td>Corequisite Music 301 and 302</td>
<td>Year</td>
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<td>Music IV Honours</td>
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<td>May not be taken with Music 303.</td>
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<tr>
<td>Performance Studies 201</td>
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<td>Year</td>
<td>Level</td>
<td>Units</td>
<td>Prerequisites</td>
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<tr>
<td>Performance Studies 301</td>
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<td>16</td>
<td>Performance Studies 201 or 32 Senior units (for 1996 only)</td>
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<td>Performance Studies 390</td>
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<td>Senior</td>
<td>8</td>
<td>Credit result in Performance Studies 201 or 16 Senior units (for 1996 only)</td>
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<td>Corequisite Performance Studies 301</td>
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<td></td>
<td>Credit results in Performance Studies 301 and 390</td>
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</table>

Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.

On the recommendation of the Course Coordinator and with the approval of the Faculty students with a Credit in Performance Studies 301 and a Credit in another special entry course may be admitted to Performance Studies IV Honours.

**Philosophy**

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Level</th>
<th>Units</th>
<th>Prerequisites</th>
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</thead>
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<td>Philosophy 101</td>
<td></td>
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<td>Corequisite Philosophy 101</td>
</tr>
<tr>
<td>Philosophy 102</td>
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<td>Junior</td>
<td>6</td>
<td>Corequisite Philosophy 102</td>
</tr>
<tr>
<td>Philosophy 103</td>
<td></td>
<td>Junior</td>
<td>6</td>
<td>Philosophy 101 and 102</td>
</tr>
<tr>
<td>Philosophy 201</td>
<td></td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 8 Senior units of Philosophy</td>
</tr>
<tr>
<td>Philosophy 202</td>
<td></td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of Philosophy</td>
</tr>
<tr>
<td>Philosophy 203</td>
<td></td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 24 Senior units of Philosophy</td>
</tr>
<tr>
<td>Philosophy 301</td>
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<td>Senior</td>
<td>8</td>
<td>Corequisite Philosophy 301</td>
</tr>
<tr>
<td>Philosophy 302</td>
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<td>Senior</td>
<td>8</td>
<td>16 Senior units of Philosophy</td>
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<tr>
<td>Philosophy 303</td>
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<td>Senior</td>
<td>8</td>
<td>Corequisite Philosophy 302</td>
</tr>
<tr>
<td>Philosophy 304</td>
<td></td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Philosophy 303</td>
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<tr>
<td>Philosophy IV G Honours or</td>
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<td>Credit results in 48 Senior units of Philosophy including options specified by the School for Honours students</td>
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<td>Philosophy IV T Honours</td>
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</table>

Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.

**Psychology**

<table>
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<tr>
<th>Course</th>
<th>Year</th>
<th>Level</th>
<th>Units</th>
<th>Prerequisites</th>
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<tr>
<td>Psychology 101</td>
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<td>Psychology 201</td>
<td></td>
<td>Senior</td>
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<td>Psychology 350</td>
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<tr>
<td>Psychology IV Honours</td>
<td></td>
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<td></td>
<td>Entry to this course is limited. The minimum requirement is Credit results in Psychology 201 and 350</td>
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Entry to the Honours year is restricted by quota. Application for entry must be made by pre-enrolment.
### Religious Studies

<table>
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<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit value</th>
<th>Entry requirement</th>
<th>Notes</th>
<th>Availability in 1996</th>
<th>Course code</th>
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<tr>
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<tr>
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<td>R102</td>
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<td>Religious Studies 102</td>
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<td>Students may count no more than 82 units from the same subject area.</td>
<td>Sem 1/Sem 2</td>
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<tr>
<td>Religious Studies 202</td>
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<td>R203</td>
</tr>
<tr>
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<td>Corequisite 16 Senior units of Religious Studies</td>
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</tr>
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<td>Corequisite 24 Senior units of Religious Studies</td>
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<td>8</td>
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<tr>
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<td>Corequisite 40 Senior units of Religious Studies</td>
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<td>R207</td>
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<td>8</td>
<td>Corequisite 48 Senior units of Religious Studies</td>
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<td>R208</td>
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<td>8</td>
<td>Corequisite 56 Senior units of Religious Studies</td>
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<td>Corequisite Religious Studies 201 and 202</td>
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### Semiotics

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<th>Entry requirement</th>
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<th>Course code</th>
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<tr>
<td>Semiotics 301</td>
<td>Senior</td>
<td>16</td>
<td>32 Senior units</td>
<td>Students should consult with the Course Coordinator about their choice of options.</td>
<td>Year</td>
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<tr>
<td>Semiotics 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Semiotics 301</td>
<td></td>
<td>Year</td>
<td>S303</td>
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<td>Semiotics 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in at least 16 Senior units</td>
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<td>Year</td>
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<td></td>
<td></td>
<td>Credit results in Semiotics 301 and 390</td>
<td></td>
<td>Year</td>
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### Social Anthropology

<table>
<thead>
<tr>
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<th>Notes</th>
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<tbody>
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<td>Level</td>
<td>Units</td>
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<td>Students wishing to major in Social Anthropology must complete Social Anthropology 210.</td>
<td>Students intending to proceed to Honours should check the entry requirements.</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>Social Anthropology 101</td>
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</tr>
<tr>
<td>Social Anthropology 202</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 8 Senior units of Social Anthropology</td>
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<tr>
<td>Social Anthropology 203</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite 16 Senior units of Social Anthropology</td>
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<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>
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<td>Social Anthropology 205</td>
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<td>8</td>
<td>Corequisite 32 Senior units of Social Anthropology including Social Anthropology 210</td>
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<td>Corequisite 40 Senior units of Social Anthropology including Social Anthropology 210</td>
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<tr>
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<tr>
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<td>8</td>
<td>Credit result in Social Anthropology 101 or 103 and in Social Anthropology 210</td>
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<td>Social Anthropology 391</td>
<td>Senior</td>
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<td>Corequisite Social Anthropology 390</td>
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<td>Social Anthropology IV Honours</td>
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<td>Credit results in 48 Senior units of Social Anthropology including 210, 211, 390 and 391</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Description</th>
<th>Students wishing to major in Social Anthropology must complete Social Anthropology 210.</th>
<th>Students intending to proceed to Honours should check the entry requirements.</th>
<th>Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</th>
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<tr>
<td>Social Policy and Administration</td>
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<td>Sociology 201 and 202</td>
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<tr>
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<th>Course Code</th>
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<th>Description</th>
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<td>8</td>
<td>Sociology 201 and 202</td>
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<td>Corequisite Sociology 301</td>
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<td>Senior</td>
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<td>Availability in 1996</td>
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<td>Students may count no more than 82 units from the same subject area.</td>
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<tr>
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<td>Corequisite 8 Senior units of Women's Studies</td>
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<td>Sem 1/Sem 2</td>
<td>W202</td>
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<td>Corequisite 16 Senior units of Women's Studies</td>
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<td>Sem 1/Sem 2</td>
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<td>Women's Studies 204</td>
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<td>Corequisite 24 Senior units of Women's Studies</td>
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<td>Sem 1/Sem 2</td>
<td>W204</td>
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<tr>
<td>Women's Studies 207</td>
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<td>As for Women's Studies 201</td>
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<tr>
<td>Women's Studies 290</td>
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<td>Credit results in 12 Junior units in one subject area</td>
<td>Corequisite either Women's Studies 201 and 202 or 207</td>
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<td>W301</td>
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<td>Corequisite Women's Studies 301</td>
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<td>Sem 1/Sem 2</td>
<td>W302</td>
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<td>Sem 1/Sem 2</td>
<td>W303</td>
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<td>Women's Studies 304</td>
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<td>Sem 1/Sem 2</td>
<td>W304</td>
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<td>May not be taken with Women's Studies 301 or 302.</td>
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<td>Senior</td>
<td>8</td>
<td>Credit results in 16 Senior units of Women's Studies</td>
<td>Corequisites Women's Studies 290 and either 301 and 302 or 307</td>
<td>Year</td>
<td>W390</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>
<td>Year</td>
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</table>
Table of courses, Part B, starts on page 40.
## Part B

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Level</th>
<th>Unit Value</th>
<th>Entry Requirement</th>
<th>Notes</th>
<th>Availability in 1996</th>
<th>Course Code</th>
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<td>Biblical Studies 101</td>
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<td>BS201</td>
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<td>Corequisite Biblical Studies 201</td>
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<td>Biology 101</td>
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<td>12</td>
<td></td>
<td>Assumed knowledge: HSC Biology 2-unit core. Biology 201 is identical with the BSc course Biology 2 (Animals). Students may take no more than 32 units of Biology at 200 level and may count no more than 82 units of Biology.</td>
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<td>Biology 101 and Chemistry 101</td>
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<td>B201</td>
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<tr>
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<td>Senior</td>
<td>8</td>
<td>Biology 101</td>
<td>Plant Anatomy and Physiology.</td>
<td>Sem 1</td>
<td>B203</td>
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<td>8</td>
<td>Biology 101</td>
<td>Plant Ecology and Diversity.</td>
<td>Sem 2</td>
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<td>8</td>
<td>Biology 101</td>
<td>Molecular and General Genetics.</td>
<td>Sem 1</td>
<td>B205</td>
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<td>8</td>
<td>Biology 101</td>
<td>Cellular and Developmental.</td>
<td>Sem 2</td>
<td>B206</td>
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<tr>
<td>Biology 207</td>
<td>Senior</td>
<td>8</td>
<td>Biology 101</td>
<td>Genetics, Cellular and Developmental. Terminating course.</td>
<td>Year</td>
<td>B207</td>
</tr>
<tr>
<td>Biology 208</td>
<td>Senior</td>
<td>8</td>
<td>Biology 101</td>
<td>Animals — Theory. Terminating course.</td>
<td>Year</td>
<td>B208</td>
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<tr>
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<td>24</td>
<td>16 Senior units of Biology not including 207 or 208. The normal qualifying courses depend on the options selected. Corequisite Biology 350</td>
<td>Biology 350 is identical with the BSc course Biology 3.</td>
<td>Year</td>
<td>B350</td>
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<tr>
<td>Biology 353</td>
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<td>24</td>
<td>16 Senior units of Biology not including 207 or 208. The normal qualifying courses depend on the options selected. Corequisite Biology 350</td>
<td>Biology 353 is identical with the BSc course Biology 3.</td>
<td>Additional Year</td>
<td>B353</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td>Assumed knowledge HSC Chemistry 2-unit and Mathematics 2-unit. Students may take either Chemistry 101 or Chemistry (Advanced) 101.</td>
<td></td>
<td>CM101</td>
</tr>
<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></td>
<td></td>
<td>CM101A</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></td>
<td></td>
<td>CM201</td>
</tr>
<tr>
<td>Chemistry 350</td>
<td>Senior</td>
<td>24</td>
<td>Chemistry 201</td>
<td></td>
<td></td>
<td>CM350</td>
</tr>
<tr>
<td><strong>Computer Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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.</td>
<td></td>
<td>CS101</td>
</tr>
</tbody>
</table>
Computer Science (Advanced) 101  Junior  12  May not be counted with Computer Science 101. The assumed knowledge is as for Computer Science 101, but the course cannot be taken without the permission of the Head of the Department

Computer Science 201  Senior  16  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

Computer Science 301  Senior  16  Computer Science 201 and 16 Senior units of Mathematics and Statistics

May not be counted with 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.

Computer Science 350  Senior  24  Computer Science 201 and 16 Senior units of Mathematics and Statistics

May not be counted with Computer Science 301.

Computer Science 353  Senior  8  Corequisite Computer Science 350

Credit result in Computer Science 350

Entry to the Honours year may be restricted by quota.

Application for entry must be made by pre-enrolment.

<table>
<thead>
<tr>
<th>Economic History</th>
<th>Junior</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic History 101</td>
<td>6</td>
<td>Sem 1 EH101</td>
</tr>
<tr>
<td>Economic History 102</td>
<td>6</td>
<td>Sem 2 EH102</td>
</tr>
<tr>
<td>Economic History 201</td>
<td>8</td>
<td>Sem 1/Sem 2 EH201</td>
</tr>
<tr>
<td>Economic History 202</td>
<td>8</td>
<td>Sem 1/Sem 2 EH202</td>
</tr>
<tr>
<td>Economic History 290</td>
<td>8</td>
<td>Year EH290</td>
</tr>
<tr>
<td>Economic History 301</td>
<td>8</td>
<td>Sem 1/Sem 2 EH301</td>
</tr>
<tr>
<td>Economic History 302</td>
<td>8</td>
<td>Sem 1/Sem 2 EH302</td>
</tr>
<tr>
<td>Economic History 303</td>
<td>8</td>
<td>Sem 1/Sem 2 EH303</td>
</tr>
<tr>
<td>Economic History 304</td>
<td>8</td>
<td>Sem 1/Sem 2 EH304</td>
</tr>
<tr>
<td>Economic History 390</td>
<td>8</td>
<td>Year EH390</td>
</tr>
<tr>
<td>Economic History IV Honours</td>
<td>Year</td>
<td>EH4</td>
</tr>
</tbody>
</table>

Credit result in Computer Science 350

Corequisite Computer Science 350

Credit result in Computer Science 350

Corequisite Computer Science 350

Corequisite Computer Science 350

Credit results in Economic History 201, 202 and 290

Corequisite Economic History 301 and 302

Credit results in Economic History 301, 302 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 1996</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australian Economy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The Australian Economy 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td>May be counted with Economics 101 or Economics 101 (Social Sciences). May not be taken after completion of Senior units in Economics or Economics (Social Sciences).</td>
<td></td>
<td>AE101</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics 101</td>
<td>Junior</td>
<td>12</td>
<td>Either Economics 101 or Economics 101 (Social Sciences) together with a satisfactory performance in a crossover examination</td>
<td>Assumed knowledge of HSC Mathematics 2-unit.</td>
<td></td>
<td>EC101</td>
</tr>
<tr>
<td>Economics 201</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 201</td>
<td></td>
<td></td>
<td>EC201</td>
</tr>
<tr>
<td>Economics 202</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</td>
<td>May not be taken with Economics 201 Students may count no more than 82 units from the same subject area.</td>
<td></td>
<td>EC202</td>
</tr>
<tr>
<td>Economics 290</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite General Statistical Methods 101 or Mathematics (Life Sciences) 101 or equivalent course in Mathematics approved by the department</td>
<td>Students intending to proceed to Fourth Year Honours must complete Economics 290, 291, 292, 301, 390, 391 and 392.</td>
<td></td>
<td>EC290</td>
</tr>
<tr>
<td>Economics 291</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 290</td>
<td></td>
<td></td>
<td>EC291</td>
</tr>
<tr>
<td>Economics 292</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 291</td>
<td>Year</td>
<td></td>
<td>EC292</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>Year</td>
<td></td>
<td>EC301</td>
</tr>
<tr>
<td>Economics 302</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 301</td>
<td>Year</td>
<td></td>
<td>EC302</td>
</tr>
<tr>
<td>Economics 303</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 302</td>
<td>Year</td>
<td></td>
<td>EC303</td>
</tr>
<tr>
<td>Economics 304</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 303</td>
<td>Year</td>
<td></td>
<td>EC304</td>
</tr>
<tr>
<td>Economics 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Economics 290, 291 and 292</td>
<td>Year</td>
<td></td>
<td>EC390</td>
</tr>
<tr>
<td>Economics 391</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 390</td>
<td>Year</td>
<td></td>
<td>EC391</td>
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<tr>
<td>Economics 392</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Economics 391</td>
<td>Year</td>
<td></td>
<td>EC392</td>
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<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></td>
<td>EC4</td>
</tr>
<tr>
<td><strong>Economics (Social Sciences)</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Economics (Social Sciences) 101</td>
<td>Junior</td>
<td>12</td>
<td></td>
<td>May not be counted with Economics 101.</td>
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<td>EP101</td>
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<tr>
<td>Course</td>
<td>Year</td>
<td>Units</td>
<td>Description</td>
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<tr>
<td><strong>Economics (P) 201</strong></td>
<td>EP201</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>
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<tr>
<td><strong>Economics (P) 202</strong></td>
<td>EP202</td>
<td>8</td>
<td>Corequisite Economics (P) 201</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economics (P) 290</strong></td>
<td>EP290</td>
<td>8</td>
<td>Credit result in either Economics (P) 101 or Economics 101 together with a satisfactory performance in a crossover examination Corequisite Economics (P) 201 and (P) 202</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Economics (P) 301</strong></td>
<td>EP301</td>
<td>8</td>
<td>Economics (P) 201 and (P) 202</td>
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<tr>
<td><strong>Economics (P) 302</strong></td>
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<td>8</td>
<td>Corequisites Economics (P) 301</td>
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</tr>
<tr>
<td><strong>Economics (P) 303</strong></td>
<td>EP303</td>
<td>8</td>
<td>Corequisite Economics (P) 302 and (P) 304</td>
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</tr>
<tr>
<td><strong>Economics (P) 304</strong></td>
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<td>8</td>
<td>Corequisite Economics (P) 303</td>
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<tr>
<td><strong>Economics (P) 390</strong></td>
<td>EP390</td>
<td>8</td>
<td>Credit results in Economics (P) courses 201, 202, and 290 Corequisite Economics (P) 301 and (P) 302</td>
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</tr>
<tr>
<td><strong>Economics (Social Sciences)</strong></td>
<td>EP4</td>
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</tr>
<tr>
<td><strong>Education 201</strong></td>
<td>ED201</td>
<td>Senior 8</td>
<td>12 Junior units of one of Philosophy, Psychology, Social Anthropology, Sociology, History, Ancient History or Archaeology (Prehistoric and Historical)</td>
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<td></td>
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</tr>
<tr>
<td><strong>Education 202</strong></td>
<td>ED202</td>
<td>Senior 8</td>
<td>As for Education 201</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Education 290</strong></td>
<td>ED290</td>
<td>Senior 8</td>
<td>Credit result in the entry requirement for Education 201 Corequisite Education 201 and 202</td>
<td></td>
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<tr>
<td><strong>Education 301</strong></td>
<td>ED301</td>
<td>Senior 8</td>
<td>Education 201 and 202</td>
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<td></td>
</tr>
<tr>
<td><strong>Education 302</strong></td>
<td>ED302</td>
<td>Senior 8</td>
<td>As for Education 301</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Education 390</strong></td>
<td>ED390</td>
<td>Senior 8</td>
<td>Credit results in Education 201, 202, and 290 Corequisite Education 301 and 302 Corequisite Education 301 and 302</td>
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</tr>
<tr>
<td><strong>Education IV Honours</strong></td>
<td>ED3SP</td>
<td>Year</td>
<td>Education 390 is required for entrance to Education IV Honours. Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
<td></td>
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<tr>
<td><strong>Education IV Honours</strong></td>
<td>ED4PM</td>
<td>Year</td>
<td>Credit results in 32 Senior units of Education including Education 390 Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.</td>
<td></td>
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<tr>
<td><strong>European Studies</strong></td>
<td>ES201</td>
<td>Sem 1</td>
<td>24 Junior units in no more than two subject areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>European Studies 201</strong></td>
<td>ES202</td>
<td>Sem 2</td>
<td>Corequisite European Studies 201</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>French</strong></td>
<td>F113</td>
<td></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>
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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 1996</td>
<td>Course code</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Geology</strong></td>
<td></td>
<td></td>
<td></td>
<td>Students are not permitted to take more than 16 units of Geology at 200 level.</td>
<td>Year</td>
<td>GL101</td>
</tr>
<tr>
<td>Geology 101</td>
<td>Junior</td>
<td>12</td>
<td>Geology 101</td>
<td></td>
<td>Year</td>
<td>GL201</td>
</tr>
<tr>
<td>Geology 201</td>
<td>Senior</td>
<td>16</td>
<td></td>
<td></td>
<td>Year</td>
<td>GL201</td>
</tr>
<tr>
<td>Geology 203</td>
<td>Senior</td>
<td>8</td>
<td>Geology 101</td>
<td></td>
<td>Year</td>
<td>GL203</td>
</tr>
<tr>
<td>Geology 350</td>
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<td>24</td>
<td>Geology 201</td>
<td></td>
<td>Year</td>
<td>GL350</td>
</tr>
<tr>
<td><strong>History and Philosophy of Science</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Philosophy of Science 201</td>
<td>Senior</td>
<td>8</td>
<td>24 Junior units from no more than two subject areas</td>
<td>Students may take no more than 24 units at 300 level.</td>
<td>Sem 1/Sem 2</td>
<td>HP201</td>
</tr>
<tr>
<td>History and Philosophy of Science 202</td>
<td>Senior</td>
<td>8</td>
<td>As for History and Philosophy of Science 201</td>
<td></td>
<td>Sem 1/Sem 2</td>
<td>HP202</td>
</tr>
<tr>
<td>History and Philosophy of Science 301</td>
<td>Senior</td>
<td>8</td>
<td>History and Philosophy of Science 201 and 202</td>
<td></td>
<td>Sem 1</td>
<td>HP301</td>
</tr>
<tr>
<td>History and Philosophy of Science 302</td>
<td>Senior</td>
<td>8</td>
<td>History and Philosophy of Science 201 and 202</td>
<td></td>
<td></td>
<td>HP302</td>
</tr>
<tr>
<td>History and Philosophy of Science 303</td>
<td>Senior</td>
<td>8</td>
<td>History and Philosophy of Science 201 and 202</td>
<td></td>
<td>Year</td>
<td>HP303</td>
</tr>
<tr>
<td>History and Philosophy of Science 304</td>
<td>Senior</td>
<td>8</td>
<td>History and Philosophy of Science 201 and 202</td>
<td></td>
<td>Year</td>
<td>HP304</td>
</tr>
<tr>
<td>History and Philosophy of Science IV Honours</td>
<td></td>
<td></td>
<td>Credit average in 24 Senior units of History and Philosophy of Science including 301 or 302 and Credit results in 48 Senior units from Part A</td>
<td>Students are advised to consult the Department of Architecture about these courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>History of the Built Environment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of the Built Environment 201</td>
<td>Senior</td>
<td>8</td>
<td>24 Junior units from no more than two subject areas</td>
<td>Students are advised to consult the Department of Architecture about these courses.</td>
<td>Sem 1</td>
<td>HB201</td>
</tr>
<tr>
<td>History of the Built Environment 202</td>
<td>Senior</td>
<td>8</td>
<td>As for History of the Built Environment 201</td>
<td></td>
<td>Sem 2</td>
<td>HB202</td>
</tr>
<tr>
<td><strong>Industrial Relations</strong></td>
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</tr>
<tr>
<td>Industrial Relations 101</td>
<td>Junior</td>
<td>6</td>
<td>Corequisite Industrial Relations 101</td>
<td>Entry to this course is restricted by quota.</td>
<td>Sem 1</td>
<td>IR101</td>
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<tr>
<td>Industrial Relations 102</td>
<td>Junior</td>
<td>6</td>
<td>Industrial Relations 101 and 102</td>
<td></td>
<td>Sem 2</td>
<td>IR102</td>
</tr>
<tr>
<td>Industrial Relations 201</td>
<td>Senior</td>
<td>8</td>
<td>Corequisite Industrial Relations 201</td>
<td>Courses in Industrial Relations have been restructured for 1996. Students who enrolled in 1995 should consult the departmental noticeboard at pre-enrolment time.</td>
<td>Sem 1/Sem 2</td>
<td>IR201</td>
</tr>
<tr>
<td>Industrial Relations 202</td>
<td>Senior</td>
<td>8</td>
<td>Industrial Relations 101 and 102</td>
<td></td>
<td>Sem 1</td>
<td>IR202</td>
</tr>
<tr>
<td>Industrial Relations 203</td>
<td>Senior</td>
<td>8</td>
<td>16 Senior units of Industrial Relations</td>
<td></td>
<td>Year</td>
<td>IR203</td>
</tr>
<tr>
<td>Industrial Relations 204</td>
<td>Senior</td>
<td>8</td>
<td>24 Senior units of Industrial Relations</td>
<td></td>
<td>Year</td>
<td>IR204</td>
</tr>
<tr>
<td>Industrial Relations 290</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in Industrial Relations 101 and 102 Corequisites Industrial Relations 201 and 202</td>
<td></td>
<td></td>
<td>IR290</td>
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<tr>
<td>Course</td>
<td>Level</td>
<td>Units</td>
<td>Description</td>
<td>Year</td>
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</tr>
<tr>
<td>Industrial Relations 390</td>
<td>Senior</td>
<td>8</td>
<td>Credit results in 201, 202 and 290</td>
<td>IR390</td>
<td></td>
<td></td>
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<tr>
<td>IV Honours</td>
<td></td>
<td></td>
<td>Credit results in 48 Senior units of Industrial Relations including 290 and 390</td>
<td>IR4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>Junior</td>
<td>12</td>
<td>This is a requirement for satisfactory completion of the Law degree and will normally be taken as part of, or in association with, Law subjects in the first two years of the degree.</td>
<td>LA1</td>
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<td></td>
</tr>
<tr>
<td>Legal Institutions</td>
<td></td>
<td></td>
<td>Law subjects are available only to candidates in the combined Arts/Law degree. All variations of enrolment in Law subjects require the permission of the Faculty of Law.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Research and Writing</td>
<td>Junior</td>
<td>0</td>
<td>The Dean of the Faculty of Law may, in special cases, permit students to enrol in Senior Law courses concurrently with Legal Institutions.</td>
<td>LA2T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Torts</td>
<td>Senior</td>
<td>8</td>
<td>Legal Institutions</td>
<td>LA3C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constitutional Law</td>
<td>Senior</td>
<td>8</td>
<td>Legal Institutions</td>
<td>LA2C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Law</td>
<td>Senior</td>
<td>8</td>
<td>Legal Institutions</td>
<td>LA2CR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracts</td>
<td>Senior</td>
<td>8</td>
<td>The Dean of the Faculty of Law may, in special cases, permit students to enrol in Senior Law courses concurrently with Legal Institutions.</td>
<td>LA3A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Law</td>
<td>Senior</td>
<td>8</td>
<td>Legal Institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Junior</td>
<td>12</td>
<td>Corequisite 12 Junior units of Mathematics</td>
<td>PC101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics 101</td>
<td></td>
<td></td>
<td>Students may take either Physics 101 or Physics (Advanced) 101. Assumed knowledge: HSC Physics 2-unit Corequisite Mathematics 101 or Mathematics (Advanced) 101.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics (Advanced) 101</td>
<td>Junior</td>
<td>12</td>
<td>TER of 95 or a result of at least 90 in HSC Physics 2-unit Corequisite Mathematics 101 or Mathematics (Advanced) 101. Assumed knowledge: HSC Physics 2-unit (or equivalent) and HSC Mathematics 3-unit.</td>
<td>PC101A</td>
<td></td>
<td></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>PC201</td>
<td></td>
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</tr>
<tr>
<td>Physics 350</td>
<td>Senior</td>
<td>24</td>
<td>Physics 201 and either Applied Mathematics 201 or Pure Mathematics 201</td>
<td>PC350</td>
<td></td>
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<tr>
<td>Sanskrit</td>
<td>Junior</td>
<td>12</td>
<td>Corequisite Modern Asian History and Culture 101</td>
<td>SK101B</td>
<td></td>
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</tr>
<tr>
<td>Spanish</td>
<td>Junior</td>
<td>12</td>
<td>There is a strict quota for this course. It is available only to school leavers, selection is based on TER.</td>
<td>SP101B</td>
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<tr>
<td>Spanish B 201</td>
<td>Senior</td>
<td>16</td>
<td>Spanish B 101</td>
<td>SP201B</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 1996</td>
<td>Course code</td>
</tr>
<tr>
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<tr>
<td>Statistical Methods</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>General Statistical Methods</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. May not be taken concurrently with or after (Advanced) 201.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSM101</td>
<td></td>
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<tr>
<td>Mathematical Statistics</td>
<td></td>
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</tr>
<tr>
<td>Applied Statistics 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 201 or Mathematical Statistics (Advanced) 350.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>201</td>
<td></td>
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<tr>
<td>Urdu</td>
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<tr>
<td>Urdu B 101</td>
<td>Junior</td>
<td>12</td>
<td>Corequisite Modern Asian History and Culture 101</td>
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<td>U101B</td>
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</tbody>
</table>
Diploma of Language Studies

Grades of Diploma
1. The Diploma is awarded in two grades: Pass and Pass with Merit.

Eligibility for admission
2. An applicant must either:
   • have a TER or equivalent (determined by the Faculty) of at least 80.00 and must be enrolled for a degree at the University of Sydney other than the Bachelor of Arts or at another university, or
   • be a graduate of the University of Sydney

   (NOTE: The fee payable by graduates is yet to be determined. Graduates may not be admitted in 1996.)

Admission requires the approval of the relevant head of department and may be limited by quota. If there is a quota, the Faculty will give preference to undergraduate applicants with higher TERs and then to graduate applicants with a higher average mark in their undergraduate courses.

Requirements for the Diploma
3. To qualify for the pass Diploma, candidates must complete at least 44 units, including at least 32 senior units, of the following language study areas:
   - Arabic
   - Hebrew (Classical)
   - Hebrew (Modern)
   - Latin
   - French
   - Sanskrit
   - Thai
   - German
   - Indonesian and Malay
   - Greek (Classical)
   - Italian
   - Greek (Modern)
   - Japanese

   The language study area will be shown in brackets on the testamur.

4. To qualify for the Diploma (with Merit) candidates must obtain an average mark of at least 75 in all of their courses and have no Fail or Disc results.

Time limits
5. The requirements for the Diploma must be completed within five calendar years of commencement.

Advanced standing
6. No credit will be granted for previous studies. Candidates may be granted advanced standing on the basis of previous studies.

Diploma of Arts

Grades of Diploma
1. The Diploma is awarded in two grades: Pass and Pass with Merit.

Eligibility for admission
2. An applicant must either:
   • have a TER or equivalent (determined by the Faculty) of at least 80.00 and must be enrolled for a degree at the University of Sydney other than the Bachelor of Arts or at another university, or
   • be a graduate of the University of Sydney

   (NOTE: The fee payable by graduates is yet to be determined. Graduates may not be admitted in 1996.)

Admission requires the approval of the relevant Head of Department and may be limited by quota. If there is a quota, the Faculty will give preference to undergraduate applicants with higher TERs and to graduate applicants with a higher average mark in their undergraduate courses.

Requirements for the Diploma
3. To qualify for the pass Diploma, candidates must complete at least 44 units, including at least 32 senior units, in one of the following subject areas:
   - Ancient History
   - Arab and Islamic Culture
   - Archaeology
   - Asian Studies
   - Australian Literature
   - Celtic Studies
   - Classical Civilisation
   - English
   - Fine Arts
   - History
   - Jewish Civilisation
   - Linguistics
   - Thought & Culture
   - Music
   - Medieval Studies
   - Religious Studies
   - Philosophy
   - Womens Studies

   The subject area will be shown on the testamur.
4. To qualify for the Diploma (with Merit) candidates must obtain an average mark of at least 75 in all of their courses and have no Fail or Disc results.

Time limits
5. The requirements for the Diploma must be completed within five calendar years of commencement.

Advanced standing
6. No credit will be granted for previous studies. Candidates may be granted advanced standing on the basis of previous studies.

Admission
Students who are currently enrolled at the University should apply to the Faculty Office by the end of September. New students, enrolling with their UAC offer card, should apply to the Faculty of Arts when they enrol. Applicants will be advised of the outcome of their application within three weeks of the closing date.

Further information
Students who are interested in the Diploma should discuss their interest with staff in the departments and advisers in the Arts Faculty Office.

Application forms are available from the Faculty Office until the end of September for re-enrolling students and until the end of the first week of February for new students coming in through UAC.

Diploma of Social Sciences

Grades of Diploma
1. The Diploma is awarded in two grades: Pass and Pass with Merit.

Eligibility for admission
2. An applicant must either:
   • have a TER or equivalent (determined by the Faculty) of at least 80.00 and must be enrolled for a degree at the University of Sydney other than the Bachelor of Arts or at another university, or
   • be a graduate of the University of Sydney

(Note: The fee payable by graduates is yet to be determined. Graduates may not be admitted in 1996.)

Admission requires the approval of the relevant head of department and may be limited by quota. If there is a quota, the Faculty will give preference to undergraduate applicants with higher TERs and to graduate applicants with a higher average mark in their undergraduate courses.

Requirements for the Diploma
3. To qualify for the pass Diploma, candidates must complete at least 44 units, including at least 32 senior units, in one of the following subject areas:
   - Social Anthropology
   - Sociology

Social Policy and Administration
The subject area will be shown on the testamur.

4. To qualify for the Diploma (with Merit) candidates must obtain an average mark of at least 75 in all of their courses and have no Fail or Disc results.

Time limits
5. The requirements for the Diploma must be completed within five calendar years of commencement.

Advanced standing
6. No credit will be granted for previous studies. Candidates may be granted advanced standing on the basis of previous studies.

Admission
Students who are currently enrolled at the University should apply to the Faculty Office by the end of September. New students, enrolling with their UAC offer card, should apply to the Faculty of Arts when they enrol. Applicants will be advised of the outcome of their application within three weeks of the closing date.

Further information
Students who are interested in the Diploma should discuss their interest with staff in the departments and advisers in the Arts Faculty Office.

Application forms are available from the Faculty Office until the end of September for re-enrolling students and until the end of the first week of February for new students coming in through UAC.

Diploma in Indonesian and Malaysian Studies and a Certificate in Indonesian and Malaysian Studies

The University of Sydney has joined a consortium of Australian universities offering semester and year-long in-country courses in Indonesian and Malaysian Studies through tertiary institutions in Indonesia.

This arrangement is distinct from the existing in-country courses which can be counted as part of a Sydney University BA major in Indonesian and Malaysian Studies. The courses are offered on an award basis—a certificate for the six-month course (which is equivalent to 24 BA units) and a diploma for the full-year course (equivalent to 48 BA units).

Candidates may be undergraduates of the University of Sydney or graduates in any faculty, with or without previous study of Indonesian and Malaysian languages. Those who are studying Indonesian and Malay in their degree should consider enrolling in the Diploma only after they have completed at least 16 Senior units of Indonesian and Malay. Undergraduates will be eligible for the award of the certificate or diploma provided that none of the
in-country course is to be counted towards their degrees. However, the diploma will not be conferred until they have completed their degree requirements. Candidates who have completed the certificate course may be permitted to upgrade the qualification to a diploma by further study.

The content of the courses taken by each candidate will be subject to approval by the Faculty on the recommendation of the School of Asian Studies. At present three kinds of full-time semester length courses are offered:

1. Language instruction at three levels (beginners, intermediate and advanced). They are intensive courses and at all three levels a high standard of language proficiency is achieved.
2. Immersion courses. Students will attend a set number of undergraduate courses normally offered by the Indonesian/Malaysian host university.
3. Fieldwork training. This will be offered to students who need to do fieldwork research for theses.

Diploma in Indonesian and Malaysian Studies

Regulations

Grades of Diploma

1. The Diploma is awarded in two grades: Pass and Pass with Merit

Eligibility for admission

2. An applicant must either:
   • have a TER or equivalent (determined by the Faculty) of at least 80.00 and must be enrolled for a degree at the University of Sydney or at another university, or
   • be a graduate of the University of Sydney

Admission requires the approval of the Head of the School of Asian Studies and may be limited by quota. If there is a quota, the Faculty will give preference to undergraduate applicants with higher TERs and to graduate applicants with a higher average mark in their undergraduate courses.

Requirements for the Diploma

3. To qualify for the Diploma candidates must complete an approved year-long intensive course of study at a tertiary institution or tertiary institutions in Indonesia or Malaysia. Candidates who have previously been awarded the Certificate in Indonesian and Malaysian Studies may qualify for the Diploma by completing an approved six-month-long intensive course of study at a tertiary institution or tertiary institutions in Indonesia or Malaysia, provided that the course is undertaken not more than two years after the award of the Certificate.

4. To qualify for the Diploma (with Merit) candidates must obtain an average mark of at least 75 in all of their courses and have no Fail or Disc results.

Time limits

5. The requirements for the Diploma must be completed within one calendar year of commencement.

Credit

6. No credit will be granted for previous studies, except as provided in section 3 for candidates who have previously qualified for the Certificate in Indonesian and Malaysian Studies. No part of the diploma course may be credited to the Bachelor of Arts.

Certificate in Indonesian and Malaysian Studies

Draft regulations

Grades of Certificate

1. The Certificate is awarded in two grades: Pass and Pass with Merit

Eligibility for admission

2. An applicant must either:
   • have a TER or equivalent (determined by the Faculty) of at least 80.00 and must be enrolled for a degree at the University of Sydney or at another university, or
   • be a graduate of the University of Sydney

Admission requires the approval of the Head of the School of Asian Studies and may be limited by quota. If there is a quota, the Faculty will give preference to undergraduate applicants with higher TERs and to graduate applicants with a higher average mark in their undergraduate courses.

Requirements for the Certificate

3. To qualify for the Certificate candidates must complete an approved six-month-long intensive course of study at a tertiary institution or tertiary institutions in Indonesia or Malaysia.

4. To qualify for the Certificate (with Merit) candidates must obtain an average mark of at least 75 in all of their courses and have no Fail or Disc results.

Time limits

5. The requirements for the Certificate must be completed within one calendar year of commencement.

Credit

6. No credit will be granted for previous studies.

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1 Subject to confirmation.
Attendance at classes
In order to pass a course candidates must attend the classes for that course. Candidates who are unable to attend all classes should consult the head of the department teaching the course as non-attendance could lead to failure at the end of the year.

Candidates who will be totally absent from all classes for more than one week should seek leave of absence from classes by writing to the Arts Faculty Office.

Examination and assessment
Courses are assessed in a variety of ways including:
- seen, unseen and take-home examinations
- essays, assignments and projects
- oral tests
- visual tests
- practical work.

The assessment criteria for each course are indicated in abbreviated form as part of the course description in Chapter 3. The abbreviations are explained in the Appendix. More detailed information is available from each department.

The Faculty and departments have policies on matters such as late submission of work, assessment and feedback and plagiarism. Students should ensure that they are aware of these policies. Faculty policies are displayed on noticeboards and are available in the Faculty Office.

Examinations
There is a formal examination period at the end of each semester following a one-week 'study vacation'. Draft examination timetables are issued well in advance. Candidates should make an effort to check the draft timetable as soon as it is released and immediately report any clashes to the Examinations Office. Draft examination timetables usually become final after 7 days.

Information as to the time of particular exams is never available before the draft timetable is released.

Examination rules
The general rules which apply in examinations are reproduced with each timetable.

One of these rules is that, unless specifically authorised in advance by the examiner, no paper or written or printed material of any kind can be taken into or out of an examination room.

Candidates whose native language is not English may apply for permission to take an English dictionary into certain examinations.

Special consideration
Candidates who have or have had medical or other serious problems which could impair their performance in examinations should lodge a request for special consideration at the Student Centre.

Where special consideration is being claimed on medical grounds, an original medical certificate must be attached which shows:
(a) the date(s) on which treatment was sought;
(b) the nature of the illness or disability and the period concerned; and
(c) the doctor’s professional opinion as to the effect of the illness or disability on examination performance.

Where special consideration is sought on non-medical grounds the application must include a full statement of the circumstances and any supporting evidence should be attached.

Requests for special consideration are sympathetically treated, but candidates must appreciate that in some cases Faculty cannot make the concession requested, even when strong evidence is presented.

Further tests
Formal supplementary examinations are not awarded to candidates for the degree of Bachelor of Arts.

Further tests may be awarded where the candidate has been prevented by sufficient and duly certified illness or misadventure from completing a course. Further tests may also be awarded in a course where the examiner requires further evidence to reach a final assessment of a candidate who has failed a course and whose mark is between 47% and 49%.

It is the responsibility of the student to contact the head of department/school concerned and to provide evidence of illness or misadventure to the appropriate head of department/school in advance of or as soon as possible and practicable after the date of the final examination in a course.

No further tests will be granted for law courses.

Student appeals against results
A written request to the head of department or school should be made by the candidate. It is expected that appeals would be lodged within two months unless there is a good reason for delay. As examination scripts are destroyed three months after the examination, no appeal can be made after that. Such requests are considered by the head of department in consultation with relevant members of the department. A report and recommendation is then submitted to the Dean for consideration and final decision.

The Board of Examiners
The results recommended by departments are considered by the Faculty Board of Examiners which meets at the end of each semester. It is the Board of Examiners which determines the final results. Students should be aware that informal advice of results by departments has still to be confirmed by the Board of Examiners which may, for example, alter marks to ensure conformity with Faculty and Academic Board guidelines. A student's final results are those on the formal result notice provided by the Registrar's Office.
Results
For all courses other than Fourth Year Honours courses, the following grades apply within the Faculty of Arts:
- High Distinction—85% and above
- Distinction—75-84%
- Credit—65-74%
- Pass—50-64%
- Fail—Anything below 50%

Terminating passes are not available to BA candidates and cannot be counted towards the BA degree if obtained elsewhere. For Final Year Honours courses the following Honours grades apply:
- First Class — 85% and above
- Second Class (Division I) — 75-84%
- Second Class (Division II) — 65-74%
- Third Class — 60-64%

Honours candidates who obtain a mark between 50 and 59% are not eligible for the award of the Honours degree, but are recorded as having passed the course. Honours candidates who obtain a mark of less than 50% fail the course.

The Weighted Average Mark (WAM)
A WAM may be calculated for students who have attempted senior units. The WAM for students in the Faculty of Arts is the average mark per Senior unit of all Senior units attempted. Results of W (Withdrawn) and DP (Discontinued with Permission) are ignored in the WAM calculation. However, students should note that results of XX (Fail), AXX (Absent Fail) and DISC (Discontinuation) are included.

A document providing more information about the WAM and the ways in which it is used is available from the Faculty Office on request. Students are encouraged to read it and to raise any concerns they have with members of the academic staff or with the Undergraduate Adviser in the Faculty Office.

Talented student program
The Faculty of Science offers a talented student program in many of its subject areas. Arts students taking courses in Mathematics or other Science areas may also apply to enter the talented student program. Further information is available in the departments.

Credit for courses
Credit for previous courses

BA regulations
30. (a) A candidate may be granted credit for up to 96 units for courses completed during a previous candidature at the University of Sydney or at another recognised institution.
(b) Of these 96 units, non-specific credit may be granted for up to 48 units for courses not specifically related to courses in the Table of Courses. In this case, the Faculty will specify the deemed unit value and academic level of the courses.

31. A candidate will not be granted credit towards the degree for any courses:

   (a) for which the result is Terminating Pass or equivalent;
   (b) which were completed more than nine years before admission or re-admission to candidature;
   (c) upon which the candidate has relied to qualify for another degree or academic qualification.

In addition, the Faculty has the following policy:
1. Open Learning courses and Access to University courses (offered by the Centre for Continuing Education).
   Credit may be given for these courses subject to the following conditions:
   - they were taken after 1993;
   - courses for which there is no prerequisite are regarded as Junior courses.
   - no more than 12 Junior units will be credited;
   - no more than 16 units will be credited in total;
   - credit will normally be non-specific.
2. Non-specific credit is limited to subject areas in the humanities and social sciences and is not granted for courses of a purely professional or technical nature.
3. The time limits for completing the degree are reduced according to the amount of credit received.
4. When applying for credit candidates from universities other than the University of Sydney will be asked to provide a certified academic transcript and full course descriptions from the relevant handbook(s).
5. Courses for which credit is given must be taken at University level. No credit is given for courses taken while a person is still at school. However, a person who has taken additional courses while at school may be eligible for advanced standing (see below).

Combined degrees—credit policy
Credit is given on a similar basis to candidates in the combined degree programs. Guidelines on credit for combined degree candidates are available from the Faculty Office and prospective candidates are encouraged to enquire about credit before admission.

Credit for courses taken concurrently at other institutions (cross-institutional enrolment)

BA regulations
32. The Faculty may permit a candidate to complete a course or courses at another university or recognised institution for the purpose of obtaining credit for a maximum of 48 units if:
(a) the course or courses are in a subject area in the humanities or social sciences not available at the University of Sydney; or
(b) the Faculty is satisfied that the candidate is unable for good reason to attend classes at the University of Sydney.

In addition, the Faculty has the following policy:
1. Candidates must remain enrolled in at least 12
To be considered 'full-time' a student must have a HECS (the Higher Education Contribution scheme, in termination of candidature.

enrolment advice by October. Failure to re-enrol results by the end of October for the following year.

from the Arts Faculty Office and must be lodged there candidates need to complete an application to re-

of suspension of candidature or as Honours conversion Persons who wish to re-enrol after an approved period complete the degree.

does not reduce the number of units required to satisfied the entry requirement for a Senior course, but

academic experience or courses completed while the foreign language skill, knowledge acquired by non-

Candidates may be granted advanced standing on the basis of courses which are not eligible for credit or on the basis of previously acquired skills (such as a foreign language skill, knowledge acquired by non-academic experience or courses completed while the candidate was at school).

Advanced standing means that the candidate has satisfied the entry requirement for a Senior course, but does not reduce the number of units required to complete the degree.

Re-enrolment procedure
Persons who wish to re-enrol after an approved period of suspension of candidature or as Honours conversion candidates need to complete an application to re-enrol after an absence. Application forms are available from the Arts Faculty Office and must be lodged there by the end of October for the following year.

All currently enrolled candidates will receive re-enrolment advice by October. Failure to re-enrol results in termination of candidature.

HECS (Higher Education Contribution Scheme)
HECS (the Higher Education Contribution scheme, which may either be paid in full with a discount or deferred) is determined on a semester basis from the ‘weight’ of the courses the student is enrolled in. This means that workload determines HECS liability. An enrolment in 24 units in a semester is the standard full-time load and costs approximately .5 HECS.

Full-time, part-time status
To be considered ‘full-time’ a student must have a HECS liability of at least 375 in a semester. In terms of the BA, this means a student must be enrolled in at least 18 units in the semester if all units are Junior units, or in at least 20 units in the semester if any Senior units are being taken. Students with enrolments below these levels are part-time.

Repeating a course
A student repeating a course may be exempted by the department from some sections of the course. Nevertheless, the student must enrol in the course and is liable for the full HECS weight for the course.

Courses surplus to degree requirements

BA degree regulations
34. A candidate may not enrol in courses which are additional to the degree requirements unless the Faculty approves the enrolment.

Students may not take courses which do not count towards the degree. Any Junior units beyond the maximum of 48, and any courses a student wishes to take after completing the degree requirements (for example, courses required for entry to the final year Honours course) must be taken through the ‘Access to University’ (AU) program of the Centre for Continuing Education. For information, call 351 2907.

The only exception which is normally allowed is that a person admitted to the Combined Law degree after completing 48 Junior units is permitted to enrol in Legal Institutions.

Variation, withdrawal and discontinuation of enrolment
Students should check carefully the statements of enrolment posted to the semester address registered with the University. All variations of enrolment must be made through the Faculty Office by the due date. Advising the lecturer or the department is not sufficient. Students have sometimes found themselves with an unwelcome result of Absent Fail or with an unnecessary HECS liability because they either did not check their enrolment carefully or forgot to advise the University of a new semester address. Students are encouraged to check with the Faculty Office without delay if they believe their formal enrolment may not be correct.

Variation of enrolment
Students wishing to withdraw from a course in which they have enrolled and enrol in a new course must do so at the Faculty of Arts Office by:
• the end of the second week of first semester (full-year and first semester courses)
• the end of the second week of second semester (second semester courses only)

Candidates who do not 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 Arts 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. There is no HECS liability either.

In order to have a course enrolment recorded as ‘withdrawn’, notice must be given by the candidate to the Arts Faculty Office on or before the deadline. For first semester or full-year courses the deadline is 29 March 1996.

Discontinuation with permission: This does not count as an attempt at the course, but does appear on the candidate’s academic record.

A candidate may have enrolment recorded as ‘discontinued with permission’ where:
1. notice is given to the Arts Faculty Office on or before the deadline, or
2. after the deadline, evidence is produced of serious illness or misadventure.

The deadlines for discontinuation with permission are:

**FOR SEMESTER-LENGTH COURSES**: the end of the 7th week of lectures.
**FOR FULL-YEAR COURSES**: the end of the first week of Second Semester.

**Discontinued**: This counts as an unsuccessful attempt at the course concerned and appears on the candidate's academic record. Where notice is given **after** the deadline for 'discontinued with permission' but **before** the last day of lectures for the course, the result is 'Disc.'.

- For first semester courses the last day of lectures is **Friday 7 June 1996**.
- For full-year and second semester courses the last day of lectures is **Friday 1 November 1996**.

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

**Note: Important dates 1996**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Monday 26 February</td>
<td>Lectures commence</td>
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<tr>
<td>Friday 8 March</td>
<td>Last day to enrol into full-year and first semester courses</td>
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<tr>
<td>Friday 29 March</td>
<td>Last day for ‘Withdrawal’ from first semester courses and full-year courses</td>
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<tr>
<td>Friday 12 April</td>
<td>Last day for ‘Discontinued with permission’ from first semester courses</td>
<td></td>
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<tr>
<td>Friday 7 June</td>
<td>Last day for ‘Discontinued’ from first semester courses</td>
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**Exams begin Monday 17 June**

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<thead>
<tr>
<th>Semester 2</th>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 22 July</td>
<td>Lectures commence</td>
<td></td>
</tr>
<tr>
<td>Friday 26 July</td>
<td>Last day for ‘Discontinued with permission’ from full-year courses. Last day to change from full-time to part-time (Fourth Year Honours candidates only).</td>
<td></td>
</tr>
<tr>
<td>Friday 2 August</td>
<td>Last day to enrol into second semester courses</td>
<td></td>
</tr>
<tr>
<td>Friday 30 August</td>
<td>Last day for ‘Withdrawal’ from second semester courses</td>
<td></td>
</tr>
<tr>
<td>(HECS Census date)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 6 September</td>
<td>Last day for ‘Discontinued with permission’ from second semester courses</td>
<td></td>
</tr>
<tr>
<td>Friday 2 November</td>
<td>Last day for ‘Discontinued’ from second semester courses and full-year courses</td>
<td></td>
</tr>
</tbody>
</table>

**Exams begin Monday 11 November**

**Deferment for UAC applicants**

Special provisions apply to persons who receive an offer of a place and wish to defer taking up the offer.

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.

Application for deferment must be made during the UAC enrolment week at the ‘Deferment’ desk in MacLaurin Hall and be accompanied by the ‘offer of enrolment’ card.

**Withdrawal and discontinuation — First Year students**

First Year students who withdraw totally or discontinue totally with permission must reapply for admission through UAC.
Outcomes of a BA course

Study in the Faculty should lead to the development of:

- an ability to communicate orally and in writing
- an analytical and critical competence in the knowledge, language and forms of argument of several fields of enquiry, and an understanding of the connections between them
- a knowledge of the major theoretical approaches in the relevant fields
- an awareness of cross-cultural issues, involving if possible the study of another language
- an ability to live within a complex intellectual domain, using that domain to criticise familiar contexts and assumptions
- an understanding of ethical issues associated with the acquisition of knowledge
- the capacity to extend the acquired knowledge and skills beyond the university
- Honours graduates are expected to be more knowledgeable in their field, to possess more highly developed conceptual, critical and analytical abilities, and to have more advanced research skills.

Careers for arts graduates

Arts graduates are to be found in all walks of life. Some are administrators, school teachers, psychologists, economists, archaeologists, historians, statisticians, anthropologists, actuaries, geographers, journalists, artists, computer programmers, musicians or librarians; others are chancellors, vice-chancellors and registrars of universities; others, again, are taxi drivers, scuba divers, ambassadors, heads of government departments, or managing directors of major companies. The list is endless. Arts graduates are generally very successful in finding fulfilling employment.

Yet Arts is not a ‘vocational’ faculty. The primary purpose of an arts course is to develop the general powers of the mind, not to equip a graduate with a specific vocational skill.

In practice, most arts graduates need to spend an additional year or more acquiring a vocational qualification that will equip them for their first job. An obvious example of this is the arts graduate who spends time acquiring teacher training before becoming a school teacher. But this requirement is not unique to arts. The aspiring actuary, for example, whether the student be an economics, science, engineering or arts graduate, must obtain practical experience in the field of actuarial work and pass a number of examinations prescribed by the relevant professional association before being permitted to practise in the profession — a process that usually takes several years. Indeed, when one looks at the spectrum of occupations entered by university graduates of all faculties it will be found that relatively few obtain or are qualified to obtain jobs without having to undergo some form of training or further study.

With some exceptions (eg. medicine) the term ‘career’, as it is customarily used, is misleading. A career is not something one plans for but rather something one looks back on — usually a lifetime of different jobs. One can, of course, plan for one’s first job after graduation — and it is usually advisable to do so — but, beyond that, it is not possible to predict what the future holds in terms of job opportunities and job changes.

Personality, luck and a whole host of other factors determine a graduate’s future but one quality that will enable a graduate to capitalise on an opportunity when it presents itself is an informed and trained mind — the main quality that an arts course is designed to develop in those who take it. An arts course provides the student with the opportunity of acquiring both breadth of knowledge in a number of disciplines and depth of knowledge in one or two.

It is not surprising then to find that arts graduates are well equipped to cope with change and to meet the challenges that different types of jobs and promotion bring. The higher one’s position in any organisation — and a change of job usually involves a shift to a higher position — the more complex the problems one has to deal with become. There may be technical elements in these problems — economic, scientific, engineering — but there will also be other and more important elements — human relations, historical perspective, semantic difficulties, social implications, etc.

People with a liberal arts education are potentially more capable than most other graduates of seeing to the heart of a complex problem and propounding a solution that will encompass, harmoniously, its many facets. Additionally, and most importantly, if they have taken full advantage of their university studies, they will be able to propagate their solutions clearly and simply — both orally and in writing. It is fashionable these days to emphasise the importance of numeracy — and, of course, it is important — but literacy is also important, especially in higher administrative and managerial positions.

Subject choice

Arts students have more than fifty subject areas from which to choose the 144 units they must complete to qualify for their degree. This cornucopia of courses can be bewildering to a student, yet it is the student who must make the choice. However, help is available...
to those who feel they need it— from the Arts Faculty Office in the Western Tower, from members of the academic staff and from the Careers and Appointments Service.

There is no single, simple guide to course choice. This is understandable when one reflects on the diversity of the Faculty and on the diversity of intellectual, cultural and vocational reasons why students choose Arts.

Once the choice of subjects has been made the Faculty Office can help with structuring a program of study that will satisfy degree requirements.

Some students may plan to become school teachers, in which case they will specialise in the subjects they plan to teach, for example, history, English, mathematics, Asian and European languages. Others may have a non-teaching profession in mind, for example psychology, in which case they will specialise in the related subject and perhaps go on to take an honours degree, a higher degree or a postgraduate diploma in the specialisation of their choice. Students combining the BA degree with a degree in law, science, social work, commerce or theology might choose courses which widen their educational horizons and develop their ability to understand and communicate with other people—such as foreign languages, classical and modern literature, courses in social anthropology, sociology, history, politics and philosophy. Those planning to apply for the graduate medical program would seek advice about the requirements and tailor their BA accordingly. Students who have no vocational objectives might choose to specialise in cultural subjects (for example, fine arts), or in mind-stretching subjects (for example, philosophy) while others again might choose only subjects that interest them (say, archaeology, anthropology), try to excel in them and let the future look after itself.

In almost all Arts courses controversial matters will be discussed at some stage, and views may be expressed which conflict with widely-held values and beliefs—especially in relation to sex-roles, ethnicity and religion. Students must accept that open and uninhibited debate on important issues is essential in a Faculty of Arts.

These ideas about course choice are offered with diffidence, partly because they are quite inadequate as a guide to the subject but mainly because the Faculty of Arts does not see its role as that of a training school for students aspiring to particular vocations in life. Rather it sees its role as one of producing educated men and women who, if they wish, can succeed in most fields of work.

### Other Information relevant to degree candidature

#### Admission

Admission to all degree programs is through UAC. Locked Bag 500, Auburn, N.S.W. 2144. Telephone: 330 7200. Application forms are available in August; applications close at the end of September. Copies of the Faculty's admission policy (for non-school-leavers) are available from the Arts Faculty Office. School-leavers are admitted on the basis of the TER. Admission to the Diplomas is through the Arts Faculty Office.

#### Timetable

Details of class times and details of the location of classes are available from the department concerned, and are usually posted on the departmental noticeboard. Students in Junior courses can collect a computer-produced individual timetable during the Orientation period.

### Degree structure: some examples

#### 1. Bachelor of Arts Pass degree

The flexibility of the degree makes it possible either to diversify or specialise in the upper years. The following examples of full-time programs give some indication of this.

**A.**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>— 48 units</td>
<td>— 48 units</td>
<td>— 48 units</td>
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<tr>
<td>Fine Arts 101</td>
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<td>(8 units)</td>
<td>(8 units)</td>
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<td>Italian B 202</td>
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<tr>
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<td>(8 units)</td>
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<td>French A 201</td>
<td>French A 301</td>
</tr>
<tr>
<td>(12 units)</td>
<td>(16 units)</td>
<td>(16 units)</td>
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<tr>
<td>French A103</td>
<td>French A 303</td>
<td></td>
</tr>
<tr>
<td>(6 units)</td>
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</table>

**B.**

<table>
<thead>
<tr>
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<tr>
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<td>— 48 units</td>
<td>— 48 units</td>
</tr>
<tr>
<td>English 101</td>
<td>English 201</td>
<td>English 301</td>
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<td>(16 units)</td>
<td>(16 units)</td>
</tr>
<tr>
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<td>Australian Literature 201</td>
<td>Australian Literature 301</td>
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<tr>
<td>(12 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
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<tr>
<td>Religious Studies 101</td>
<td>Australian Literature 202</td>
<td>Australian Literature 302</td>
</tr>
<tr>
<td>(6 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
</tr>
<tr>
<td>Religious Studies 102</td>
<td>Aboriginal Studies 201</td>
<td>Aboriginal Studies 301</td>
</tr>
<tr>
<td>(6 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
</tr>
<tr>
<td>Social Anthropology 101</td>
<td>Aboriginal Studies 202</td>
<td>Aboriginal Studies 302</td>
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<td>(12 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
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### C.

<table>
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<td><strong>— 48 units</strong></td>
<td><strong>— 48 units</strong></td>
</tr>
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<td>Philosophy 101 (6 units)</td>
<td>Philosophy 201 (8 units)</td>
<td>Philosophy 301 (8 units)</td>
</tr>
<tr>
<td>Philosophy 102 (6 units)</td>
<td>Philosophy 202 (8 units)</td>
<td>Philosophy 302 (8 units)</td>
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<tr>
<td>Geography 101 (12 units)</td>
<td>Philosophy 203 (8 units)</td>
<td>Philosophy 303 (8 units)</td>
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<td>Psychology 101 (12 units)</td>
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### D.

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<td><strong>— 48 units</strong></td>
<td><strong>— 48 units</strong></td>
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<tr>
<td>Government 101 (6 units)</td>
<td>Government 201 (8 units)</td>
<td>Archaeology (Classical) 301 (8 units)</td>
</tr>
<tr>
<td>Government 102 (6 units)</td>
<td>Government 202 (8 units)</td>
<td>Archaeology (Classical) 302 (8 units)</td>
</tr>
<tr>
<td>Archaeology (Classical) 101 (6 units)</td>
<td>Archaeology (Classical) 201 (8 units)</td>
<td>Archaeology (NE) 204 (8 units)</td>
</tr>
<tr>
<td>Archaeology (Near Eastern) 101 (6 units)</td>
<td></td>
<td></td>
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<td>Archaeology (NE) 201 (8 units)</td>
<td>Archaeology (NE) 291 (8 units)</td>
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<td>Economics 201 (8 units)</td>
<td>Sociology 201 (8 units)</td>
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<tr>
<td></td>
<td>Economics 202 (8 units)</td>
<td>Sociology 202 (8 units)</td>
</tr>
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</table>

### 2. Bachelor of Arts (Honours)

Some examples of BA Honours programs:

#### Honours in Japanese

<table>
<thead>
<tr>
<th>First Year</th>
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<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>— 48 units</strong></td>
<td><strong>— 48 units</strong></td>
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<td>Japanese A 101 (12 units)</td>
<td>Japanese A 201 (16 units)</td>
<td>Japanese A 301 (16 units)</td>
</tr>
<tr>
<td>Chinese B 101 (12 units)</td>
<td>Australian Literature 201 (8 units)</td>
<td>Australian Literature 301 (8 units)</td>
</tr>
<tr>
<td>Chinese B 103 (6 units)</td>
<td>Australian Literature 202 (8 units)</td>
<td>Australian Literature 302 (8 units)</td>
</tr>
<tr>
<td>Geography 101 (12 units)</td>
<td>Japanese A 290 (8 units)</td>
<td>Japanese A 390 (8 units)</td>
</tr>
<tr>
<td>French Reading Course 113 (6 units)</td>
<td>Japanese A 203 (8 units)</td>
<td>Japanese A 303 (8 units)</td>
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</table>

#### Fourth Year

Japanese IV Honours

#### Joint Honours in French and German

<table>
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<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>— 48 units</strong></td>
<td><strong>— 48 units</strong></td>
<td><strong>— 48 units</strong></td>
</tr>
<tr>
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<td>German A 201 (16 units)</td>
<td>German A 301 (16 units)</td>
</tr>
<tr>
<td>French A 101 (12 units)</td>
<td>French A 201 (16 units)</td>
<td>French A 301 (16 units)</td>
</tr>
<tr>
<td>German A 103 (6 units)</td>
<td>French 290 (8 units)</td>
<td>French A 390 (8 units)</td>
</tr>
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<td>Classical Civilisation 101 (8 units)</td>
<td>German 203 (8 units)</td>
<td>German 303 (8 units)</td>
</tr>
<tr>
<td>Classical Civilisation 102 (6 units)</td>
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</tr>
<tr>
<td>French A 103 (6 units)</td>
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</table>

#### Fourth Year

Joint French IV Honours and German IV Honours
### Double Honours in English and Modern Greek

<table>
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</tr>
</thead>
<tbody>
<tr>
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<td>48 units</td>
<td>48 units</td>
</tr>
<tr>
<td>English 101</td>
<td>English 201</td>
<td>English 301</td>
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<tr>
<td>(12 units)</td>
<td>(16 units)</td>
<td>(16 units)</td>
</tr>
<tr>
<td>Modern Greek</td>
<td>English 290</td>
<td>English 390</td>
</tr>
<tr>
<td>A 101</td>
<td>(8 units)</td>
<td>(8 units)</td>
</tr>
<tr>
<td>(12 units)</td>
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<tr>
<td>Ancient History</td>
<td>Modern Greek</td>
<td>Modern Greek</td>
</tr>
<tr>
<td>101</td>
<td>A 201</td>
<td>A 301</td>
</tr>
<tr>
<td>(6 units)</td>
<td>(16 units)</td>
<td>(16 units)</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Modern Greek</td>
<td>Modern Greek</td>
</tr>
<tr>
<td>102</td>
<td>A 290</td>
<td>A 390</td>
</tr>
<tr>
<td>(6 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
</tr>
<tr>
<td>Geology 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(12 units)</td>
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### Fourth Year

Modern Greek IV Honours

### Fifth Year

English IV Honours

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### An example of a BA (Asian Studies) program:

<table>
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<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 units</td>
<td>48 units</td>
<td>48 units</td>
</tr>
<tr>
<td>Japanese A 101</td>
<td>Japanese A 201</td>
<td>Japanese A 301</td>
</tr>
<tr>
<td>(12 units)</td>
<td>(16 units)</td>
<td>(16 units)</td>
</tr>
<tr>
<td>Chinese B 101</td>
<td>Chinese B 201</td>
<td>Chinese B 301</td>
</tr>
<tr>
<td>(12 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
</tr>
<tr>
<td>Chinese B 103</td>
<td>Chinese B 202</td>
<td>Chinese B 302</td>
</tr>
<tr>
<td>(6 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
</tr>
<tr>
<td>Linguistics 101</td>
<td>Linguistics 201</td>
<td>Linguistics 301</td>
</tr>
<tr>
<td>(12 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
</tr>
<tr>
<td>Government 101</td>
<td>Linguistics 202</td>
<td>Linguistics 302</td>
</tr>
<tr>
<td>(6 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
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### A possible BA (Asian Studies) Honours degree structure is:

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<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 units</td>
<td>48 units</td>
<td>48 units</td>
</tr>
<tr>
<td>Japanese A 101</td>
<td>Japanese A 201</td>
<td>Japanese A 301</td>
</tr>
<tr>
<td>(12 units)</td>
<td>(16 units)</td>
<td>(16 units)</td>
</tr>
<tr>
<td>Chinese B 101</td>
<td>Chinese B 201</td>
<td>Chinese B 301</td>
</tr>
<tr>
<td>(12 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
</tr>
<tr>
<td>Chinese B 103</td>
<td>Chinese B 202</td>
<td>Chinese B 302</td>
</tr>
<tr>
<td>(6 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
</tr>
<tr>
<td>Linguistics 101</td>
<td>Linguistics 201</td>
<td>Linguistics 301</td>
</tr>
<tr>
<td>(12 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
</tr>
<tr>
<td>Philosophy 101</td>
<td>Japanese A 203</td>
<td>Japanese A 303</td>
</tr>
<tr>
<td>(6 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
</tr>
</tbody>
</table>

### Fourth Year

Japanese IV Honours

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### An example of a BA/BSc program:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Fifth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 units</td>
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<td>12 units</td>
<td>16 units</td>
</tr>
<tr>
<td>Psychology 101</td>
<td>Psychology 201</td>
<td>Computer</td>
<td>Computer</td>
<td>Computer</td>
</tr>
<tr>
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<td>(16 units)</td>
<td>Science 101</td>
<td>Science 2</td>
<td>Science 3</td>
</tr>
<tr>
<td>Mathematics 101</td>
<td>Pure Mathematics</td>
<td>Physics 101</td>
<td>Physics 2</td>
<td>Physics 3</td>
</tr>
<tr>
<td>(12 units)</td>
<td>(16 units)</td>
<td>(12 units)</td>
<td>(16 units)</td>
<td>(24 units)</td>
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<tr>
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<td>Philosophy 203</td>
<td>Applied Mathematics 2</td>
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</tr>
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<td>(8 units)</td>
<td>(16 units)</td>
<td>(16 units)</td>
</tr>
<tr>
<td>Philosophy 102</td>
<td>Philosophy 202</td>
<td>Philosophy 204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6 units)</td>
<td>(8 units)</td>
<td>(8 units)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 101</td>
<td>Philosophy 301</td>
<td></td>
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<tr>
<td>(12 units)</td>
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An example of a BA/BCom program:

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<td>—48 units</td>
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<td>Economics III (16 units)</td>
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<td>Asian Studies 202 (8 units)</td>
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<td>Industrial Rel. III (16 units)</td>
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<td>Government II (16 units)</td>
<td>Government III (16 units)</td>
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<td>Government 102 (6 units)</td>
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<tr>
<td>Philosophy 101 (6 units)</td>
<td>Philosophy 102 (6 units)</td>
<td>Industrial Relations 101 (6 units)</td>
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**Combined degrees**

New students undertaking combined degree programs are encouraged to discuss their course choices with members of the academic staff and student advisers prior to enrolment. Leaflets are available from the Arts Faculty Office setting out further examples of programs.

**Prizes and scholarships**

The Faculty of Arts awards a large number of prizes and scholarships on the basis of academic merit. For information enquire at the Faculty Office.

**Information and advice**

Any candidate who wishes to make an application relevant to a degree, or who needs advice as to degree or course requirements should contact the Undergraduate Adviser for the Faculty of Arts. The adviser is located in the Arts Faculty Office in the Western Tower, opposite the Clock Tower in the Main Quadrangle. The Office is normally open for enquiries 11 am–1 pm and 2–4 pm daily. The telephone number is 351 3129; fax 351 2045.

Written enquiries should be directed to:

The Undergraduate Adviser
Arts Faculty Office
The University of Sydney
New South Wales 2006
Aboriginal Studies

Course coordinator Dr Gillian Cowlishaw (Anthropology)

Teaching staff Assoc. Prof. D. Austin-Broos (Anthropology), Dr S. Colley (PHA), Dr G. Cowlishaw (Anthropology), Mr C. Cunneen (Law), Ms A. Flood (Koori Centre), Dr J. Kociumbas (History), Assoc. Prof. T. Smith (Fine Arts), Prof. V. Spate (Fine Arts), Mr T. Swain (Religious Studies), Dr J. P. White (PHA)

Administrative Assistants Mrs M. Cortes, Mrs A. Robertson (Anthropology)

Aboriginal Studies is a multi-disciplinary course aimed at cultivating a rounded knowledge of Australian Aboriginal society. Basic subject areas discussed are: the effects of European colonisation upon Aboriginal people and social organisation; health issues; economic and political life; relationship to the Australian justice system; religions; performing and visual arts; language and literature; archaeology and contemporary cultural heritage issues.

In Semester 1, students take the introductory unit Aborigines in Australia (201), which is also corequisite for any additional unit students may choose to take in their first semester. In subsequent semesters they select from the other units on offer, completing at least three additional units for the Pass degree.

Aboriginal Studies 201 8 units

Aborigines in Australia
Dr Cowlishaw
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

The unit will focus on contemporary Aboriginal social life in the context of the wider Australian society. The interweaving and transformation of colonial and indigenous societies, the significance of Aborigines for a national identity, issues of Aboriginal identity, race relations and contemporary cultural forms such as music and art are some of the topics to be examined.

Aboriginal Studies 202, 301, 302 each 8 units

Each course comprises one of the following options:

Aboriginal ethnographies
Assoc. Prof. Austin-Broos, Dr Cowlishaw
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

Section 1: The Western Aranda have been an icon of the 'primitive' in western thought. They also now constitute a group that has experienced significant transformation and speaks for itself in various ways. Writers on the Aranda range from Spencer and Gillen to the novelist Bruce Chatwin. The course will consider a number of these writers and the changes that have occurred in Aranda society.

Section 2: 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, F. 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.). A major theme will be the changing way relationships with land have been interpreted.

Contemporary Aboriginal art: race and representation
Assoc. Prof. Smith, Prof. Spate
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment essay/project, visual test

For course description see Fine Arts option 5.4.

Health and community in Aboriginal Australia
Ms Flood
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.

Australian Aboriginal religions
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.
Archaeology of Aboriginal Australia
Dr Colley, Dr White
Classes Sem 2: 3hr/wk for 7 wks
Assessment details from department lecturers

The first part of the course introduces students to Australian archaeology. It provides an overview of archaeological methods and theory, and the history and development of archaeology in Australia. It considers how archaeologists have used material evidence to interpret pre-colonial Aboriginal life in Australia. Issues considered include: the origin and timing of human settlement in Australia, megafaunal extinctions, Aboriginal interaction with the landscape, the origin and development of indigenous societies encountered by the first European settlers, and the archaeology of contact and colonisation.

For the second part of the course students will join classes also being offered as part of Archaeology (P&H 208, Archaeological philosophy and ethics). This examines ethical issues which arise in the practice of Australian Aboriginal archaeology, and the involvement of the state in archaeology. Topics examined include: What is archaeological knowledge and how does it relate to other ways of knowing about the past? Cross-cultural definitions of cultural conservation. Who owns the past? Comparison of the ethics of Australian archaeology with Archaeology elsewhere in the world. The study and reburial of Aboriginal skeletal remains. Cultural heritage management; Australian archaeology and the public. Students who have taken, or are taking APH 102 or APH 208 may not take this course.

Textbooks
D. Frankel Remains to be seen. Archaeological Insights into Australian Prehistory (Longman Cheshire, 1991)
J. Flood Archaeology of the Dreamtime (Collins, 1989 rev. edn)

Paradise found and lost? Aboriginal Australia and the Pacific to 1900
Dr Kociumbas (History)
Classes Sem 2: (2 lec & 1 optional video)/wk
Assessment one 1000w tut paper, one 2000w take-home exam
For course description see History T24.2.

Aboriginal peoples and Australian legal relations
Mr Cunneen
Classes Sem 2: 2 hr/wk
Assessment essay or exam, seminar paper, class participation

This course aims to provide a critical understanding of: the importance of the history of dispossession of indigenous peoples in Australia; the current relationship between Aboriginal and Torres Strait Islander people and Australian legal systems; the nature of racism and discrimination in the administration of law in Australia; current government policy in relation to land rights, native title, and reconciliation; sovereignty and self-determination; a comparative perspective on the experiences of other indigenous peoples.

Textbooks
C. Cunneen (ed.) Aboriginal Perspectives on Criminal Justice (Sydney University, Institute of Criminology, 1992)

Note: This course is taught at the Law School in the city. Lectures will not be available or repeated at Sydney University. Enrolling students must attend the lectures downtown, and must make their own arrangements to do so.
those not enrolled for a degree) are required to register with the Department by completing a registration card.

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.

Advice on courses
Members of staff are normally present among faculty advisers during enrolment week and in September/October for pre-enrolment, and many staff members are available during the orientation period. If students want to see a staff member before the year begins, they should apply to the Department office.

Assessment
Exact details of the methods of assessment to be used and the balance between them will be given in the course outlines distributed at the beginning of the year. In general, essays count for about sixty per cent of the year's marks, and examinations for the other forty per cent.

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.

Candidates for the Pass degree may count up to 76 units from Social Anthropology towards degree requirements. A major in Social Anthropology will require pass marks in courses totalling at least 32 units at Senior level. These must include at least one of the ‘starred’ courses: 210 and 211. 210 is a corequisite for enrolment in 204. To proceed to fourth year, students must have Credit results in 48 senior units including 210, 211, 390 and 391. Students should also have completed two ‘starred’ courses.

Social Anthropology 101 12 units

Classes Yr: (3 lec & 1 tut)/wk
Assessment two 2hr exam; 5 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:
Social Anthropology 210 and 211

Each of these Social Anthropology Senior courses consists of one or more of the following options with a total value of eight units (note that some are full options and some half options). Pending new staff appointments, further options may be offered. Students should consult the noticeboard.

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 IV 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

*Theory and Ethnography* Full option

Dr Mimica, Assoc. Prof. Austin-Broos
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

The aim of the course is to examine the relation between theory and the writing of ethnography. The course will address two outstanding anthropologists, Claude Levi-Strauss and Clifford Geertz. Levi-Strauss’ work will be considered in the context of western philosophical and scientific thought. The writings of Clifford Geertz on religion will be assessed in the context of popular theories of religion in the corpus of anthropology. Levi-Straussian structuralism and Geertz’s interpretive anthropology have been two dominant types of approach in twentieth-century anthropology. The course gives students an understanding both of anthropology’s scope and of variations in its practice.

Works to be discussed include Levi-Strauss’ *The Savage Mind*, *The Raw and the Cooked*, *The Naked Man*; Clifford Geertz’s *Religion of Java* and *Negara*, and Jean Comaroff’s *Body of Power, Spirit of Resistance*.

Aborigines in Australia Full option

Dr Cowlishaw
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

For course description see Aboriginal Studies 201.

Aboriginal ethnographies Full option

Assoc. Prof. Austin-Broos, Dr Cowlishaw
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

For course description see Aboriginal Studies 202.

The anthropology of performance Full option

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.

Anthropology, post-coloniality and Arab Islam Full option

Dr Hage
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

This course aims to introduce students to a systematically reflexive and comparative approach to the study of modalities of Islamic culture. It particularly aims at problematising the function and definition of the anthropological project in the transition from a colonial to a post-colonial setting with regards to the Arab world. The course will begin by examining the influence of colonialism and the orientalist paradigm on early anthropological work in Arab Islamic culture. It will, then, explore the way the emergence of a post-colonial reality has affected the conditions of production and the nature of anthropological texts. In particular the course will emphasise the following changes and their effect: (a) the anti-colonial struggle and the social and political conditions that follow it; (b) the emergence of local sociology and anthropology; (c) the effect of western anti-colonial, feminist, post-structuralist and post-colonial theory on both western and local sociological and anthropological conceptions of Islamic social life; (d) the changing geography of Arab Islam and the migration of many Arab Muslims to Western metropolises leading to new modes of perceiving the Islamic other; (e) finally, the course will examine the rise of Arab Islamic fundamentalism and the attempts made by social scientists to come to terms with it.

Discourses of power in Southeast Asia Half option

Dr Hinton
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

This 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.

**Second semester options**

*Histories of anthropological theory*  
Full option  
Assoc. Prof. Alexander, Dr Feil  
Classes Sem 2: (3 lec & 1 tut)/wk  
*Assessment* essay, exam

During the first sixty years of this century a relatively small group of mainly British anthropologists created an innovative and very powerful form of anthropological analysis. Drawing on intensive fieldwork in Africa and Oceania, they developed a theory of how societies maintained themselves over time (functionalism), an explicit methodology (the genealogical method) for investigating the process, and a distinctive style of writing about it (ethnographic realism). The aim was explicitly modernist: to provide forms of explanation congruent with explanations in the natural sciences.

The second 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 practised 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  
*Students will read from High Points in Anthropology* (Bohannan and Glazer (eds), 1973)

**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 classifications 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.

**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.

Lectures will discuss ecological and demographic features of the region, karmic and dharmic aspects of Theravada Buddhism, and patron-client relationships.

**Ethnographic film**  
Full option  
Dr Maclean, Dr Feil  
Classes Sem 2: (3 lec & 1 tut)/wk  
*Assessment* essay, exam

The first section will consist of a review of the different forms of ethnographic film in terms of the following themes:

(a) The tension between the narrative and the visual in film including the difference between the visual and the textual as modes of representation.

(b) The relationship between subject of film, film maker and audience.

(c) What is an ethnographic film? Should ethnographic film be considered in terms of the more general debate about documentary film.

The second section will discuss a number of films made in the Papua New Guinea area, paying special attention to trends in cultural representation through time. Especially of interest will be the representation of warfare and ‘tradition’. Films will include: *Dead Birds*, *Trobriant Cricket*, *Ongka’s Big Moka* and the trilogy of films by Connolly and Anderson—*First Contact*, *Joe Leahy’s Neighbours* and *Black Harvest*.

**The national imaginary and its others**  
Half option  
Dr Hage  
Classes Sem 2: (3 lec & 1 tut)/wk  
*Assessment* essay, exam

This course aims to introduce students to the various ways of analysing nationalism as a practice. Its starting point is that nationalism presupposes an active mode of being. To be a nationalist is to be above all a ‘nation-builder’. The course will examine the spatial mechanics of the practice of nation building: What do nationalists do when they engage in nation-building? What sort of national imaginary guides their practices: how do they spatially imagine the nation they are aiming to achieve? How is sameness and otherness, maleness and femaleness, etc. categorised within such an imaginary?

Using case studies mainly drawn from within the Australian national imaginary and its categorisation of Aboriginal and ethnic others, the course is primarily aimed at familiarising students with current theoretical and analytical works, from sociology, anthropology, cultural studies and psychoanalysis, that can help us understand the modalities of national being.

Textbooks  
Reading lists will be available at the beginning of lectures.

**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.
Social Anthropology 390 and 391 each 8 units
Classes one 2hr seminar/wk for each half-unit option
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 Special Entry 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

The globe, one place or many? Half option
Dr Hinton
Classes Sem 1: one 2hr seminar/wk
Assessment one 4000w essay

Improved communication and easier travel have tended to reduce the distinctiveness of different human cultures. Some argue that there is an emerging global culture which will ultimately obliterate all significant differences. Some argue that this will be a good thing for it will reduce the particularity of ethnic and national affiliations and thus reduce conflict. Others suggest that it will bring about uniformity and undesirable centralisation of power. Counter to all of these is the view that the capacity of groups to resist pressures imposed from outside, and their ability to recreate themselves should not be underestimated. The course will discuss these positions against the background of Marxist and postmodernist theoretical positions. It will have particular reference to the Asia-Pacific region.

Textbooks
Reading lists will be available at the beginning of lectures.

Southeast Asia: exemplary studies Half option
Dr Basham
Classes Sem 1: one 2hr seminar/wk
Assessment one 4000w essay

This course investigates the process by which certain anthropological texts are characterised as exemplary studies as classic expositions of basic theoretical issues or as models for emulation. The ethnographic focus is on Southeast Asia.

Textbooks
Reading lists will be available at the beginning of lectures.

Social anthropology of Pierre Bourdieu Half option
Dr Hage
Classes Sem 1: one 2hr seminar/wk
Assessment one 4000w essay

The course will introduce students to the analytical apparatus of Pierre Bourdieu. Some central writings of Bourdieu will be closely read and his key concepts of field, cultural capital, class, habitus, strategy and symbolic violence, will be explained in the context of the specific social processes they aim to elucidate.

Textbooks
The Social Life of Things (Cambridge U.P., 1986)

Second semester options

Embodiment Half option
Dr Lewis
Classes Sem 2: one 2hr seminar/wk
Assessment one 4000w essay

Recent interest in theories (and practices) which refugre or meditate the mind/body distinction, so long dominant in Western academia, have abounded in many disciplines in the last twenty years. An initial interest in bodies and conceptions of bodies has given way, in many cases, to a focus on the process of human embodiment, seen as an existential or ontological problem. This course will examine a spectrum of approaches to embodiment (especially European and American phenomenologies, but also poststructuralist and feminist ideas) which have been applied to human interactions and performances in a range of sociocultural settings. A serious engagement with these approaches will lead to a problematics of the theory-practice dichotomy itself, a timely issue in anthropology, performance studies, and many interdisciplinary projects.

Readings will be drawn from the work of such scholars as: Marcel Mauss, Maurice Leenhardt, Unni Wikan, Thomas Cserdas, Michael Jackson, David Howes, Bryan Turner, Judith Butler, Drew Leder, and Edward Casey.

Economies as cultural systems Half option
Assoc. Prof. Alexander
Classes Sem 2: one 2hr seminar/wk
Assessment one 4000w essay

This option is concerned with the social and cultural foundations of economies in both industrial and non-industrial societies. The seminars will concentrate on two topics: central — the formation of preferences or ‘tastes’ for food, clothing and objects, and the relationships between markets and other forms of exchange such as gifts and thefts.

Textbook

Foucault and anthropology Half option
Dr Kondos
Classes Sem 2: one 2hr seminar/wk
Assessment one 4000w essay

This course will discover the usefulness of Foucault’s work for the anthropological enterprise. To this end
the course has two major objectives: firstly to delineate and examine some of Foucault’s proposals about the ways power operates and subjectivity is created as well as Foucault’s methodological programs for analysis; secondly to try to utilise these in an investigation of what might be called traditional anthropological topics.

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.

**Theorising transgression**  
Half option  
Dr Kondos  
Classes Sem 1: one 2hr seminar/wk  
Assessment: one 4000w essay

The course focuses on an assortment of practices like the so-called ‘rituals of reversal’, ‘illegal strikes’, ‘protests’ and ‘revolutions’, all of which diverge from everyday routines; and examines the theories which seek to illuminate these.

**The social production of space**  
Half option  
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.

Social Anthropology IV Honours

**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.

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. It is not required for Prehistoric and Historical Archaeology. 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) IV and Archaeology (Near Eastern) IV.

**Registration**  
Information about the time and place for registration will be found in the entries under the specific strands which make up the School. Registration is normally during Orientation Week.

**Attendance requirements**  
The University requires satisfactory class attendance. The School of Archaeology, Classics and Ancient History interprets ‘satisfactory’ as attendance at a minimum of 80% of tutorials or seminars. Unless written evidence of illness or misadventure is provided, students who attend less than 80% of classes will jeopardise their results, and those who attend less than 50% will be deemed not to have fulfilled the requirements. The University does not recognise employment as excusing unsatisfactory performance, nor are timetables clashes a valid excuse. Students should not take a course unless they can meet the attendance requirement.

**Assessment**  
Students of the School are required to:
- attend lectures and tutorials
- complete satisfactorily such written work and
— attend prescribed practical classes and fieldwork
— complete the prescribed reading

If in any doubt, always consult the lecturers concerned.

**Availability of courses**
The School reserves the right not to offer all the courses described below should there be unexpected difficulties in staffing or lack of student demand.

**ARCHAEOLOGY**
The Archaeology section of the School comprises a number of units 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 Greek, Etruscan, and Roman 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. There is a special emphasis on the evidence of art and architecture; major sites of the Classical world (such as Knossos, Mycenae, Athens, Delos, Rome, and Pompeii) are discussed in detail. The courses have a strong focus on pictorial material, and all lectures are illustrated with slides.

The pass course as a whole offers all the advantages of studies in the Faculty of Arts: development of critical ability, logical thinking, ordered memory, ability to organise and present material, historical analysis. At the same time it aims to provide a coherent picture of the evolution of civilisation in the Mediterranean area. In addition to its importance in its own right, it is of particular relevance to students of a number of other subjects, including Ancient History, Classics, Fine Arts, and Religious Studies.

It is recommended that students combine Classical Archaeology with courses in either other areas of Archaeology (for those interested primarily in the discipline of Archaeology, including field archaeology), or Classical Civilisation and 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).

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

*Classes* Sem (2 lec & 1 tut)/wk

*Assessment* one 3 hr exam, two visual tests, one take-home assignment, one 3000w or two 1500w essays

**From Troy to Pompeii — the art and archaeology of the Classical world**

Introduction to the art and archaeology of the Mediterranean and especially the Classical World. This course has a double aim: to provide a solid basis for those students who intend to pursue archaeological studies, possibly to a postgraduate level, and to give an overall survey to those who have an interest in the Ancient World as a complement to their studies of any aspect of Western civilisation. The course focuses on some of the most important archaeological sites of the Classical world, starting with the Bronze Age (Troy, Knossos, Santorini, Mycenae) before turning to the Early Iron Age (Zagora, excavated by a team from the University of Sydney), the Classical and Hellenistic periods (Athens, Delos, Delphi, and Olympia), and concluding with Pompeii (with due assessment of the contributions made in recent years by an Australian team to our knowledge of its history) and Rome. The discussion of these sites leads to an examination of a number of special topics, such as the impact of the Greek colonisation movement on the native cultures in Italy, ancient theatre, and the treatment of myths in Greek, Etruscan, and Roman art.

**SENIOR LEVEL**

**Archaeology (Classical) 201** 8 units

*Prof. Green*

*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.**

**Archaeology (Classical) 290** 8 units

*Prof. Green*

*Classes* one 2hr seminar/wk

*Assessment* one 3hr exam, one 3000w essay, one seminar presentation

**Pompeii and Pompeian wall painting**
Archaeology (Classical) 302 8 units
Assoc. Prof. Descoeudres
Classes one 2hr seminar/wk
Assessment one 3hr exam, one seminar presentation (written and oral), one visual test

Greek and Etruscan art in Australian museums and collections
or
Roman portraiture

Archaeology (Classical) IV Honours
Classes Yr: one 2hr seminar/wk
Assessment one 3hr exam, one viva voce, one 5000w plus one 12 000w essay, seminar papers

Course
Special topics in Classical Archaeology
The topic varies from year to year and is selected in consultation with students at the end of their Third Year. It may concern the archaeology of a particular region, examine a period, or explore a theme over a considerable range. It normally considers trends in recent scholarship.

Students must complete coursework (1 unit) and a long essay (1 unit). 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.

ARCHAEOLOGY (NEAR EASTERN)
Archaeology (Near Eastern) offers the student a broad background in the archaeology of the ancient Orient, from Iran, Arabia and Mesopotamia to Egypt, the Levant and Cyprus. Topics and themes include the origins of agriculture in Western Asia, the first towns and cities, the development of writing, and the rise of empires in the Ancient World. The pass courses offer archaeological and historical background while the Honours courses are designed to teach critical method and research techniques.

Teaching schedule
In 1996 Archaeology (Near Eastern) 201, 204, 291 and will be taught in First Semester, while 101 and 391 will be taught in Second Semester. Students who wish to do Near Eastern archaeology, either at junior or senior level, are urged to take Archaeology (P&H) 101 'Introduction to Archaeology' as a basic foundation course in First Semester before trying to proceed to the area-specific Near Eastern courses. The senior level courses which appear below will be offered on a rolling basis. Check the Table of Courses for availability in any given year.

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 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.

Head of Archaeology (Near Eastern)
Prof. D.T. Potts, 351 3118.

JUNIOR LEVEL
Archaeology (Near Eastern) 101 6 units
Prof. Potts
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, 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.

SENIOR LEVEL
Archaeology (Near Eastern) 201 8 units
Prof. Potts
Classes two 2hr lec/wk
Assessment one 3hr exam, one tut paper, one 3000w essay

The Arabian Gulf in Antiquity
The history of human settlement in eastern Arabia (Kuwait, eastern Saudi Arabia, Bahrain, Qatar) and the Oman peninsula (United Arab Emirates, Sultanate of Oman) from prehistoric times through to the Islamic conquest.

Archaeology (Near Eastern) 202 8 units
Ancient Mesopotamia from the origins of writing to the fall of the Sasanian Empire
Not offered in 1996.

Archaeology (Near Eastern) 203 8 units
Dr Betts
Classes two 2hr lec/wk
Assessment one 3hr exam, one tut paper, one 3000w essay

The Levant from the Neolithic to the Middle Bronze Age
This is a period of significant change and development in the ancient world. The course charts the progression from Neolithic village-based societies in the Levant to the urban economies of the Middle Bronze Age.
Archaeology (Near Eastern) 205 8 units
The Levant in the Late Bronze and Early Iron Ages
Not offered in 1996.

Archaeology (Near Eastern) 206 8 units
The Archaeology of Central Asia
Not offered in 1996.

Archaeology (Near Eastern) 207 8 units
The Indus Valley
Not offered in 1996.

Archaeology (Near Eastern) 208 8 units
After Alexander: An Archaeological Perspective on Hellenism in the East
Not offered in 1996.

Archaeology (Near Eastern) 209 8 units
Iranian Empires of Late Antiquity: The Archaeology of the Parthians and Sasanians
Not offered in 1996.

Archaeology (Near Eastern) 291 8 units
Dr Betts
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
Prof Potts
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)
Classes Yr: one 2hr seminar/wk
Assessment seminar presentations, one 5000w essay and one take-home exam in the first semester; one 12-25 000w thesis, and one oral examination on the thesis in second semester

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.

Junior P&H courses
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) consists 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.

Senior P&H courses
Seven Pass level and four special entry courses are offered in 1996.

Entry to Honours (P&H IV)
In addition to meeting the entry requirements students are expected to have undertaken at least three weeks of approved fieldwork before entry to this level.

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**
Dr White 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 method 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

**Australian Aboriginal Archaeology**
Dr Colley, Dr White

The archaeology of the Aboriginal occupation of Australia from 50,000 years ago until European contact — and after. The social and political implications of practising archaeology in Australia today.

**Australian Historical Archaeology**
Assoc. Prof. Birmingham

Case studies in the archaeology of Australia since 1788, illustrating the colonisation of the continent by historically-known immigrants and their interaction with indigenous peoples, together with some of the methods of historical archaeological investigation.

**SENIOR LEVEL**

*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/lab work 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) 202* 8 units

**Australian rock art: the archaeology of prehistoric pictures**
Mr Clegg

*Classes* 3hr/wk

**Assessment** two 2500w essays, 2 take-home exams

The study of prehistoric pictures, including the use of multivariate techniques. There will be a particular focus on the way Australian prehistoric pictures have been studied since 1788. This class looks at some of these studies and asks how they can be best used by prehistorians.

*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) 204* 8 units

**Stonehenge**
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

Not offered in 1996.

*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 topical research questions in Australian Aboriginal archaeology (e.g. settlement, environmental impact, gender, cultural landscapes) 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) 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. Archaeological heritage management. Different ways of knowing about the past.

Philosophy of Archaeology
Assoc. Prof. Fletcher

An overview of contemporary archaeological theory and its philosophical content.

Archaeology (P&H) 209
Looking at Drawings
Mr Clegg

Not offered in 1996.

Archaeology (P&H) 210
Health and the rise of civilisation
Prof. Mark Cohen
Classes 3hr/wk
Assessment one 2000w essay, two 1500w assignments, one take-home exam

This course looks at the archaeological evidence for diet, health, disease and demography from prehistoric times in a world perspective.

SENIOR LEVEL SPECIAL ENTRY COURSES
Full year

Archaeology (P&H) 290 8 units
Practical research methods
Dr Colley, Dr Cremin and staff
Classes 3hr lab/wk, fieldwork in mid-semester breaks and/ or semester break, as available
Assessment 5 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 five days of archaeological fieldwork including excavation.

Archaeology (P&H) 390 8 units
Research principles
Assoc. Prof. Fletcher, Dr White
Classes Sem 1: two 2hr class/wk; Sem 2: one 2hr class/wk
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.

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 and geographic Information Systems in archaeology
Dr Johnson, Mr Wilson
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. Particular emphasis is placed on computer graphics and computer mapping. Places are limited.

Archaeology (P&H) IV Honours

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. We use various historical approaches to try to recover this past in a way that is meaningful to the present. You can do as little as one or two courses of Ancient History as part of a degree specialising in something else, such as Archaeology or Fine Arts or Economics or Law or almost anything. Or you can do many more courses in a sequence towards a BA degree. Ancient History courses can be combined with courses in the history of other times and places in a single sequence of History courses.

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 5664, Western Tower (phone 351 2156).

**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.

**Ancient History 101** 6 units

**The Roman Peace: Rome and her Empire 27 B.C.-A.D. 192**

*Dr Brennan, Dr Welch*

**Classes Sem:** (3 lec & 1 tut)/wk

**Assessment** one 3hr exam, one 500w preliminary paper, one 1000w tut paper, one 2000w essay

This course focuses on the politics of an imperial state and the life of its diverse peoples. We shall look at Rome and the cities in her Empire; at emperors and their opposition; at Rome's subjects; at her army; at economic life; at social status (what it meant to be a senator, a woman, a slave, an alien, among others in this world); at religious life; at leisure activities; at attitudes to death. Our primary sources will include histories, biographies and contemporary literature, public and private documents, and the material culture disclosed by archaeology and art.

**Textbooks**

- P. Garnsey and R. Saller *The Roman Empire*, (Duckworth, 1987)
- *Tacitus Complete Works* (Modern Library, 1964)
- C. Wells *The Roman Empire* (Fontana, 1984)

**Ancient History 102** 6 units

**The World of the Ancient Greeks**

*Dr Welch*

**Classes Sem:** (3 lec & 1 tut)/wk

**Assessment** one 3hr exam, one 3000w essay, one 1000w tut paper

This course seeks to reconstruct the social and political frameworks of the men and women of Ancient Greece in the sixth to the fourth centuries B.C. through their literature, monuments and traditions. The approach taken will be thematic rather than chronological, with a concentration on such aspects as: religion; social values; development of law; warfare as a physical reality and as a concept; the development of natural science and philosophy and the changing social patterns of the Greek states and Greece as a whole. Particular case studies include Athens and Sparta.

Themes: the world of Homer and Hesiod; the world of the lyric poets; the lawgivers; warfare in ancient Greek society; Spartan society: natural science; Ionia in the sixth and fifth centuries; lifestyles in Athens, the Imperial City; philosophy and the tradition of the Greeks.

**Textbooks**

- M.I. Finley *The Ancient Greeks* (1963)
- A. Andrewes *Greek Society* (1971)

**Class readings**

**Ancient History 103** 6 units

**Ancient Near East: from the bureaucratic state to the military state**

*Dr Weeks*

**Classes Sem:** 3 lec/wk, 1 tut/fn

**Assessment** one 3hr exam, one 3000w essay, one 1000w tut paper

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 U.P., 1961)
G. Roux *Ancient Iraq* (Penguin, 1992)

**SENIOR LEVEL**

**Ancient History 201/202/203/204**

Each of these courses consists of one option from the pool below

**First Semester**

**Course 1 — Roman Imperialism; a special case?**

8 units
Mr Stone

Classes Sem 1: (3 lec & tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper: 50% for classwork, 50% for exam

The Empire of Rome made the Mediterranean World one. How did a single city win this controlling position? What were the experiences of Rome's predecessors (Sparta, Athens, Carthage ...) and why did a city-state of the same order make the breakthrough which they did not?

Material factors (military, demographic and economic) are balanced against imperial concepts (glory, service, faith and majesty) and the question posed: Is this universal empire best seen as an achievement of conquest, an economic imperative or a world-community being formed? How applicable are our findings to other empires at other times or was Rome historically conditioned and unique?

**Course 2 — Ancient Greek Democracy**

8 units
Dr O'Neil

Classes Sem 1: (3 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper: 50% for classwork, 50% for exam

Aims and objectives: To understand the working of democracy in Ancient Greece and the people who made it work (or opposed it). To analyse the various forms of ancient evidence and learn to allow for their particular forms.

This course studies the rise and working of democracy in Greece, concentrating on Athens from the time of Solon to Demetrius of Phalerum. For the purposes of comparison we shall also briefly examine Syracuse, Rhodes and the hellenistic federal States. We shall examine not only the institutions of democracy and how they worked, but the people who worked and lived under them.

**Second Semester**

**Course 3 — History as they saw it; the perspectives of the Ancient Near Eastern sources**

8 units
Dr Weeks

Classes: Sem 2: (3 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay, two 750w tut papers: 50% for classwork, 50% for exam

The various schools of historiography in the Ancient Near East formed distinctive accounts of their own history. They are therefore a source not only for that history but also for religious, political and social concepts in their time. This course will seek to elucidate the Mesopotamian, Egyptian, Hebrew and Hittite historical perspectives. There will be consideration of the problems we face in trying to understand the mentality of another era.

**Course 4 — Pagans and Christians in the Roman World**

8 units
Dr Brennan

Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper: 50% for classwork, 50% for exam

This course examines religious beliefs, practices and associated values in the Roman world of the first four centuries A.D. It begins with the varieties of religious experience and tradition in the Roman world at the time of the birth of Christ, and charts developments, especially the growth of Christianity against the background of a changing world. Its main focus is on a comparison of pagans and Christians to highlight both similarities and differences. It compares attitudes (e.g. to wealth, slavery, sexuality, war and the military, death (including suicide and martyrdom), the nature and locus of 'the holy', the relationship between divine and human (revelation) and religious experiences. It looks at the place of religion in the civic community (e.g. religion and politics, the role of festivals, women) and, in general, at the link between personal religion and society. It will also look at religious conversion and at attempts to induce religious change (by persecution, propaganda and rewards). Its expected outcome is greater knowledge and understanding of the complex relationship between religion and society in general and in the historical world of the Roman empire in particular.

Textbook
R Lane Fox *Pagans and Christians* (Penguin, 1988)

**SENIOR LEVEL SPECIAL ENTRY COURSES**

**Course 5 — Rethinking history**

8 units

Ancient History 290

This is a year-long unit with two components: (i) (first semester) Rethinking history, and (ii) (second semester) The World, the Flesh and the Devil (attached to Pagans and Christians). Each semester represents 50% of the final result.

**First semester**

Rethinking history

Coordinator Dr MacLachlan (History Department)
Classes (1 lec & 1 tut)/wk
Lectures Carslaw Lecture Theatre 5, Tuesday 1 pm
Assessment one 1500w take-home exam and one 1500w sem paper: 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

The World, the Flesh and the Devil
Dr Brennan
Coreq Pagans and Christians in the Roman World
Classes Sem 2: one 2hr seminar/wk
Assessment one 2hr exam or equivalent, one 1500w seminar paper, one 4000-5000w essay on a topic combining first and second semester work: 50% for classwork, 50% for exam

The primary historical material will be attitudes and behaviour renouncing the body (e.g. renouncing sex, food, adornment and other ‘temptations’ of the flesh). We shall extract this material from philosophical works (pagan and Christian), the Church Fathers (e.g. Paul, Jerome and Augustine), the apocryphal Acts (e.g. Acts of Paul and Thecla), the exemplary lives of pagan and Christian ascetics (both male and female), and the literary and iconographic development of certain images (e.g. Eve the Temptress; Mary the Virgin; Bride of Christ; from Martyr to Monk). We shall examine this material not only in its own terms, but also in terms of modern strategies developed to recover, represent or engage a distant age (e.g. interdisciplinary models, the concept of counter hegemony, women’s and feminist history, poststructuralism). The expected outcome is a greater knowledge and understanding of the history, poststructuralism). The expected outcome is a greater knowledge and understanding of the strange, but intelligible, relationship between the body and society in the early Christian world and an awareness of the way in which different historical strategies developed to recover, represent or engage a distant age (e.g. interdisciplinary models, the concept of counter hegemony, women’s and feminist history, poststructuralism). The expected outcome is a greater knowledge and understanding of the strange, but intelligible, relationship between the body and society in the early Christian world and an awareness of the way in which different historical approaches extend and widen our historical vision.

Textbook
Peter Brown The Body and Society (Faber, 1988)

Ancient History 390/391 each 8 units
Each of these courses consists of one option from the pool below

Democrats, kings and cities (Greek Language)
Dr O’Neill
Prereq (additional) HSC Greek, Greek B 101 or equivalent
Classes Yr: 2hr seminar/wk
Assessment 3hr exam, 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 hegemonies 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.

Romans and Carthaginians (Latin Language)
Assoc. Prof. Hoyos, Miss Hayne
Prereq (additional) Greek B101 or Latin B101
Classes one 2hr seminar/wk
Assessment one 3hr exam, Ancient History/History III: one 6000-8000w essay, seminar papers totalling about 3000 words. Ancient History/History IV: two seminar papers of 5000 and 3000 words

The First Punic War was a surprise. Rome and Carthage had previously been friendly. The Second may have been a mistake, but it led to continental empire. The Third — was revenge, or deep seated Realpolitik? The wars produced great leaders like Regulus and Hamilcar, Hannibal, great endeavours and great missed opportunities. They furthered social and political change in both Italy and North Africa and the first two gave Rome the potential to dominate the entire Mediterranean world. Our sources of information on them, and on Roman-Carthaginian relations overall, vary from the very full to the scrappiest, so that differing interpretations of details abound. This course studies the background of the wars, warfare and war-aims, Roman-Carthaginian relations during the inter-war years, and the impact of the Punic Wars on internal affairs at both Rome and Carthage from 264 to 146. Part of the course involves assessing the worth and the role of the various sources for these events, the traditions that influenced them and the limitations they impose on our knowledge of the topic.

Assyrian imperialism (Akkadian Language)
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 (Akkadian Language)
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
Students taking Ancient History IV Honours in 1996 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

Students choose one of the following General Seminar options provided by the History Department, for a full description see the History Department entry:

GS16 Process and structure
Dr MacLachlan, Dr Zlatar

GS11 Writing religious history
Dr Oddie, Dr Piggin (Macquarie), Miss Hayne

GS21 Writing the history of popular culture
Associate Professor Waterhouse

GS25 Biography and Autobiography
Dr Russell

CLASSICAL CIVILISATION

Classical Civilisation facilitates an interdisciplinary approach to the study of Graeco-Roman antiquity, a field which is of special interest to students in many disciplines as it is the ancestor of modern western civilisation. No knowledge of Latin or Greek is assumed. Students may pursue two or three strands of study by taking two or three semester-length courses per year in the following areas: Ancient History — Ancient Society — Classical Archaeology — Classics.

At least one course will be available from each of these areas. The course on Classical Mythology in semester 1 is compulsory. Ancient History and Classical Archaeology are subjects involving cumulative learning; thus, in order to take an option in second or third year in these areas, students must have passed either the corresponding Classical Civilisation option in first year or the equivalent first year courses in Archaeology (Classical) or Ancient History. Those not intending to take Archaeology Classical 101 or Ancient History 101 and 102 are urged to consider taking 18 units in Classical Civilisation in order to give themselves maximum flexibility in later years. Any background in literary studies will suffice for the second year option in Greek and Roman Literature, though intending second and third year students are urged to consider taking the option Literature in Society.

Noticeboard
Notices for students are placed on the noticeboard situated in the northern vestibule of the Main Quadrangle, next to the ante-room to 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 2hr 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 folktale, 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)
Classical Civilisation 102 6 units  
Classes see the course descriptions for details  
Assessment see the course descriptions for details  
One of  
Archaeology (Classical): From Troy to Pompeii - the art and archaeology of the Classical world  
See Archaeology (Classical) 101  
Or  
Ancient History: The world of the Ancient Greeks  
Dr Welch  
Classes Sem 2: (3 lec & 1 tut)/wk  
Assessment one 3hr exam, one 2000w essay, one 1000w tut paper  
See Ancient History 102  
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  
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 are designated as core courses. Two such courses are offered in 1996: The Writings on the Wall... and elsewhere (Semester 1) and Greek and Roman Theatre Production (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  
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  
The course consists of a second option from the pool below.  

Classical Civilisation 203 8 units  
The course consists of one further option from the pool below.  

Classical Civilisation 301 8 units  
The course consists of one designated core course (see above paragraph).  

Classical Civilisation 302 8 units  
The course consists of a second option from the pool below.  

Classical Civilisation 303 8 units  
The course consists of one additional option from the pool below.  

Options available in 1996  
First semester  
(a) The Writings on the Wall ... and elsewhere  
Assoc. Prof. J.-P. Descouedres, Assoc. Prof. D. Hoyos  
Classes (2 lec & 1 sem)/wk  
Assessment one 3hr exam, one visual test, one 3000w essay  
The course introduces students to the content, context and use of inscriptions and graffiti in the Greek and particularly the Roman world. It will examine, for instance, the political slogans and erotic graffiti on the walls of Pompeii, the laws and senate decrees on Roman marble and bronze, funerary and honorific inscriptions, and private correspondence such as that on the wax tablets from Pompeii and Vindolanda on Hadrian's Wall. The course will also study the development of lettering and presentation, the archaeological context of the inscriptions, and how they complement — or clash with — other sources of information.  
No knowledge of Latin (or Greek) is required; evidence will be cited in English translation  

(b) Roman Imperialism; a special case?  
Mr Stone  
Classes Sem 1: (3 lec & tut)/wk  
Assessment one 3hr exam one 3000w essay, one 1000w tut paper: 50% for classwork, 50% for exam  
See under Ancient History Senior level for course description and other details.  
or  
Ancient Greek democracy  
Dr O'Neil  
Classes Sem 1: (3 lec & 1 tut)/wk  
Assessment one 3hr exam one 3,000w essay, one 1000w tut paper: 50% for classwork, 50% for exam  
See under Ancient History Senior level for course description and other details.  
(c) Epic  
See under Greek and Roman Literature.
Second semester

(a) Greek and Roman theatre production
Prof. Green, Ms Muecke
Classes 2 lec & one 2hr seminar/wk
Assessment one 3hr exam, one 3000w essay, one 1000w seminar paper

The plays of Classical Greece and Rome were written for performance, not reading, and any proper appreciation of them needs to take into account the conditions and style of performance. This course aims to examine these and related issues such as the function of theatrical performance in ancient society and the reception of theatre.

It has been argued that no stage directions survive that go back to the original productions, and there are good reasons for this since the playwrights were normally also the producers. The evidence for style of production therefore rests in the surviving texts themselves and in archaeological material that may be taken to represent actors and their masks. The course will survey these categories of evidence and examine their reliability as sources. It will also look at the possibilities for staging of a number of extant plays.

Textbooks
Please consult the Department

(b) Senior options available in Classical Archaeology
See under Archaeology (Classical) 201 for details.

(c) Pagans and Christians in the Roman World
Dr Brennan
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper; 50% for classwork, 50% for exam

See under Ancient History Senior level for course description and other details.

(d) The Novel
See under Greek and Roman Literature 202/302.

GREEK AND ROMAN LITERATURE SENIOR LEVEL
Coordinator Dr Suzanne MacAlister

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 or 351 2074.

Greek and Roman Literature 201	 8 units
Classes Sem: 2 lec & 1 tut/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper

Greek and Roman Literature 202	 8 units
Classes Sem: 2 lec & 1 tut/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper

Greek and Roman Literature 301 and 302	 each 8 units
For 1995, the courses are identical in content and requirements to Greek and Roman Literature 201 and 202. Except with the permission of the School, they may only be taken by students who completed Greek and Roman Literature 201 and 202 in 1995.

Course details
First semester

Epic
Dr MacAlister, Dr James, Dr L. Watson

The ancient epics have shaped the European literary imagination up to our own day. What is the power that makes these narratives of concern to us today? They are masterpieces of story-telling, dealing with issues of universal concern such as life and death, love, war, and the journey of experience. A literary masterpiece, Virgil’s Aeneid, pulls together all these themes, as a re-telling of earlier epic for the conquerors of the Mediterranean world. For its part, Greek epic begins in the context of oral story-telling, before the invention of writing, with roots that certainly go back to the Bronze Age; it functions both as entertainment and as an exploration and validation of social values. The course provides an opportunity to explore ancient epic in depth, while raising questions about epic as a narrative form which point ahead to the works studied in Semester 2.

Textbooks
Homer Iliad trans. M. Hammond (Penguin Books)
Homer Odyssey trans. W. Shewring (Oxford U.P.)
Second semester

The Novel
Dr MacAlister, Dr L. Watson

Recently the ancient novel has become the focus of considerable critical interest. Modern literary theory has interrogated the ancient novel for its contribution to debates about the nature and origins of the ‘novel’. Interpretation of the ancient novel has centred on its relationship to the ancient narrative tradition (both epic and oral narratives such as folktales), its making new of traditional motifs and themes, and its introduction of new material and preoccupations (especially love). The course treats the ancient novel in terms of modern literary theory; it explores the differences between the Greek and the Roman novels; it emphasises the importance of understanding the genre in its cultural and social contexts.

Textbooks
B. Reardon (ed.) Collected Ancient Greek Novels (Berkeley and Los Angeles, 1989) (paperback edn)
Petronius Satyricon trans. J.P. Sullivan (Penguin Classics)
Apuleius The Golden Ass trans. R. Graves (Penguin Classics)

GREEK (ANCIENT)

The study of Ancient Greek focuses mostly on Classical Greek, with some coverage also of the post-Classical period. Initial emphasis is placed on mastery of the language, and study of the literature and other aspects of Greek civilisation is approached primarily through the reading of texts, but the more advanced courses provide an opportunity for study in greater depth of selected areas of Greek language, literature, history and philosophy.

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 near 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) 111 and 113. Forexample into Greek A 101 students must have attained a satisfactory standard in 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 A301, 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 12 units

Coordinator: Dr John Lee
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
Andocides Mysteries ed. MacDowell
Euripides Bacchae ed. Dodds

Minor
Herodotus IX ed. Shuckburgh
Homer Iliad VI (Bristol Classical Press)

Other textbooks (for A101 and higher years)
• (i) a standard Greek grammar
  either
  W.W. Goodwin Greek Grammar (Macmillan)
  or
  H.W. Smyth Greek Grammar for Colleges (Harvard U.P.)
• (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
Coordinator: Dr Suzanne MacAlister
Classes Yr: 4 lec & 1 tut/wk
Assessment three 2hr exams, 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.)
Chariton's novel Chaireas and Kallirhoe (text to be supplied)
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 1.5 hr 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 New Testament Greek for Beginners (Macmillan)

Greek B (New Testament) 113 6 units
Coordinator: Dr John Lee
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
Chariton’s novel Chaireas and Kallirhoe (text to be supplied)
Abbott and Mansfield A Primer of Greek Grammar (Duckworth)
Liddell and Scott Abridged Greek Lexicon (O.U.P.)

Greek A 201 16 units
Coordinator: Dr A.W. James
Classes Yr: 4 lec/wk
Assessment two 1.5hr, two 2hr (or equivalent) and one 3hr exams, two 1750w essays, classwork
1. Language
2. One set text per semester
3. One extension topic per semester

Prescribed texts
Plato Symposium ed. Dover
Aristophanes Frogs ed. Stanford

Extension topics available may include:
1. & 2. Homer’s Iliad
3. Fragments of Euripides (part 2)
4. Menander
5. Iambic
6. Greek dialects

Greek B 201 16 units
Coordinator: Dr John Lee
Classes Yr: 4 lec & 1 tut/wk
Assessment three 2hr exams, two 1500w essays, classwork
As for Greek A 101.

Greek 290 8 units
Coordinator: Dr A.W. James
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
Coordinator: Dr A.W. James
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
Coordinator: Dr A.W. James
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
Coordinator: Dr A.W. James
Classes Yr: 2 classes/ wk
Assessment four 2hr exams or equivalent
As for Greek 290.

Greek IV Honours
Coordinator: Dr A.W. James
Classes Yr: three 1hr seminars/wk
Assessment six 2hr exams or equivalent, one 3hr exam, thesis
1. Unseen translation
2. Four extension topics to be determined
3. Special reading: texts will be prescribed for independent reading, to widen students’ acquaintance with Greek literature and train advanced reading skills.
4. Supervised research leading to a thesis of 15000 - 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.

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 IV 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 the Classics section of the School as early as possible in 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.

Considerable emphasis is placed on teaching by the tutorial method. For examination purposes formal weighting is given to essays and class exercises prescribed during the year, as well as to end-of-semester examination papers.

While every effort will be made to adhere to the courses as described below, the availability and content of course-strands will depend on staff resources.

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
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.
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
Coordinator: Assoc. Prof. Hoyos
Classes Yr: 4 classes/wk
Assessment two 3hr & two 2hr exams, 2 essays, 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
Use and abuse of power in the Early Roman Empire

Literary works:
Major: Tacitus *Annals 1* (text to be supplied)
Minor: Seneca *Thyestes* (text to be supplied)
Romana history: Augustus and the Julio-Claudians

Language study: Level 3 or 4 (see Language Study section below)

Second semester
The City and the Empire

Literary works:
Major: Juvenal *Satires I, III, X* (2nd edn) N. Rudd and E. Courtney (Bristol Classical Press)
Minor: Martial (text to be supplied)

Romana history: Coups and Consolidation, A.D. 68-138

Language study: Level 3 or 4 (see Language Study section below)

Textbooks
H.H. Scullard *A History of the Roman World 753-146 B.C*. 4th edn (Methuen paperback)
H.H. Scullard *From the Gracchi to Nero 5th edn* (Methuen paperback)

Latin A 290  8 units
Coordinator: Assoc. Prof. Hoyos
Classes Yr: 2 classes/wk
Assessment two 2hr exams, classwork

One special topic will be studied each semester:
(Sem. 1) Didactic Poetry (text to be supplied)
(Sem. 2) Horace *Epodes* (text to be supplied)

Latin B 201  16 units
Coordinator: Assoc. Prof. Hoyos
Classes Sem 1: 4 classes/wk; Sem 2: 5 classes/wk,
Assessment three 2hr exams, one 3hr exam, two 2000w essays, classwork

Works for detailed study: in the first semester B 201 students will study one author taken with Latin A 101; in the second semester, they will study two. For details see under A 101 authors and texts.

Reading course: Close study of a variety of Latin texts, to develop reading and translation skills. Students will normally take this course at level 2 or level 3.

Language study: B 201 students will take language level 2 or 3; see below.

Latin B 290  8 units
Coordinator: Assoc. Prof. Hoyos
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
Coordinator: Assoc. Prof. Hoyos
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
Coordinator: Assoc. Prof. Hoyos

Students enrolling in Latin 390 take the same courses as those in A 290.

Students wishing to take this course who have not completed A 290 or B 290 should consult the course coordinator.

Latin IV Honours
Coordinator: Dr L. Watson
Classes 4/5 classes/wk
Assessment one 3hr and three 2hr exams, two 2hr exams for those taking language level 4, 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 after consultation.

Special reading: texts will be prescribed for independent reading, to widen students' acquaintance with Latin literature and train advanced reading skills.

Language study: students who have not progressed beyond language level 3 take the language level 4 course.

Thesis: Students will research and present a thesis of 15 000-20 000 words; they will choose their topic in consultation with staff.

Those intending to enter Latin IV are asked to consult the Coordinator before the end of their third year, to discuss their proposed courses and written work.

Language study
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
A medium-sized or, preferably, large dictionary, e.g.,
C.T. Lewis and C. Short A Latin Dictionary (Oxford U.P.)
C.T. Lewis A Latin Dictionary for Schools (Oxford U.P.)
Chambers' Latin Dictionary
Collins' Latin Dictionary

At least one Latin grammar, e.g.,
G.G. Betts Teach Yourself Latin (Hodder & Stoughton: paperback)
B.L. Gildersleeve and G. Lodge Latin Grammar (Macmillan)
J.B. Greenough and others New Latin Grammar (Bristol Classical Press: paperback)
B.H. Kennedy Revised Latin Primer (Longman: paperback)
E.C. Woodcock A New Latin Syntax (Bristol Classical Press: paperback)

Level 2
Classes Yr: 1 class/wk
This level is normally to be taken by B 201 students and by those A 101 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 A 101 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).

Fourth Year students who have not progressed beyond Level 3 take the Level 4 course.

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 IV 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 the Classics section of the School as early as possible in the preceding year.

The University of Sydney has a long tradition in Asian Studies dating back to the establishment of the Section of Oriental Studies in 1918. In 1991 the School of Asian Studies was established to give a central focus to the University's considerable resources in teaching and research in the languages, culture history and societies of Asia and to enable the Faculty to better respond to the country's need to produce many more graduates trained in Asian languages.

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 and the Department of History offer two 6-unit first year courses, Modern Asian History and Culture 101 and 102 which provide a general introduction to Asia. Students are 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. Senior courses (Asian Studies 201, 202, 203 and 204) are available to enable students to select from a pool of options on aspects of the study of Asian history, politics and culture.

The School of Asian Studies offers a wide range of undergraduate courses at pass and honours level and postgraduate training by coursework or research. Courses are available to students in the Faculty of Arts. Candidates for other degrees may also be able to take these courses and should consult their Faculty or Board when enrolling.

The University of Sydney holds exchange agreements with several universities in the Asian region, including Waseda University, Hosei University, Kwansei Gakuin University and Tokyo Metropolitan University in Japan; Seoul National University and Yonsei University in Korea; and Universitas Kristen Satya Wacana, Salatiga, Indonesia. A number of these institutions offer scholarships to students in the School of Asian Studies, while others waive course fees. Assistance may also be available for airfares and accommodation costs (please see relevant section). Subsidised in-country training for Chinese Studies students is also available.

The School's Southeast Asian Studies Section, in cooperation with Satya Wacana University, Salatiga, Indonesia, offers two in-country programs in language and contemporary studies during December/January and July. For details see courses under Southeast Asian Studies. In addition to these arrangements, provision has now been made for undergraduate students and graduates to study Indonesian in-country for periods of one semester or one year, within the framework of the Certificate and Diploma of Indonesian and Malayan Studies. For further information see the entry under Southeast Asian Studies and consult the Head of Section.

Registration
Students must register with the relevant sections for their courses during the orientation period. For details of registration consult School noticeboards.
Attendance requirements
The Faculty of Arts requires satisfactory class attendance. The School of Asian Studies interprets 'satisfactory' as attendance at a minimum of 80% of tutorials or seminars in any course. Unless written evidence of illness or misadventure is provided, students who attend less than 80% of classes will jeopardise their results, and those who attend less than 50% will be deemed not to have fulfilled the requirements.

Location
Christopher Brennan and Mungo MacCallum Buildings, Levels 3, 4 and 5.
The section offices are located in Brennan Building:
Chinese Studies (Room 587, telephone 351 3382)
Indian Sub-Continental Studies (Room 579, telephone 351 3038)
Japanese and Korean Studies (Room 559, telephone 351 2869)
Southeast Asian Studies (Room 579, telephone 351 3038)
Salatiga Program (Room 579, telephone and fax 351 3173)
(School fax 351 2319)

Noticeboards
5th floor 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.

Modern Asian History and Culture 101
6 units
Classes Sem 1: 3 hr/wk
Assessment information provided in the first week of lectures
The course is also available as a Junior level 6-unit course for students not enrolled in a level B Asian language course. It also forms part of a regular sequence of study in History.
The course will provide a comparative introduction to modern Asia through an examination of the important historical, cultural, religious, political and economic forces. 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 and raising questions about continuities and change in the modern period.

Modern Asian History and Culture 102
6 units
Classes Sem 2: 3 hr/wk
Assessment one essay and semester exam or equivalent
In the second semester the approach to the study of Asia is varied through greater specialisation. All students will attend a set of common lectures which raise questions of a comparative nature and deal with such issues as imperialism, nationalism and social change in the nineteenth and twentieth centuries. Students will have the opportunity to specialise by exploring particular developments through a specifically designed tutorial program. Specialised tutorials will be offered on the following: India, Southeast Asia, China, Japan, and Korea.

Asian Studies 201
8 units
Classes: Sem: 3 hr/wk
Assessment varies with option chosen
One semester option chosen from the pool of options listed below.

Asian Studies 202
8 units
As for Asian Studies 201 above.

Asian Studies 203
8 units
As for Asian Studies 201 above.

Asian Studies 204
8 units
As for Asian Studies 201 above.

Asian Studies Senior course options
Note: Not all options will necessarily be available in 1996. A list of available options will be posted on the Asian Studies noticeboard on the fifth floor of the Brennan Building at the beginning of each semester. Consult the participating department for details about each option.

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 and availability

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
For course description see Fine Arts option 1.1(b).

Asian film studies
Dr Clark
School of Asian Studies/Department of Fine Arts
Classes Sem 2: (1 lec, 1 tut, 1 directed viewing)/wk
Assessment one 3000w essay, one tut paper, one oral film analysis
For course description see Fine Arts option 1.1(f).

Capitalism and democracy in East Asia
Dr Weiss, Department of Government and Public Administration
Classes Sem: (2 lec & 1 tut)/wk
Assessment long essay, short essay and semester examination
For course description see Government option (xii) in Comparative Politics.

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 socio-economic changes and as a dynamic early modern society forming the prelude to modernisation.

Southeast Asian history: economic change and religious conversion
Dr van Langenberg
School of Asian Studies
Classes Sem I
Assessment based on one 3000w essay and one 2hr exam
This course is not available to students of Indonesian and Malayan Studies A 101 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 & one tut paper
For course description see Economic History option 6.

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
For course description see Economic History option 5.

Government and politics of modern China
Department of Government and Public Administration
For course description see Government option (ii) in Comparative Politics.

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
For course description see Economic History option 7.

History of Momoyama and Edo Art
Dr Clark
School of Asian Studies/Department of Fine Arts
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 3000w essay, 1 tut paper
For course description see Fine Arts option 1.1(d).

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. 1

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
For course description see History T19.2

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
For course description see Government option (i) in Comparative Politics.

Modern Indian literature in translation
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.

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
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
For course description see Government option (xiv) in Comparative Politics.

Performance in Asia
Dr Day
School of Asian Studies
Classes Sem 1: one 2hr seminar and 1 tut/wk
Assessment two 1000w essays and one 2000w essay
This course examines a variety of Asian performance traditions and the role of Asian theatre in the new ‘interculturalism’. Attention will be paid to questions of Western theory and methodology in the study of non-Western performance.

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
For course description see Government option (vii) in Comparative Politics.

**The six schools of classical Indian philosophy**
*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 *Sankhya* and *Yoga* will highlight metaphysics and psychology; the study of *Nyaya* and *Vaisesika* will emphasise the developments in Indian epistemology and logic; and the study of *Mimamsa* and *Vedanta* 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)

**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 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.

**The Meiji Restoration**
Dr Tipton  
School of Asian Studies  
*Classes* Sem: (2 lec & 1 tut)/wk  
Assessment one 2500w essay, one 1000w tut paper, one exam

Close examination of this period of major transformation in all areas of Japanese life. Attention will be directed to the causes, nature and aims of Meiji government policies and their consequences, revolving around the question of whether or not the Meiji Restoration was a revolution.

**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. Chinese A 101 is for students who have passed 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. During the orientation period all students will be required to attend an interview and where necessary to take a language placement test to determine the language group that is suited to their needs and skills. Some further streaming will take place within each stream.

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 B 101 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.

**Chinese A 101**  
12 units

*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.


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
Classes Yr: 4hr/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
Classes Yr: 5hr/wk
Assessment information provided during the orientation period
2. Readings in modern Chinese.
4. Introduction to classical Chinese.

Chinese B 103 6 units
Classes Sem 1: 2hr/wk, Sem 2: 3hr/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
Classes Yr: 6hr/wk
Assessment information provided during the orientation period
1. Four options, see under Semester options below.
   At least one option is to be chosen from the classical options and one from the modern Chinese options.
3. Topics in Chinese cultural history.

Textbook
Xian dai Hanyu Cidian (The Commercial Press)

Chinese A 203 8 units
Classes Sem 1: 4hr/wk or Sem 2: 4hr/wk
Any two options not already taken.

Chinese A 204 8 units
Classes Sem 1: 4hr/wk or Sem 2: 4hr/wk
Any two options not already taken.

Chinese A 290 8 units
Classes Yr: 2hr/wk
Assessment information provided during the orientation period
Special author for study: to be specified.

Chinese B 201 16 units
Classes Yr: 6hr/wk
Assessment information provided during orientation period
1. Modern Chinese composition and conversation.
2. Topics in Chinese cultural history.
3. 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.
4. 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 203 8 units
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
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
*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
*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

**Chinese A 303**
8 units
*Classes* Sem 1: 4hr/wk or Sem 2: 4hr/wk
Any two options not already taken.

**Chinese A 304**
8 units
*Classes* Sem 1: 4hr/wk or Sem 2: 4hr/wk
Any two options not already taken.

**Chinese A 390**
8 units
*Classes* Yr: 2hr/wk
*Assessment* two 1.5hr exam
Special author for study: to be specified.

**Chinese B 301**
16 units
*Classes* Yr: 6hr/wk
Course content same as for Chinese A 201.

**Chinese B 303**
8 units
*Classes* Sem 1: 4hr/wk or Sem 2: 4hr/wk
Any two options not already taken.

**Chinese B 304**
8 units
*Classes* 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 1996.

1. **Poetry of the Song Dynasty (1)**
   Generally the Tang dynasty is regarded as the great age of Chinese shi-poetry, and yet more shi-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 (1472-1529), 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 chuanyi which emerged in the late Sui dynasty and reached its height of excellence during the late Tang dynasty. The chuanyi fiction of Tang has been highly regarded by Chinese literary historians for the beauty of language and conception and social historians have found the chuanyi 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 chuanyi 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, Shihu 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 mainstream 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
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
Classes Yr: (2 lec & 1 tut)/wk
Assessment one 3hr 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
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
Either

Hindi (Urdu) B 201
Prereq Urdu B101
Classes Yr: (2 lec & 3 tut)/wk
The course will complete the remaining grammar in Assessment Prereq Sanskrit B 201 E. Bender C.R. Lanman Textbook

Kathasaritsagara, Manusmrti

Readings will be drawn from the relevant to the study of Hindu religion and culture. classical Sanskrit literature, especially selections the first few weeks and will then be devoted to reading


Indian Studies 290 8 units

Students should consult the School of Asian Studies for details.

Indian Studies 301 16 units

Students should consult the School of Asian Studies for details.

Indian Studies 303 8 units

Students should consult the School of Asian Studies for details.

Indian Studies 390 8 units

Students should consult the School of Asian Studies for details.

JAPANESE AND KOREAN STUDIES

Japanese courses

The aim of Japanese courses is for students to achieve an understanding of Japan through the medium of the Japanese language and to acquire the intellectual skills needed to communicate that understanding in a critical way. In the process of achieving those goals, students completing an undergraduate degree in Japanese Studies will acquire:

(a) basic communication skills in speaking, listening and writing Japanese;
(b) a solid foundation in reading Japanese;
(c) familiarity with Japanese socio-cultural patterns;
(d) the ability to access relevant materials for ongoing, independent learning; and
(e) skills identified by this University as desirable generic attributes of its graduates.

The study of the Japanese language is highly rewarding since it is the expression of one of the most complex and modern cultures in Asia. It is also extremely relevant to Australian students since future relations with Japan will continue to be of great political and economic importance for Australia. The Japanese courses of the Japanese and Korean Studies Section are intended to give students a well rounded understanding of Japan and therefore include options in the five broadly defined areas of art and culture, history, language and linguistics, literature, and society and business, in addition to core language courses.

Learning the Japanese language is, however, a more time-consuming process than learning some other languages. Students who are beginning Japanese should understand that there is a limit to the amount of Japanese they can learn in the time available in classes over the three years of a basic undergraduate degree with a major in Japanese.

Any student wanting to learn Japanese at any level must be committed to spending a significant amount of time and energy studying outside the classroom. What is learnt in the classroom needs to be practised and developed using other opportunities. Students are strongly urged to become involved with the Japanese community in Sydney, if possible visit Japan for study during the course of their degree, and also continue their study of Japanese at a higher level.

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 consult 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 A 204, Japanese B 303, Japanese B 304, Japanese A 303, and Japanese A 304) to allow students to take up to 32 further units of Japanese in their degree. Each of these courses consists of one of the options from the list below or one of the Senior courses in Asian Studies, as specified. Students should note that, for all Japanese options, more work will be required of students taking the option as an additional course than of students taking the same option as part of the relevant 201 or 301 course. Students may take one or two additional courses per year at both second and third level and in both 'A' and 'B' streams.

Students intending to undertake the honours degree should consult the head of the Section during their first year of study. Students in the B stream who wish to undertake Japanese IV are advised to take at least one additional course in Japanese in either their second or third year in addition to Japanese B390 and Japanese A390.
The following useful reference works are recommended by the Section:
*New Collegiate Japanese-English Dictionary* (Kenkyūsha)
P.G. O’Neill *Essential Kanji* (Weatherhill)

**Japanese A 101** 12 units
**Classes** Yr: 5hrs/wk
**Assessment** continuous class assessment, class tests and semester exams. Consult Section for further details
Students are strongly advised to take Modern Asian History and Culture 101 and 102

An introduction to Japanese studies and contemporary Japanese texts with extensive practice in the spoken language.

**Reading selected modern texts**
Sem 1: 2hrs/wk; Sem 2: 1hr/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).

**Japanese History**
Sem 2: 1hr/wk
**Assessment** semester exam. Consult Section for details

**Spoken Japanese**
2hrs/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**
H.D.B. Clarke and M. Hamamura *Colloquial Japanese* (Routledge, Chapman & Hall)
Hoshi Shin’ichi *Bokko-chan* Shiga Naoya *Kozō no Kamisama*

**Dictionaries**
M. Makino and M. Tsutsui *A Dictionary of Basic Japanese Grammar* (Taishukan)
An English-Japanese Dictionary such as Sanseido(ō)’s *New Concise English-Japanese Dictionary*
A Japanese-English Dictionary such as Kenkyūsha’s *New Collegiate Japanese-English Dictionary*

**Japanese B 101** 12 units
**Classes** Yr: 5hrs/wk
**Assessment** continuous class assessment and semester exam. Consult Section for further details

Language Patterns
1hr/wk
Introduces the structure of spoken Japanese, comprising sentence patterns and basic grammar.

**Reading and Writing**
2hrs/wk
Introduces simple texts written in *hiragana*, *katakana* and *kanji* and gives students practice in reading and writing Japanese script.

**Conversation**
2hrs/wk
This component develops basic communication skills
in speaking and understanding Japanese. It includes one hour per week in the language laboratory.

Textbooks
H.D.B. Clarke and M. Hamamura *Colloquial Japanese* (Routledge, Chapman & Hall)

Recommended dictionaries
M. Makino and M. Tsuchi *A Dictionary of Basic Japanese Grammar* (Taishukan)
An English-Japanese Dictionary such as Sanseido's *New Concise English-Japanese Dictionary*
A Japanese-English Dictionary such as Kenkyusha's *New Collegiate Japanese-English Dictionary*

Japanese A 201 16 units
*Classes Yr: 6hrs/wk*

*Assessment* continuous assessment, essay and semester exam.
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.

**Reading**
1hr/wk

N.B. Japanese native speakers enrolled in Japanese A 201 will take the following course instead of the above three language classes.

**Japanese literary tradition**
Dr Kobayashi
*Classes* 3hr/wk

*Assessment* will be based on continuous assessment and an essay. Consult Section for further details

In this class students read and discuss selected Japanese works which deal with Japanese literary/cultural tradition. Classes will be conducted in Japanese. Some preparatory research will be essential for each class.

**Options**
3hr/wk

Two A 201 semester options (one to be taken in each semester) from the list below.

Japanese A 203 8 units
*Classes Sem: 3hr/wk*

*Assessment* consult Section

One A 201 semester option, other than those already taken, from the list below, or one of the Japan related options from the Senior courses in Asian Studies.

Japanese A 204 8 units

One of the Japan related options from the Senior courses in Asian Studies.

**Japanese A 290 (Special Entry)** 8 units

**Readings in modern literature**
*Classes Yr: 2hr/wk*

*Assessment* consult Section

This is a Special Entry course for students who intend to do Honours.

One or more modern writers will be chosen for intensive study.

Textbooks
To be advised in class

**Japanese B 201** 16 units
*Classes Yr: 5hr/wk*

*Assessment* continuous class assessment and semester exam.
Consult Section for further details

Students of Japanese B 201 are strongly urged to take one or more of the Japan related options from the Senior courses in Asian Studies.

**Reading**
2hr/wk

H. Clarke and M. Hamamura's *Colloquial Japanese* is the text used 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.

Textbooks
H.D.B. Clarke and M. Hamamura *Colloquial Japanese* (Routledge, Chapman & Hall)
H. Clarke and H. Kobayashi *An Introduction to Reading and Writing Japanese*
Hoshi Shin'ichi *Bokko-chan*
Shiga Naoya *Kozō no Kamisama*
(Students should note that the Language Centre holds selected recordings of stories from this book)

**Japanese B 203** 8 units

One of the Japan related options from the Senior courses in Asian Studies.

**Japanese B 204** 8 units

One of the Japan related options from the Senior courses in Asian Studies.

**Japanese B 290 (Special Entry)** 8 units

**Modern writings**
*Classes Yr: 2hr/wk*

*Assessment* continuous class assessment and semester exams.
Consult Section for further details
This course is designed for intensive study of Japanese through reading and analysis of contemporary writings.

Textbooks
To be advised in class

**Japanese A 301**
16 units

*Classes Yr: 6hr/wk*
*Assessment* continuous class assessment, essay and semester exam. Consult Section for further details

**Composition**
1hr/wk
Correct and natural expressions in written Japanese are developed through translations from English to Japanese and by compositions in Japanese on given topics. Writing *kanji* will be tested regularly.

**Oral seminar**
1hr/wk
Students give oral presentations in Japanese on various topics from Japanese culture, society and current affairs and discuss these in groups. Selected videos, tapes, etc. provide supplementary and contextual information. The objective of this course is to enhance the student’s skills in speaking, listening and discussing in Japanese.

**Reading**
1hr/wk
N.B. Japanese native speakers enrolled in Japanese A 301 will take the following course instead of the above three language classes.

**Japanese literary tradition**
Classes 3hr/wk
*Assessment* will be based on continuous assessment and an essay. Consult Section for further details.

In this class students read and discuss selected Japanese works which deal with Japanese literary/cultural tradition. Classes will be conducted in Japanese. Some preparatory research will be essential for each class.

**Options**
3hr/wk
Two A 301 semester options (one to be taken in each semester) chosen from the list below.

Textbooks
To be advised in each option

**Japanese A 303**
8 units

*Classes Sem: 3hr/wk*
*Assessment* consult Section

One A 301 semester option, other than those already taken, from the list below, or one of the Japan related options from the Senior courses in Asian Studies.

**Japanese A 304**
8 units
One of the Japan related options from the Senior courses in Asian Studies.

**Japanese A 390 (Special Entry)**
8 units

**Modern authors**
*Classes Yr: 2hr/wk*
*Assessment* 2500w essay and semester exam which involves 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 Sōseki* (Yūseidō, Tokyo, 1984)
Akutagawa Ryūnosuke *Rashōmon* etc. (Iwanami Shoten, Tokyo, 1985)

**Japanese B 301**
16 units

*Classes Yr: 6hr/wk*
*Assessment* continuous assessment and semester exam. 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.

**Reading**
1hr/wk

**Options**
3hr/wk
Two B 301 semester options chosen from the list below (one to be taken in each semester). Note that options from the A stream may also be taken with permission of the instructor and the consent of the head of Japanese and Korean Studies.

Textbooks
To be advised in each option

**Japanese B 303**
8 units

*Classes Sem: 3hr/wk*

One semester option, other than those already taken, from the list below, or one of the Japan related options from the Senior courses in Asian Studies.

**Japanese B 304**
8 units
One of the Japan related options from the Senior courses in Asian Studies.

**Japanese B 390**
8 units

**Readings in modern literature**
*Classes Yr: 2hr/wk*

Intending honours students take the same Special Entry course as Japanese A 290.
Options
Options are offered in the five broadly defined areas of art and culture, history, language and linguistics, literature, and society and business.

Not all options will necessarily be offered in 1996. Please check on the Japanese and Korean Studies noticeboard on level 5 of the Mungo MacCallum Building for availability. Assessment and timetable information will be available in the orientation period.

A. Art and culture options
1. Modern Japanese art texts
Dr Clark
A 301 option. May be taken by A 201 students with the consent of the lecturer and the head of Japanese and Korean Studies.
3hr/wk
Sem: to be advised
Assessment: take home translation (40%); essay in English, to include discussion and translation from a course text and its background (60%)

Students are not expected to read all texts, but short portions will be assigned each week for preparation. The class presenter for each week will try and read more extensively. This course is taught intensively and students are expected to be at all classes. Absence more than twice without compelling reasons will be penalised.

Texts
Texts are drawn from standard works by Takashina Shoji, Hijioka Tetsuji, Sakai Tadayasu with artistic reminiscence and critical reviews included

2. Recent critical theory in Japan
Dr Clark
Hons IV/MA course available to A 301 students on consent of the lecturer and head of Japanese and Korean Studies.
3hr/wk
Sem 2
Assessment: will be based on a combination of class assessment, essay and semester exam. 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.

Texts
To be selected from:
Tsurumi Shunsuke and Kuno Osamu Sengo Nihon Shishiki
(Iwanami Shoten, Tokyo, 1969)
Yoshimoto Takaaki Masu Imajiro (Fukutake Shoten, Tokyo, 1984)
Karatsu Kōjin Shūen o megutte (Fukutake Shoten, Tokyo, 1990)

B. History options
3. Readings in Japanese history
Dr Tipton
B 301 option
3hr/wk
Sem 2
Assessment: continuous assessment, essay and semester test

Examination of selected topics in modern Japanese history based on Japanese-language sources.

Textbooks
Materials will be distributed in class

See details under Literature options below.

C. Language and linguistics options
4. Introduction to classical grammar
Professor Clarke
A 201/A 301 option
3hr/wk
Sem 1
Assessment: will be based on a combination of continuous class assessment, essay and semester exam. Consult Section for further details

This course, which combines lectures in English with the reading of articles in Japanese, aims to provide a general introduction to the study of Japanese linguistics. Using a descriptive framework, students will be given an outline of Japanese phonology, morphology and syntax with modern Japanese.

Textbooks
Materials will be distributed in class

5. Introduction to Japanese linguistics
Dr Jarkey
A 201 option
3hr/wk
Sem 1
Assessment: will be based on continuous class assessment, essay and semester exam. Consult section for further details

The course will introduce students to the fundamentals of classical Japanese grammar through comparison of features of bungo lexicon, morphology and syntax with modern Japanese.

Textbooks
Readings will be distributed in class

6. Readings in Japanese linguistics
Dr Jarkey
A 301 option
3hr/wk
Sem 2
Assessment: will be based on continuous class assessment, essay and semester exam. 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

7. Readings in Japanese socio-linguistics
Dr Jarkey
This course, which combines lectures in English with the reading of articles in Japanese, aims to examine some aspects of the way in which language operates in modern Japanese society. Topics covered will include: language, gender and status; terms of reference and terms of address; the sociolinguistic aspects of deixis; and honorifics and polite language.

Textbooks
Readings will be distributed in class or students will be referred to Fisher Library

8. Practical communication skills
Lecturer to be announced
B 301 option
3hr/wk
Assessment will be based on continuous class assessment, essay and semester exam. Consult Section for further details

This option provides opportunity to further develop students' Japanese speaking and listening skills. Classes are discussion oriented and involve the use of some video material. The aim of the class is to reinforce structures and vocabulary covered in the first two years of study.

Texts
To be advised

D. Literature options

Assoc. Prof. Matsui
A 201/A 301 option
3hr/wk
Sem 1
Assessment is based on an essay and semester exam. 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 are referred to in the course of study.

Textbook
Kubota Jun et al. (eds) Shinsen Nihon Bungakushi (Shogaku Tosho, Tokyo, 1993)

Reference book
D. Keene (ed.) Anthology of Japanese Literature (Tuttle, Rutland, Vermont & Tokyo, 1956)

10. Modern fiction
Assoc. Prof. Matsui
A 201
3hr/wk
Sem 1
Assessment is based on class tests, and semester exam. 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. Class work will include small quizzes to check students' understanding and discussion of linguistic problems.

Textbook
B. Yoshimoto Kanashii Yokan (Kadokawa Bunko, Tokyo, 1991)

11. Readings from modern drama
Dr Claremont
B 301 option
3hr/wk
Sem 1
Assessment will be based on a combination of continuous class assessment, essay and semester exam. 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.

Textbooks
To be advised

12. Modern poetry
Dr Claremont
A 201/A 301 option
3hr/wk
Sem 2
Assessment will be based on a combination of class assessment, essay and semester exam. Consult Section for further details

A selection of modern poems which typify practice over the period from 1945-1995 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.

13. Introduction to classical Japanese poetry
Dr Kobayashi
A 201/A 301 option
3hr/wk
Sem 2
The option Introduction to classical Japanese grammar is strongly recommended as a prerequisite to this option
Assessment will be based on continuous class assessment, essay and semester exam. Consult Section for further details

A selection of the best Japanese poetry from the Man'yōshū, Kokinshū, Shin Kokinshū and other collections will be read and discussed. Renga and haikai, and in addition some modern tanka and haiku will also be treated. The main aim of the course will be to develop the ability to read classical Japanese, but some time will be devoted to discussion of the literary and historical background of the works studied, and to the techniques employed in the writing of traditional Japanese verse.
Textbooks
Course materials will be distributed in class

14. Modern drama
Assoc. Prof. Matsui
A 301 option
3hr/wk
Sem 1
Assessment is based on a combination of continuous class assessment, essay and semester exam. Consult Section for further details
Text for study is Oe Kenzaburō's Dōbusu Sōko. This early work by the internationally famous novelist, who was awarded the Nobel prize for literature in 1994, will be read and translated in class. Students also practise play reading.

15. Modern fiction
Lecturer to be advised
A 301 and B301 option
3hr/wk
May not be offered in 1996
Assessment will be based on continuous class assessment, essay and semester exam. Consult Section for further details

E. Society and business options
2. Recent critical theory in Japan
See details under art and culture options above.

7. Readings in Japanese socio-linguistics
See details under language and linguistics options above.

18. Reading Japanese financial newspapers
Mr Noble
B 301 option
3hr/wk
Sem 1
Assessment is based on a combination of class quizzes, short assigned tasks and semester exam. 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) — used as a reference
Articles from the Japanese press will be distributed in class

19. Issues in contemporary Japan
Mr Noble
B 301 option
3hr/wk
Sem 2
Assessment is based on evaluation of resources, language work in class, class discussion, submitted work and a semester exam. 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

Japanese IV Honours
Classes Sem: 8hr/wk
Assessment will be based on course work and a thesis (20 000-25 000 words)
Course work will be in four of the following areas depending on staff availability:
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.
Korean courses

The Korean language has been designated a national priority Asian language to be taught in Australian schools 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 in the School of Asian Studies aims to provide a broad foundation in Korea-related fields, encompassing not only linguistic competence but also knowledge of intellectual areas such as Korean history, politics, culture, linguistics and literature.

The Korean language has a very scientific writing system of phonemic alphabet called Han’guL. Korean, being an SOV (subject-object-verb) language, is very similar to Japanese in terms of sentence structure, while its sound system is very different from Japanese.

Up to the 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 language background with knowledge of the written language. For the latter category of students, Korean A 101 assumes formal education in Korea. Native speakers of Korean should consult the Japanese and Korean Studies section prior to enrolment. Korean B 101 is for students who have no previous knowledge of Korean.

The Korean courses can be taken as a major in the Bachelor of Arts (Asian Studies), or a combined degree in Arts/Law, Arts/Social Work, Arts/Science, Arts/Commerce or Arts/Theology. Special entry courses are available from the School 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.

For the latter category of students, Korean A 101 assumes formal education in Korea. Native speakers of Korean should consult the Japanese and Korean Studies section prior to enrolment. Korean B 101 is for students who have no previous knowledge of Korean.

The Korean courses can be taken as a major in the Bachelor of Arts degree, the Bachelor of Arts (Asian Studies), or a combined degree in Arts/Law, Arts/Social Work, Arts/Science, Arts/Commerce or Arts/Theology. Special entry courses are available from the second year. Postgraduate degrees of MPhil and PhD in Korean Studies are also available.

Korean A 101
Course coordinator Dr D.-S. Park
Classes Yr: 5hr/wk
Assessment continuous class assessment, semester exams.
Consult Section for further details
Students are strongly advised to take Modern Asian History and Culture 101 and 102.

This course is designed for students who have completed 2-unit HSC Korean or the equivalent. The course offers students an opportunity to improve their oral communication and written language ability, especially that of reading comprehension with Sinokorean characters, as well as providing basic knowledge on Korean history and culture.

Reading
2hr/wk
Selective readings of literary and non-literary texts.

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.

Korean history and culture
1hr/wk
Assessment an essay on an approved topic and semester exams

Korean B 101
Course coordinator Dr D.-S. Park
Classes Yr: 5hr/wk
Assessment continuous class assessment, semester exams.
Consult Section for further details

This course is a comprehensive beginners’ 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 and writing
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. 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.

Grammar

Relevant basic grammatical information will be introduced together with drills and exercises which will be used for conversation and reading classes.

Conversation
2hr/wk
Students will acquire oral communicative skills based on the given topics of conversation. Approximately one lesson of the textbook will be covered each week. 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 oral presentation at the end of each semester.
Listening comprehension
1hr/wk
Basic listening comprehension skill on the basis of
task-oriented exercises.

Textbooks
A. Buzo and G. Shin Learning Korean: New Directions 1 & 2
(National Korean Studies Centre, 1993)
Han’gugo Munhwa Yonsubu (ed.) Han’gugo 1 (Korea
University, 1992)
I. Cho and Y. Cho Elementary Task-Centered Listening
Comprehension of Korean Book 1 & Book 2 (Hollym, 1994)

Dictionaries
Minjungseorim Essence Korean-English Dictionary
(Minjungseorim, 1990)
Minjungseorim Essence English-Korean Dictionary
(Minjungseorim, 1990)

Korean A 201
16 units
Course coordinator Dr S.-O. Lee
Classes Yr: 3hr/wk & 2 options
Assessment continuous class assessment, semester exams.
Consult Section for further details

Reading
2hr/wk
Selective readings of literary and non-literary texts.

Composition
1hr/wk
Free composition in practical as well as formal writing.

Options
3hr/wk
Two semester options (1 option per semester) from
the list of Korean options. Each option is three hours
per week unless otherwise stated.

Korean A 203
8 units
Course coordinator Dr D.-S. Park
Classes Sem: (2hr lec & 1hr tut)/wk
Assessment weekly assignment, a small survey, semester
exam

Korean Phonology
This course is designed for students who are interested
in learning Korean phonology. Some linguistics
background is recommended, although it is not
necessary. In addition to the two-hour lecture, there is
a one-hour tutorial in which further issues can be
discussed in detail. At the end of the semester, students
present a small comparative survey with another
language. From the 5th week, there will be one weekly
problem solving assignment.

Korean A 290
8 units
Course coordinator Dr S.-O. Lee
Classes Yr: 2hr/wk
Assessment continuous class assessment, semester exams

Translation
Translations of formal written text from English to
Korean and Korean to English.

Korean B 201
16 units
Course coordinator Dr S.-O. Lee
Classes Yr: 5hr/wk
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.

Composition
1hr/wk
On the basis of learned grammatical structures and
topics covered in conversation classes, various practical
composition exercises will be conducted.

Reading
2hr/wk
Approximately one lesson of the text will be covered
each week. Extra reading materials will be provided
in class.

Textbooks
A. Buzo and G. Shin Learning Korean: New Directions 3 & 4
(National Korean Studies Centre, 1993)
Han’gugo Munhwa Yonsubu (ed.) Han’gugo 2 (Korea
University, 1992)

Korean B 290
8 units
Course coordinator Dr S.-O. Lee
Classes Yr: 2hr/wk
Assessment continuous class assessment, semester exams

Advanced conversation and reading
Students will be supplied with selected materials for
advanced conversation. Students will read a selection
of contemporary literary and non-literary texts.

Korean A 301
16 units
Course coordinator Dr D.-S. Park
Classes Yr: 3hr/wk & 2 options
Assessment continuous class assessment, semester exams.
Consult Section for further details

Reading
2hr/wk
Selected reading materials of literary and non-literary
texts will be read and discussed in class.

Composition
1hr/wk
On the basis of topics of reading and class discussion,
students write critical essays.

Options
3hr/wk
Two semester options (1 option per semester) from
the list of Korean options.
Korean A 390 8 units
Course coordinator Dr. D.-S. Park
Classes Yr: 2hr/wk
Assessment 2500w essay, translation of passages
Study of some selected works on Korean studies. Both Korean and English reading materials are used for discussion. On the basis of reading, students are required to present a short essay on an approved topic.

Korean B 301 16 units
Course coordinator Dr. S.-O. Lee
Classes Yr: 3hr/wk & 2 options
Assessment continuous class assessment, semester exams.
Consult Section for further details

Conversation 1hr/wk
Students will concentrate on fluency in oral communication, with particular emphasis on developing the more formal aspects of Korean speech.

Composition 1hr/wk
Beginning with translation from English to Korean, students proceed to free composition in Korean.

Reading 1hr/wk
Beginning with structured texts from the textbook, students proceed to selected authentic reading materials.

Options 3hr/wk
Two B stream options (1 option per semester). Note that options from A stream may also be taken with permission of the instructor.

Korean B 390 8 units
Course coordinator Dr. S.-O. Lee
Classes Yr: 2hr/wk
Assessment continuous class assessment, semester exams
Translation
Students will study translations of formal literary and non-literary written materials from Korean to English and English to Korean.

Options for Korean
All options may not necessarily be offered in 1996. Please check with the Section for the availability of each option. Note that B stream students may also take one of the A stream options with permission of the instructor and the consent of the Head of Section. 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.

First semester options
1. Modern Korean history
Dr. D.-S. Park
A 201/A 301 option
3hr/wk
Sem 1
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.

2. Readings in modern Korean poetry
Dr. S.-O. Lee
A 201/A 301 option
3hr/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.

3. Korean culture and society
Dr. S.-O. Lee
A 201/A 301/B 301 option
3hr/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.

Second semester options
4. Korean grammar
Dr. D.-S. Park
A 201/A 301/B 301 option
3hr/wk
Sem 2
This option is designed to study rudimentary knowledge of Korean grammar. No previous knowledge in linguistics is required. Assessment will be based on a combination of assignments and semester examination.

5. Readings in modern Korean short stories
Dr. S.-O. Lee
A 201/A 301 option
3hr/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.

6. Korean art history
Dr. S.-O. Lee
A 201/A 301 option
3hr/wk
Sem 2
Readings and discussions on selected contemporary Korean art history. This course will examine the role played by art in Korean history, focusing both on the themes and the forms.
This option will give students greater appreciation of Korean art history, which includes paintings, sculpture, architecture, artefacts, crafts, ceramics, calligraphy, etc. In addition to the art history, Korean traditional performing arts, such as music and dance, will be covered.

Korean IV Honours
Classes Yr: two 2hr seminars/wk
Assessment will be based on seminar coursework and a thesis
Constituents:
1. Korean language and linguistics: Centered around reading material on Korean language and Korean linguistics. The major topics include Korean phonology, morphology, syntax, and sociolinguistics.
2. Korean history and thought: Focused on conceptual and methodological issues in Korean history, religions, thought, or value systems, examining both Korean and Western literatures in the field(s).
3. Thesis: Candidates are required to present a 20 000-25 000 word thesis on an approved topic.

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
Classes Sem: 5hr/wk
This course consists of two components:
1. Bahasa Indonesia language level 2 (Semester 1)
Ms Lingard and staff
3hr/wk
Assessment classwork, specific tasks and assignments
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.
This component is worth 50% of Indonesian and Malayan Studies A 101.

2. Economic change and religious conversion (Semester 1)
Dr van Langenberg
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
Classes Sem: 5hr/wk
This course consists of two components:
1. Bahasa Indonesia language level 2 (Semester 2)
Ms Lingard and staff
Classes Sem: 3hr/wk
Assessment classwork, specific tasks and assignments
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)
Prof. Worsley
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
Classes Sem: 5hr/wk
Assessment vocabulary tests, oral activities, take-home assignments, end-of-unit tests, semester exam

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 B 102. 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
Classes Sem: 5hr/wk
Assessment vocabulary tests, oral activities, take-home assignments, end-of-unit tests, semester exam

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
Classes Yr: 5 hr/wk
This course consists of three components:

1. Bahasa Indonesia language level 3
Ms Lingard and staff
Yr: 5hr/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)
Staff
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.

This component is worth 25% of Indonesian and Malayan Studies A 201.

3. Text and society: from Abdullah to Poedjangga Baroe (Semester 2)
Prof. Worsley
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
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 B 201 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 B 203
8 units
Classes Sem: 4hr/wk
Students may select options from:
(1) 290 semester courses;
(2) in-country courses;
(3) Old Javanese and Classical Malay;
(4) courses on Southeast Asia offered by other departments in the University, subject to approval by the Head of the section.

Indonesian and Malayan Studies B 204
8 units
Classes Sem: 4hr/wk
Any options not already taken

Indonesian and Malayan Studies 290
8 units
The course is intended to deepen students' understanding of contemporary Indonesia and to provide additional research and writing skills. It consists of two components, each worth 50% of the final mark.
1. Religion, politics and ethnicity in contemporary Indonesia (Semester 1)
Dr van Langenberg
2hr sem/wk
Skills objectives: (1) How to understand and summarise the essential concepts presented in anthropological and social science literature; (2) how to organise and write an essay which discusses social science issues. Content objectives: Develop students' understanding of the problems and role of regional and ethnic societies in contemporary Indonesia, with particular focus on non-Javanese, Islamic societies, e.g., those of Sumatra and Sulawesi.
2. Representations of contemporary Indonesian society and politics in the Indonesian short story (Semester 2)
Ms Lingard
2hr sem/wk

Skills objectives: (1) Extend the ability being developed in the 'Text and society' options to use Indonesian literature as a source for understanding contemporary Indonesia; (2) extend Indonesian language comprehension and vocabulary and examine issues of translation; (3) begin to develop the ability to discuss orally and write short essays about intellectual topics in Bahasa Indonesia. Content objectives: Provide an understanding of regional, ethnic, gender and religious perspectives on contemporary Indonesia as expressed through the contemporary Indonesian short story.

Third Year courses
Indonesian and Malayan Studies 301 16 units

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: 3hr/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: 3hr/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.

Traditional Indonesian narrative poetry
Prof. Worsley
Sem 2hr/wk
Assessment one 1000 word tutorial paper and one 2500 word essay at the end of semester
The course will not be offered in the present format in 1996 but its subject matter will be incorporated as an important element in the option course Contemporary Indonesian Society. For further information see Contemporary Indonesian Society below.
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 looks at some examples of such narratives. The works to be read will include the Arjunaawijaya 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 of Jayaprana and Brayut.

Modern Indonesian literature
Dr Day
Sem 1: 2hr sem/wk
Assessment two 1000 word essays, a 2000 word essay and class participation
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
Prof. Worsley
Sem 2: 2hr/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.
In 1996 the course will consider the recontextualisation of tradition in contemporary Indonesian society and culture and will involve consideration of narratives, sacred places and the visual arts.
Textbooks
Readings will be distributed in class
Southeast Asian politics  
Dr van Langenberg  
School of Asian Studies  
Classes Sem 2: 2hr/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.

Old Javanese language and literature  
Prof. Worsley  
Not offered in 1996

Classical Malay language and literature 1  
Prof. Worsley  
Not offered in 1996

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 9hr)

This course can be accredited in place of the two option courses normally taken by students in Indonesian and Malayan Studies 301.

The four-week intensive, full-fee, in-country course is held in Indonesia. The program is offered twice yearly, in January and July.

The course will provide in-depth study of the political economy and value-systems of contemporary Indonesia. It will examine:

- the matrix of economic, political and cultural structures in Indonesia;
- political and cultural-legal contexts of Indonesian economic development;
- 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

For further information on fees, course dates, content and availability, see the Head of the section or the Contemporary Indonesia Program, Room 577, Brennan Building.

Indonesian and Malayan Studies 303  
8 units  
Classes  Sem: 4hr/wk  
Students may select options from:
(1) 301 semester options;
(2) 290 and 390 semester courses;
(3) courses on Southeast Asia offered by other departments in the University, subject to approval by the Head of the section.

Indonesian and Malayan Studies 304  
8 units  
Classes  Sem: 4hr/wk  
Any options not already taken

Indonesian and Malayan Studies 390  
8 units  
This course is intended as a sequel to Indonesian and Malayan Studies 290 and will prepare students for Indonesian and Malayan Studies IV (Honours). It consists of two components, each worth 50% of the final mark.

1. Myths of ‘Java’ and the construction of contemporary Indonesia  
(Semester 1)  
Dr Day  
2hr seminar/wk  
Skills objectives: (1) Basic understanding of historical, cultural studies and gender concepts and the ability to
use these in writing about contemporary Indonesia; (2) further development of the ability to discuss orally and write short essays on intellectual topics in Indonesian. **Content objectives:** Provide a thorough understanding of the origins and significance of the hegemony of ‘Java’ in contemporary Indonesia.

### 2. Bibliographic project and development of Honours IV thesis topic (Semester 2)

**Prof. Worsley**

**2hr seminar/wk**

**Skills objectives:** (1) Learn how to research a topic in Indonesian studies, use the library, etc.; (2) learn how to construct an interdisciplinary bibliography on a general topic which will form the basis for a thesis project; (3) the basics of how to write a long research essay. **Content objectives:** To guide Honours students in the selection and evaluation of a specific area of interest for their Honours IV thesis.

**Indonesian and Malayan Studies IV (Honours)**

This course consists of three components:

#### 1. Advanced Bahasa Indonesia

**Staff**

**Yr:** 2hr/wk  
**Assessment:** two 2000w essays in Bahasa Indonesia and classroom assignments

This course is designed to develop advanced reading, writing and speaking skills. Students will be given an opportunity to relate part of their work in this course to their thesis project. This component is worth 20% of the final mark.

#### 2. Option related to the thesis project (Semester 1)

**2hr/wk**

**Assessment** 4000w essay or equivalent

In this component students must complete: EITHER an option course chosen from within the section or another department which reinforces the disciplinary and/or area studies aspects of the thesis project; OR, in the case of a student who has demonstrated an ability to work independently, a reading course, proposed and organised by the student and approved by the Head of Section, which is supervised by a member of staff. This component is worth 30% of the final mark.

#### 3. The thesis

**Staff**

**Assessment** 15 000-20 000w thesis

The thesis will be based on independent research under the supervision of a member of staff and will be evaluated according to the level of achievement in the following areas: (1) overall command of the secondary literature in English and Indonesian on the topic of the thesis and demonstration of the ability to use this material to construct an original analysis of primary material in Indonesian; (2) command and analytic use made of a relevant corpus of primary Indonesian language material; (3) command of a particular disciplinary or interdisciplinary approach to the topic; (4) overall quality and originality of the essay. This component is worth 50% of the final mark.

**A joint Honours degree in Indonesian and Malayan Studies and another subject area**

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 area. Consult the Head of the Section in September when pre-enrolling.

#### (2) THAI

**Thai B 101**  
**Ms Jiraratwatana**  
6 units

Students are strongly advised to take Modern Asian History and Culture 101 and 102

**Classes Sem:** 4hr/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 Thai. The emphasis is on communication skills. 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. pronunciation practice.

**Thai B 102**  
**Ms Jiraratwatana**  
6 units

**Classes Sem:** 4hr/wk  
**Assessment** continuous class assessment, mid- and end-of-semester exams

The course will continue the work done in Thai B101 in Semester 1.

**Thai B 103**  
**Ms Jiraratwatana**  
6 units

**Classes Yr:** 2hr/wk  
**Assessment** weekly exercises, periodic tests and semester exams

This course is an introduction to Thai writing and reading which may be taken together with Thai B 101 and 102, or as a separate course by students with a knowledge of spoken Thai to the level of Thai B 101. Students will be introduced to the Thai writing system in Semester 1 and will achieve a reading and writing ability in basic Thai by the end of the course.

**Thai B 201**  
**Ms Jiraratwatana**  
8 units
**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 hour seminar will be spent on cultural aspects of the Thai language.

### Thai B 202

8 units

Ms Jiraratwatana

Classes Sem: 5hr/wk

*Assessment* continuous class 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

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 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.

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### Australian Literature

See under English.

### Biblical Studies

See under Semitic Studies.

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### Biology 101

12 units

Classes Yr: (3 lec & 3 prac)/wk

*Assessment* (one 2hr theory exam & 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


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 in September, before pre-enrolling. 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

Classes Yr: (3 lec, 1 discussion group & 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

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

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 and in a field excursion.

Biology 205 (Molecular and General Genetics)  8 units

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

Classes  Sem 2: (3 lec, 1 tut & 3-4 prac hrs)/wk  
Assessment  one 3hr theory exam, one 2hr theory of practical exam, practicals, assignments

A course on cell biology and development in plants and animals, emphasising 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

Classes  Yr: (3 lec & 1 tut)/wk  
Assessment  two 3hr exams, assignments

A terminating 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 and discussion groups.

Biology 208 (Animals — Theory)  8 units

Classes  Yr: (3 lec & 1 prac)/wk  
Assessment  one 3hr exam/sem, quizzes

This is a terminating course that offers students exposure to the diversity of animals, but is suitable for students who are majoring in other areas of biology or other subjects but who wish to acquire a broad background in animal biology. The diversity, morphology and evolution of invertebrate and vertebrate animals are presented over two semesters. The course provides a broad background in the diversity of animals and an introduction to phylogeny through lectures and demonstration material in laboratory classes.

Biology 300 level

Students who intend to proceed to Biology 300 level must:

(a) obtain Information for Students Biology 3 from the School Office, Room 234, Macleay Building (A12) in September, before pre-enrolment (this booklet gives detailed synopses of all options in the courses)

(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

Director Dr H. Fulton
Course coordinator Dr A. Cremin
Teaching staff Dr H. Fulton, Dr A. Cremin, Emeritus Professor B.K. Martin, Dr. L. Olson, Mr G. Evans, Ms A. de Paor

This course offers an introduction to Celtic languages and to Celtic culture over the past two and a half thousand years. It is an interdisciplinary course taught by staff from the Faculty of Arts, including the Language Centre. It should be of special interest to students of language, linguistics, literature, anthropology, archaeology, history or religion. The course is administered by the Centre for Celtic Studies, and 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. Details of options available in 1996 are given below. Students are welcome to consult the Director, Coordinator or individual teachers before making their choice. Options taken as part of Celtic Studies may not be also counted towards courses in other subjects.

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.

Noticeboards

Telephone: 351 2557 or 351 3790
Registration
Celtic Studies students will register at times to be advised in the week before Semester 1 begins.

Celtic Studies 201 16 units
Prereq 24 Junior units in no more than two subject areas
Classes Yr: (1 lec & 1 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
J.T. Koch, The Celtic Heroic Age (Celtic Studies Publications, 1995)

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 1996 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 1996 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, Mr Evans
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 Táin (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.
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 Scdla 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 Pwyll 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 Meriasek — 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 1996 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 following options are not available in 1996 but may be offered in later years, subject to student demand and the availability of staff.

The Celtiberians
The Celtic Folktales
James Joyce and Dublin
Contemporary Gaelic Literature
W.B. Yeats and Irish Poetry
Advanced Scottish Gaelic
Celtic Philology

Celtic Studies IV Honours

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.

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
A course of 28 three-hour sessions, one per week.

A course of about 83 lectures.

at secondary level. Either Chemistry (Advanced) 101 and presupposes a very good grounding in the subject syllabuses for the two courses are similar. The level of organic chemistry. The practical work and the theory school course is given in Semester 1.

Chemistry. A brief revision of basic concepts of the faculty. This Chemistry course is built on a satisfactory chemically based course in subsequent years of the foundation for further study of Chemistry, or any 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 advised to study the following book before the beginning of Semester 1:

A. Boden Chemtext (Science Press, 1986)

Alternatively, the early chapters of any general chemistry text can be substituted for the above.

Chemistry 201 16 units

Lectures
A course of 34 lectures in inorganic chemistry, 35 lectures in organic chemistry and 36 lectures in 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 22 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 from the Chemistry School. All students who intend to take Chemistry 350 or Chemistry 500 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 list 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 17 modules of which one must be in each of the inorganic, organic and physical/theoretical chemistry areas. Four modules (the first four 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

Textbooks
Inorganic
J.S. Fritz and G.H. Schenk Quantitative Analytical Chemistry (Allyn & Bacon, 1987)

Organic
J. McMurry Organic Chemistry (Brooks/Cole, 1992)

Physical/Theoretical
P.W. Atkins Physical Chemistry (Oxford U.P., 1994)

Chemistry 350 24 units

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 from 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.

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.
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 modules
- Quantum chemistry — fundamentals
- Molecular visualisation and simulation
- Surface chemistry
- Statistical mechanics
- Applications of symmetry
- Molecular electronic structure theory
- Intermolecular forces
- Colloid chemistry
- Theory of rate coefficients of gas-phase reactions
- Molecular spectroscopy 1: electronic
- Molecular spectroscopy 2: vibration and rotation
- High temperature chemistry
- Polymer chemistry 1: chemistry of polymer formation
- Polymer chemistry 2: physiochemical properties of polymers
- Spin in chemistry
- Solution kinetics
- Atmospheric photochemistry

Practical work
Two options are available for students taking Chemistry 350:

Option 1: A total of 216 hours comprising 72 hours of practical work (8 hours/week for 9 weeks) in each of the inorganic, organic and physical chemistry laboratories, or

Option 2: A total of 216 hours comprising 54 hours of practical work in each of the inorganic, organic and physical chemistry laboratories and 54 hours in the theoretical chemistry workshop.

Textbooks
- Organic Chemistry
  - I. McMurry Organic Chemistry (Brooks/Cole, 1992)
- Physical/Theoretical Chemistry

Chinese
See under Asian Studies.
It is intended primarily as the first course of the Department's professional stream.

The three hours of lectures per week will be given in parallel streams.

For further details consult the Departmental Handbook.

**Computer Science (Advanced) 101**

*12 units*

*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.

**Computer Science 201**

*16 units*

*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. The modules are arranged into several overlapping streams. The streams are Algorithms; Computer Systems; Intelligent Systems; Large-Scale Software; Product Development. 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*

*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 five 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*

*Classes Yr*: (6 lec, 6 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 five streams. This course is equivalent to Computer Science 3 in the Faculty of Science.

**Computer Science 353**

*8 units*

*Classes Yr*: (2 lec, 2 tut or prac or unsupervised lab)/wk  
*Assessment*: (assignments, written exam)/sem

This course consists of two modules not included among those counted towards other courses.

**Computer Science IV Honours**

*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.

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**Department of Economic History**

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. Three years of courses are offered at the pass degree level in which students have the opportunity to study the patterns of development within a number of countries and regions including the United States of America, Japan, China, Southeast Asia, Germany, France, Australia and Europe in general. Courses are also offered in Urban History and Minority Studies.

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.

Special entry courses are held for those students who, at the end of their first year, show the ability to study the subject in greater depth. These courses are designed to provide a more intensive and analytical
examination of the growth process. Most of the tuition is by seminar or discussion classes and students are expected to complete some lengthy pieces of written work. Emphasis here is placed on comparative and thematic approaches. Students should make use of their training in economics and other disciplines wherever relevant.

A fairly wide range of research work is carried out by the members of the Department, which includes specialists in European, American, Australian, Asian African, economic and social history. Postgraduate studies are provided for the MA, the MPhil and the PhD degrees.

Location
The Department is on Level 3, Merewether Building. Telephone: 351 3080.

Registration
Registration for all courses takes place in the first lecture of the course.

Noticeboards
Noticeboards are in the Merewether Building:
• outside the secretary’s office (Room 392)
• outside the Economics Faculty Office (Room 237)

Economic History and History
Since 1984 the Department of Economic History has cooperated with the Department of History in a program making courses in either department available to students registered in the other. For students registered in the Department of Economic History, this program will enable those with special interests in particular fields of history to take courses offered by History in those fields and that complement other courses taken in the Department of Economic History. Economic History students may apply to take some senior options in History to be considered as part of, or as the whole of, the courses Economic History 201, 202, 301 or 302. Detailed information on the program should be obtained from the Department. In all cases, students wishing to take advantage of this program must obtain the permission of the Heads of Department of both Economic History and History.

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
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 take three courses chosen from the pool of one semester courses listed below (Economic History 201 and 202), and Economic History 290 (see below). They are encouraged to take the two courses in Australian economic history: Early Australian economic history and Modern Australian economic history.

Economic History 290 8 units
Mr Wotherspoon
Classes and Assessment Yr: three 2000w seminar papers, one 5000-8000w research essay

This course consists of several components: a year-long seminar stream, focusing on issues in Australian economic history with an emphasis on methodology for which seminar papers will be presented; and a long research essay.

Economic History 301, 302, 303 and 304 each 8 units
Students take two options from the pool for each 8 unit course. (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
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
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
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
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & one 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
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay, one 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
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
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam; one 2500w essay & 1 tut paper


(7) Historical development of the Chinese economy
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
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
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
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
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
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
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
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.
This seminar course will examine European overseas assessment: between economic and political power in Europe, the individual supervision on a thesis. Courses to be attended will be arranged with the Head of Department. Initial enquiries regarding the department may be directed to the general office, Room 370, tel. 351 2068, or to the Administrative Officer, Room 339, tel. 351 3071. Students should not hesitate to consult with members of the teaching staff if they require information about their particular subject.

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, opposite Economics Faculty Office, or near rooms 370 and 430.

The courses in the Department of Economics provide a general understanding of economic analysis and its applications. First-year BA students may take either Economics 101 or Economics (Social Sciences) 101. In addition, they may take The Australian Economy 101.

Anyone wishing to pursue a career in Economics would be advised to take as many economics courses as possible. Suitably qualified students should seek entry into the special entry courses. With so much of applied economics resting upon the analysis of data, students are advised to take courses of a statistical nature.

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 knowledge of HSC Mathematics at 2-unit level is assumed in first year courses. Those students 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 BA 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 the theoretical and applied analyses of economic topics.

Intending honours candidates, in particular, should see note for intending Honours students in the Economics 101 section. Honours students are given an opportunity to study economics for four years. 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.
Economics 101 12 units
Classes Yr: (3 lec — repeated twice & 1 tut)/wk

This is a regular economics course covering macro and microeconomics. As 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 course in second year should note the requirement for Economics 290 that they complete successfully one of the stipulated mathematics 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
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: Economic transformation and development in the late 20th century**
The second semester’s lectures explore economic restructuring in the world economy and in Australia. This is practical political economy. Concepts introduced in semester one will be encountered again, but in particular kinds of contexts which will help to deepen understanding of their usefulness and/or their limitations. A theme running throughout the lectures is the need to consider neglected perspectives: green, feminist and the views of the ‘have-nots’. In this way a more challenging approach to the issues of economic transformation and development is constructed. Illustrative topics are as follows:
- Globalisation—the forces generating increased international economic integration through trade, investment and finance; the tensions and contradictions arising from these processes;
- Development—current directions, debates and concepts in development studies: the cross-cutting nature of class and gender in the development process;
- The national state and public policy—an Australian focus on economic transformation and development; a critical examination of the role of the state as co-ordinator; consideration of selected policy issues, illustrating the limitations of policy proposals arising from mainstream economic analysis.

**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.

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**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
6. Government sector: federal and state functions
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
Classes Yr: (3 lec & 1 tut)/wk — lectures are repeated once

The first semester is primarily *microeconomics* and covers applications and extensions of the theory of consumer choice; firm behaviour and market structure; factor demand and supply; general equilibrium; welfare economics; intertemporal choice; behaviour
under uncertainty; and the role of government. Applications of the theory will be developed during
the course to allow students to gain an appreciation of the way in which microeconomic theory provides
insights into economic behaviour and market phenomena. Some emphasis will be given to trade
theory, drawing upon its microeconomic foundations. The micro-foundations of macroeconomics are
explained in a way that may help you to understand the widespread interest and pitfalls in the theorising about
aggregate phenomena. Specific macroeconomic relationships, covering consumption, investment, money and employment, are explored.

The second semester is mainly concerned with macroeconomics and begins with an overview of first
year analysis. This part of the course develops models of the goods, money and labour markets, and in this
context examines issues in macroeconomic policy. Macro-dynamic relationships, especially those linking
inflation and unemployment, are considered in some detail. Exchange rates and open economy macroeconomics are addressed, so introducing
questions of both theory and policy. The lectures include an examination of Australian economic policy in relation to balance of payments performance and
foreign debt. In the last part of the course, topics include the determinants and theories of economic
growth, productivity and technology, the dynamics of the business cycle, countercyclical policy and the
relationship between micro and macro policy in the context of recent Australian experience.

In each semester, students will receive separate handouts that give details on topics, readings and
tutorial/seminar questions.

Textbooks and reference books
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 (inter-temporal) 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

IIB.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
Students taking this course do not take Economics 201 and 202.
Students enrol in 290-1-2 together at the beginning of the year.

There are two parts, Economics 290-291, and 292. The first part is a series of lectures (3 per week) similar to 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 includes: 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 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
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 mechanisms 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; material 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 qualitative 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.
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  

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.

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  

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<tr>
<th>Option</th>
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<td>.01 International trade: theory and policy</td>
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<td>.02 International finance and open-economy macroeconomics</td>
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<td>.03 Business enterprise</td>
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<td>.04 Corporate structure and strategy</td>
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<td>.05 History of economics: classical economics</td>
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<td>.06 History of economics: modern developments 1860-1960</td>
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<td>.07 Financial economics</td>
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<td>.09 Industrial organisation</td>
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<td>.11 Contemporary economic issues</td>
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<td>.12 Capital and distribution</td>
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<td>.13 Monetary economics</td>
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<td>.14 Economic growth</td>
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<td>.15 Public finance A: taxation and revenue</td>
<td>III.15</td>
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<td>.16 Public finance B: public expenditure</td>
<td>III.15</td>
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<td>.17 Labour economics A</td>
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<td>.18 Labour economics B</td>
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<td>.19 Economic systems</td>
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<td>.20 Strategy, risk and rationality</td>
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<td>.21 Bargaining, contracts and social choice</td>
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<td>.22 Health economics</td>
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<td>.23 Housing economics</td>
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<td>.24 Monetary policy and the Australian financial system</td>
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<td>.25 Banking Institution Management</td>
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<td>.26 Financial intermediation</td>
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The following provisions for substitution apply for 1996 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.
Economics 300 Level .03 Business enterprise
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
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
This course deals with the classical economics system as it emerged during the seventeenth and eighteenth centuries to come to fruition in England to the contents of Smith's Wealth of Nations (1776), Ricardo's Principles of Political Economy (1817) and, ultimately, Marx's Capital (1867). Two weeks of lectures each are devoted to these major authors. The remaining fourteen lectures are devoted to the foundations of classical economics in mercantilism and in moral/political philosophy, to some specific forerunners (Petty, Locke, Cantillon and Hume, Quesnay, Turgot and Steuart) and some major writers between Smith and Ricardo (namely, Malthus and James Mill). Emphasis in lectures is on their contributions to the theories of value, distribution and growth. This course provides a useful introduction to History of economics (modern developments 1860-1960) and supplements work done by students in European and English economic history.

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 1860-1980
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, Hicke/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.
4. State preference theory.
5. Mean-variance uncertainty.
6. Asset pricing models.
7. Contingent claims.
8. Futures contracts and markets.

**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*

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**Economics 300 Level .08: Applied corporate finance**

No longer available

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**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**


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**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.

**Textbook**

To be advised

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**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.

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**Economics 300 Level .12: Capital and distribution**

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—forexample 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 macroeconomic policy.

Economics 300 Level .15: Public finance A: taxation and revenue
The semester will reflect the following topics:
2. Taxation theory.
3. Public utility pricing.
4. The Australian revenue system.

Textbook
J. E. Stiglitz Economics of the Public Sector 2nd edn (Norton, 1988)

Economics 300 Level .16: Public finance B: public expenditure
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
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 issues 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
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
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.

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, © 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.
6. 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?
7. 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. Dasgupta The Economics of Bargaining (Blackwell, 1987)
**Economics 300 Level .22: Health economics**

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


**Economics 300 Level .23: Housing Economics**

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 (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.

**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: Banking institution management**

The main focus of this option is the behaviour and performance of banks and other deposit-taking intermediaries. The initial segment examines the traditional nature of their product activity in the context of the financial services sector. The aim is to clarify the main purposes of these intermediaries. These purposes embrace the managing of risk through the pooling of risks across all their customers as well as the provision of services for managing of individual risks. A substantial part of the option is devoted to measurement of risks besetting financial intermediation. Those risks include interest, foreign exchange, liquidity, credit, sovereign, technology and operational ones. The final segment is devoted to the management of those risks.

**Economics 300 Level .26: Financial intermediation**

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 allocation among investment possibilities. The various types of intermediaries, their precise functions and behaviour, are considered within the context of the Australian economy. Some consideration is 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
Economics 303 and 304  each 8 units
These courses consist of any options, not already taken, from the list of options provided for Economics 301. One option from Economics (P) 301 may be included.

Economics 390, 391 and 392  each 8 units
The three courses are:
1. Economic Analysis: Theory and Policy
   This part of the course comprises two sections, one on topics in economic theory and related analyses and the other being seminars in policy not necessarily related to Australian issues. In 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 in economic analysis; economic decisions under uncertainty; studies in applied economics using econometric techniques. Students who have completed Econometrics II should consult the Department.

3. Two options (drawn from the list of options available in Economics 301) (each of two hours per week for one semester).

Economics (P) 301 and 302  each 8 units
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 conflict 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)

Political Economy of Women is available as a Faculty of Economics interdepartmental course to students in Economics 301/302, Economics 301/302 (P), Government (Senior Courses) and Women's Studies. Offered by the Departments of Economics and Government, the course examines Australian women's work and political participation in Australian society. Topics covered include analysis of the economics and politics of prostitution, surrogacy and housework, and feminist critiques of key political and economic theory.

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 main thrust of the first section is the analysis of theories of growth and development in an international setting and then a review of what has taken place. The second section examines the appropriate dimensions of an appraisal of development. The third section treats development strategies potentially available to developing economies. 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 section. This section will include an appraisal of Australian policy problems in relation to developing economies, especially those of the ASEAN group, Papua New Guinea and the South Pacific.

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:

.03 Business enterprise
.04 Corporate structure and strategy
.05 History of economics: classical economics
.06 History of economics: modern developments 1860-1960
.12 Capital and distribution
.14 Economic growth
.19 Economic systems
.17 Labour economics A (1996 only)
.18 Labour economics B (1996 only)
.22 Health economics (1996 only)
.23 Housing economics (1996 only)
.25 Banking Institution Management
.26 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
These courses consist of any options, not already taken, from the list of options provided for Economics (P) 300 level.

Economics (P) 390 8 units
This course comprises a third option from the list for Economics (P) 301 plus an additional seminar of two hours per week which runs for the full year. The total of the three options chosen for Economics (P) 301, 302 and 390 must include at least two from the options listed above (1-6).

The seminar is on the theme 'Research in Political Economy' and comprises:
(i) Methodology in political economy.
(ii) 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.

(iii) Preparation for thesis writing.

Students will be required to submit additional seminar papers and essays in conjunction with the seminar program.

Economics IV Honours

1. Candidates for final honours may complete requirements in one of three ways:
   (a) by taking four subjects, each of about two hours' lecture or seminar per week;
   (b) by taking three subjects and submitting an extended essay not exceeding 15,000 words;
   (c) 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:
   (a) Macroeconomic theory
   (b) Microeconomic theory
   (c) Economic development
   (d) Economic planning
   (e) Economic classics
   (f) Australian macroeconometric model building
   (g) Finance
   (h) General equilibrium theory
   (i) 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

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; Dissecting liberalism; and Particular issues in political economy. Not all of these courses will be available in a given year. Students must take at least one of the semester length courses being offered.

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, namely Economic development, Economic classics and Economic planning.

The School of Educational Psychology, Measurement and Technology and the School of Social and Policy Studies in Education offer a wide range of courses. These are not designed to prepare students for teaching but rather seek to promote the understanding of education as a social phenomenon. As such they open up for analysis the complexities of education through study in a number of fields. For example, there are the study of the nature, context and processes of education through historical, psychological, philosophical and sociological perspectives; of human growth and development and their implications for education; and, across different societies and cultures, of the relationship between education and politics, social organisation and economic development.

Details of diploma and degree courses supervised by the Faculty of Education such as the BEd, DipEd and DipTEFL, may be found in the Education Handbook.

Pass courses and special entry courses

There are four pass courses in education — Education 201 and 202 and Education 301 and 302 second and third year courses respectively, offered jointly by the School of Educational Psychology, Measurement and Technology and the School of Social and Policy Studies in Education. There are no Junior courses in Education available to Arts students. Special entry courses are also available. See the Table of Courses for entry requirements and other details.

Noticeboards and telephone numbers

Students should check on the noticeboard in the foyer of the Education Building Complex (A35) for noticeboard locations and telephone numbers.

Course coordinators

Education 200 level
Mr Darcy Anderson (Room 610/A35)

Education 300 level
Ms Dianne Butland (Room 632/A35)

Honours
Mr Len Unsworth (Room 525/A35)

There are honours coordinators in both the School of Educational Psychology, Measurement and Technology and the School of Social and Policy Studies in Education.

Educational Psychology, Measurement and Technology
Mr Richard Walker (Room 523/A35)
Advice on courses
Members of staff will be available in the Education Building Complex at pre-enrolment time in September to give advice on planning units and sequences of units. Students should consult the relevant noticeboards for details of appropriate advisers.

Registration
Students should register with the appropriate course coordinator.

Evening students
Evening students are advised that it is possible to complete a full sequence of Education only if some classes held from 4.15 pm are attended. Otherwise, evening students may need to combine day and evening units.

Courses in Education
Outlines of the options can be found later in this entry.

In third year a measure of specialisation is required in that students must select a sequence from within one of the two Schools. To this end, each program contains four levels as shown in the table below.

The four-digit code numbers of options as they appear in the table below are to be interpreted as follows:

digit one: indicates the level
digit two: indicates the school (EPMT, SPSE)
digit three: discriminates options offered at the same level, within the same discipline.
digit four: indicates discipline for SPSE (i.e., 1 = Philosophy, 2 = History, 3 = Sociology, 4 = Comparative)

Education 201 8 units

Education 202 8 units
As for Education 201

Special Entry Courses
Education 290 8 units
This is a full-year course consisting of two hours class time per week plus assignments. It is designed for intending honours candidates in either the School of Educational Psychology, Measurement and Technology (EPMT) or the School of Social and Policy Studies in Education (SPSE).

EITHER

The Socialisation of the Child
In the School of Educational Psychology, Measurement and Technology the course (The Socialisation of the Child) is comprised of two semester length units: The Socialisation of the Child and the Honours Transition Unit, taken in first and second semesters respectively. The Socialisation of the Child is a seminar unit with develops research skills (literature search and review; critical appraisal of journal articles and research methodology) through an examination of current theory and research concerning the major socialisation agencies: the family, the school, the media, the peer group, the law, etc. The Honours Transition Unit introduces students to selected educational research methodologies and begins to develop critical awareness of the social, educational and epistemological role of educational research. Further details concerning these units or student eligibility to take this course can be obtained from the EPMT Honours Coordinator.

OR

Social Perspectives on Education
Social Perspectives on Education is a full year course designed for intending Honours candidates in the School of Social and Policy Studies in Education. In The School of Social and Policy Studies in Education the course consists of two semester length units. The first semester is a reading course and the second semester is the Honours Transition Unit. The reading course focuses on a critical analysis of various theoretical perspectives arising out of issues addressed in 2100 'Social Perspectives on Education'. The Honours Transition Unit introduces students to specific social and educational research methodologies with an emphasis on epistemology, practice and policy.

Further details concerning these or student eligibility can be obtained from the Social and Policy Studies in Education Honours Coordinator.

Education 301 and 302 each 8 units
In Education 301 and 302, students are expected to build on Education 201 and 202 in order to develop a level of specialisation.

Special Entry courses
Education 390: Current Issues and Research in Education 8 units
This course is designed for intending honours candidates in either the School of Educational Psychology, Measurement and Technology (EPMT) or the School of Social and Policy Studies in Education (SPSE).

In the School of Educational Psychology, Measurement and Technology intending honours candidates take two units: Educational Psychology Research Seminar and the Honours Course A, a full-year unit and a semester unit respectively. The Educational Psychology Research Seminar unit assists students to develop skills in defining research problems, formulating and justifying conceptual models and writing literature reviews. Through an empirical investigation students develop skills (using the computer to analyse data, reporting research findings) involved in conducting empirical research. The Honours A Course introduces students to research methods and design (e.g. ethnography, experimental/quasi-experimental, interview). Intending honours students in EPMT are required to take only three of the
four Education 300-level options (students must take the 3001 and 3002 options). Further details may be obtained from the EPMT Honours Coordinator.

In the School of Social and Policy Studies in Education, students undertake the normal requirements for the courses 301 and 302 (four options) with an emphasis on SPSE courses and a degree of specialisation in line with their intended thesis topic. However, students must take both Hons A (3200) in semester one and Hons B (3201) in semester two as additional work. Students also complete a Research Essay (4000 words) which lays the groundwork for the thesis proposal.

The content and purpose of Hons A and Hons B are similar to that described above. Further details may be obtained from the SPSE Honours Coordinator.

**Education IV (Honours)**

Education IV is a full-time, one-year honours course which can be taken only after completing the requirements for the pass degree with Credit results in 32 Senior units of Education including 390. Students are required to undertake two areas of work:

(a) a supervised investigation of a special problem relating to the theory and practice of education;
(b) participation in seminars as prescribed by the head of the relevant school. In the School of Educational Psychology, Measurement and Technology students are required to meet regularly with the Honours Coordinator during the year and to take the course Conducting Empirical Research in Semester 1. This seminar course deals with issues relating to the design of research and the analysis of data.

Students intending to proceed to Education IV should consult the relevant honours coordinator as early as possible, preferably in September when enrolling for Honours.

**Attributes of graduates**

The attributes of graduates who have undertaken generalist Education programs are outlined below in a policy statement which links outcomes to assessment. Students undertaking generalist Education courses — currently Education 201, 202, 290, 301, 302 and 390 — 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.

**Social and Policy Studies in Education**

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.

**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 adult situations).
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 Senior courses in Education 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 of failing and students who fail an option.

Educational Psychology, Measurement and Technology
Courses of study
A graduate who has undertaken generalist Education courses within the School will be expected to have developed the key attributes listed below.

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 constructivist 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 in 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 are utilised in order to assess the progress of students through each course unit. See specific unit outlines. Where necessary, the assessment of these tasks guides remedial and supportive action, both internally and through University facilities such as the Learning Assistance Centre. There are procedures for assisting students who are at risk of failing and for those who fail a course unit.

Option outlines
Educational Psychology, Measurement and Technology
2001 Human development
Assoc. Prof. Smith
Classes (1 lec & 1 tut)/wk
Assessment one 2hr exam, one 2000w essay, tut presentation

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
1. Smith Human Development and Education (Sydmac Press, 1992)
2002 Psychology of learning and teaching
Mr Walker, Mr Anderson
Classes (1 lec & 1 tut)/wk
Assessment one 2hr exam, 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 of 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. McInerney and V. McInerney 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 & 2002 or Psychology 201
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment take-home exam, one 2500w essay, tut presentation/paper
This course examines three themes from current research on learning and teaching which have significant applications for enhancing learning outcomes in educational settings:
1. Teacher knowledge, beliefs, expectancies and the learning context.
2. The self-system, learning and academic achievement.


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 Bowers, Mr Anderson, Ms Morgan

Prereq 2001 & 2002 or Psychology 201

Assessment three quizzes, one 2000w essay, one tut 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 (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 (WCB Brown and 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 Students with special needs

Ms Rivers

Prereq 2001

Assessment one 1hr exam & one 2000w essay or field report

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) be familiar with the major categories of disability and the characteristics of students with such disabilities;

(b) be aware 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; and

(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 academic paper, but not the presentation, will be evaluated.

3005 Research into troublesome behaviour in schools

EPMT staff

Classes Sem 1 or Sem 2: (2 lec & one 2hr seminar)/wk

Assessment one 3000w report of an original investigation of a problem, class work (or equivalent), collection and analysis of data

This course is designed to increase students' knowledge and understanding about the nature of research into troublesome behaviour often classified as aggressive or violent behaviour. It will also increase their empirical research skills in the development of human/social behaviour relevant to teaching in schools. As well, aspects of student discipline and welfare may be included.

3006 Research areas in educational psychology

Assoc. Prof. Smith, Mr Anderson

Prereq 2001, 2002, 3001 or Psychology 201
various concepts of knowledge, opinion, science, art, students will be expected to show familiarity with medieval universities. In their oral and written work, Republic, axiomatics, the projected curriculum for Plato's ideal will include the slave-boy passage in Plato's Assessment

Classes Sem 2: one 2hr seminar/wk Assessment a literature review and a report on a research design

Students will be introduced to educational research in selected areas of educational psychology through the design of a research project and, in some cases, its implementation. This will involve planning the study, writing a review of literature, designing or collating data gathering instruments and planning the analysis of the data. The experience is intended to increase understanding of the research process. At the completion of the course students will be able to:

- read and interpret educational research articles in professional journals;
- review research literature; and
- formulate a research problem in the chosen area and design an appropriate research project.

These outcomes will be assessed by the items noted above. Research areas will be drawn from those 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 areas will be:
1. Self concept and school achievement; and
2. The education of gifted and talented children.

Social and Policy Studies in Education

2100 Social perspectives on education
SPSE staff
Classes Sem 1 or Sem 2: (2 lec & one 2hr seminar)/wk Assessment one 2hr exam, one 1500w essay, one 3000w essay, class work (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 multi-disciplinary 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
Prereq 2100
Classes 2hr seminar/wk Assessment one 2hr exam, one 2000w essay & classwork

An examination of some questions about the nature of knowledge, its structure and transmission. Topics will include the slave-boy passage in Plato's Meno, axiomatics, the projected curriculum for Plato's ideal Republic, and the development of the curriculum 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, youth policy
Assoc. Prof. Sherington, Dr Campbell
Prereq 2100
Classes Sem 1: (1 lec & 1 tut)/wk Assessment 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. Students are encouraged to develop arguments on an area of sport, leisure, and youth policy through written assignments, colloquia, seminar 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
Prereq 2100
Classes (1 lec & 1 tut)/wk Assessment one 2hr exam, one 2000w essay & tut paper

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, and 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 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, Mr Bagnall
Prereq 2100
Classes (1 lec & 1 tut)/wk Assessment one 2hr exam, one 2000w essay & classwork

This course places emphasis on the OECD and looks at the major trends arising in the education systems of member countries. The implications of the systems developed in these countries affects the rest of the world as they struggle to keep up with the industrialised Western countries. The education systems will be looked at under a number of broad headings. These include:
• methods of assessment;
• vocational education;
• labour market trends; and
• technological and industrial change.

At the conclusion of this course students should be able to:
• understand international trends in the education systems of the OECD countries and note the impacts of these on Australia.
• note the relationship between political, social and economic factors in a wide range of developing countries.
• demonstrate an awareness of specific education policies relating to gender, ethnicity and the environment in a wide range of countries.
• make links between one’s own view of knowledge and culture and that of other groups in the society being studied.

**3121 Ethics and education**
Dr MacKenzie, Mr Roe
Prereq 2100
Classes one 2hr seminar/wk
Assessment 2000w essay, seminar work & one 1hr exam

This course aims to develop in candidates a number of attributes which derive from studying a number of contemporary issues and dilemmas for ethics and education. The topics covered require participants to enter into the debate about the role of ethical considerations in educational work and to locate their discussion and analysis within philosophical traditions and practical educational contexts. Topics are negotiated every year but have included: moral aims and values curriculum; rights and responsibilities; indoctrination; environmental education; liberty and social control; ethics and educational research; moral school leadership; and authority, discipline and punishment. The assessment tasks are designed to extend student skills in foundational knowledge, literacy, critical thinking, and knowledge as listed in the Outcomes Statement for the School of Social and Policy Studies in Education [1-6: 2-4, 7, 10].

**3123 Science, technology and educational change**
Dr Welch
Prereq 2100
Classes (1 lec & 1 tut)/wk
Assessment 2500w essay, tut paper, exam

This 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 call upon their ability to (re)conceptualise, appraise and critique.

**3124 International and development education**
Assoc. Prof. Jones, Mr Bagnall
Prereq 2100
Classes (1 lec & 1 tut)/wk
Assessment one 2hr exam & one 1500w essay

This option 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 education 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
Prereq 2100
Classes (1 lec & 1 tut)/wk
Assessment seminar presentations, 2000w essay

Why is gender seen as a significant category when educational theory and practice is 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.

**3132 Australian secondary schooling: origins of modern practices**
Dr Campbell, Assoc. Prof. Sherington, Ms Varvaressos
Prereq 2100
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one 1.5hr exam, one 2500w essay, classwork

Australian secondary schools are unique. They have developed their own characteristics, some of which have been adapted from European and North American models.

We ask questions such as these. How have high schools and private colleges developed differently? Exactly what did Australian schools develop independently, and what did they adapt from Europe and North America? How have girls and boys been educated differently and why? How have different social classes, ethnic groups and others sought to adapt secondary schools for their own needs? Where does the modern secondary curriculum come from and whom does it serve? And finally, how has the rise of mass secondary schooling changed the very experience of adolescence itself? On completion of this course students are likely to have developed their critical understanding of the role of secondary schooling in the lives of youth; and advanced substantially their ability to contribute to debates on the constructive reform of secondary curricula, school cultures, practices and policies.

**3133 Education and equity**
Ms Butland
Prereq 2100
Classes 2 hr sem/wk
Assessment one 2000w essay, seminar presentation and fieldwork

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 education, 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.

**3141 The individual and education**
Dr O'Loughlin, Mr Roe
Prereq 2100
Classes (1 lec & 1 tut)/wk
Assessment seminar presentations, one 2000w essay

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 foundation knowledge, critical reflection and applied analysis.

**3143 Education, work and the economy**
Staff
Prereq 2100
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment 2000w essay, 1000w journal and classwork

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; and
- an ability to recognise where there are patterns in the general direction of policy-making in education.

The English Department offers courses in English and in Australian Literature at both Pass and Honours level. Pass courses are offered at both Junior and Senior levels, while Fourth Year Honours is offered as an additional course at Senior level to suitably qualified candidates. Subject to the by-laws and resolutions of the Senate and Faculty, students may take up to 82 units out of the 144 required for the degree at Pass level from the one subject area. English constitutes a single subject area and Australian Literature is another, available at Senior level only. Alternatively, some options in Australian Literature are accessible through English. Eighteen units of English are available at Junior level and 80 are available at Senior level,
including the two Special Entry courses (290 and 390/391-2) that are prerequisites for entry into Fourth Year Honours. So, for example, a student who had taken English 101 at Junior level (12 units) would be able to take up to 64 units at Senior level; likewise if the student were to take English 101 and 103 at Junior level (18 units), there would be 64 units available for study at Senior level.

Courses in English available at Pass level
Note: the entry requirements are set out in the Table of Courses

Junior level courses
English 101 — unit value 12 — assumed knowledge of HSC 2/3-unit English (see entry under Junior level courses below).
English 103 — unit value 6 — assumed knowledge of HSC 2/3-unit English. This course may be taken either in conjunction with or subsequent to English 101. Note: Students who have passed English 1 in 1993 or earlier years are not eligible to take English 103.

Senior level courses
English 201 — unit value 16
English 203 — unit value 8
English 204 — unit value 8
English 290 — unit value 8
English 301 — unit value 16
English 303 — unit value 8
English 304 — unit value 8
English 390 — unit value 8 (English Literature Special Entry students only)
English 391 — unit value 8 (English Language and Early English Literature Special Entry students only)
English 392 — unit value 16 (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 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.

Assessment
Under University by-laws, 'a course' consists of 'lectures, together with such seminars, tutorial instruction, essays, exercises and practical work as may be prescribed'. To 'complete a course' means:
(a) to attend the lectures and the meetings, if any, for seminars and tutorial instruction;
(b) to obtain a passing grade for that course in accordance with the assessment criteria prescribed.

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. Students who have enrolled in English 101 having taken only English 2-unit General should consult the Coordinator of Junior level courses (for 1996 Dr David Kelly) at the time of registration in the Department.

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
Dr Kelly, Mr Kruse, Assoc. Prof. Mitchell, Dr Speed, Mrs Taylor
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, Prof. Harris, 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 Voss
Anderson Tirra Lirra by the River
Beckett Waiting for Godot

The following anthology of poetry will be used:
Allison (ed.) The Norton Anthology of Poetry
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 assumed 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,
postcolonial fiction, American literature and medieval
English prose literature and drama.

(a) Postcolonial fiction
Assoc. Prof. Mitchell
An introduction to the concept of and issues raised by
postcolonialism, based on a study of recent novels
from around the world.

Simone Lazaroo The World Waiting to be Made (Fremantle
Arts Centre Press)
Ben Okri The Famished Road (Vintage)
Michael Ondaatje The English Patient (Picador)
Recommended reading: Anne Brewster Postcolonialism
(Penguin)

(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
Ms 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.

E. Vinaver (ed.) Malory: Works (Oxford Standard Authors,
paperback, 1977)
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 1996 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
   ...
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, 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
Reading Old English — An Introduction (available from the Department)

1.03 The Anglo-Saxons: text and culture
[Not offered in 1996, but expected to be offered in 1997]

1.04 The Vikings in England
Dr Quinn
Classes Sem 2: 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
[Not offered in 1996, but expected to be offered in 1997]

1.06 Scandinavian myths of the Middle Ages
Prof. Clunies Ross
Classes Sem 2: 1 hr/wk
Assessment 2000-2500w essay or ‘default’ exam
Of all the Germanic peoples, only the medieval Scandinavians managed to record a variety of mythological texts based on their traditional, pre-Christian culture. Most of these writings were in the Old Icelandic language. At the time of recording, however, the Icelanders were themselves Christians, and so developed a Christian perspective on their ancestors' beliefs. This option presents and analyses a variety of Old Icelandic myths in prose and verse, using texts in English translation, and offers an excellent general literary and cultural background to the more concentrated study of language and texts in 1.07 Old Icelandic I.

**Textbook**
A. Faulkes (trans.) *Snorri Sturluson, Edda* (Everyman, 1992)

**1.07 Elementary Old Icelandic**

*Dr Quinn*

**Classes**
Sem 1: 1 hr/wk
Sem 2: 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**
E.V. Gordon *An Introduction to Old Norse*, 2nd edn, rev. A.R. Taylor (Oxford U.P., 1957 or later repr.)

Further material will be provided by the lecturer.

**Medieval Celtic (Old Irish and Middle Welsh)**

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
Sem 2: 1 hr/wk

**Assessment**
2000w 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**

[Not offered in 1996 but expected to be offered in 1997]

**Assessment**
tut work and 2000w essay

**1.10 Old Irish 1**

[Not offered in 1996 but expected to be offered in 1997]

**Assessment**
class exercises and 2hr exam

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1 Students who are enrolled in both English and Celtic Studies can only count these options to one course.

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**1.11 Middle Welsh 1**

*Dr Fulton*

**Classes**
Sem 2: 1 hr/wk

**Assessment**
class exercises and 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.

**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 Pendwed 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)*

**Classes**
Sem 1: 2hr/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**
J. A. Burrow and Thorlac Turville-Petre *A Book of Middle English* (Blackwell, 1992)
2.03 Medieval English romances
Dr Rogerson (Coordinator), Mrs Taylor
Classes Sem 2: 1hr/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: 1hr/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)

2.05 Chaucer's Canterbury Tales 1
Dr Barnes, Dr Speed
Classes Sem 1: 1hr/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 1996 will include the tales of the Wife of Bath, Merchant, Pardoner, Prioress, and Nun's Priest.

Textbooks
A.C. Cawley (ed.) Chaucer: The Canterbury Tales (Everyman, 1976)

2.06 Chaucer's Canterbury Tales 2
[Not offered in 1996, but expected to be offered in 1997]

2.07 Early drama 1: The English theatrical tradition before Shakespeare
[Not offered in 1996, but expected to be offered in 1997]

2.08 Early Drama 2: The plays of the Wakefield Master
Dr Rogerson, Mrs Taylor
Classes Sem 1: 1hr/wk
Assessment 2000-2500w essay or 'default' exam

The six plays studied in this option have been identified as the work of the anonymous playwright known as the 'Wakefield Master'. The vigour and theatrical effectiveness of the plays, taken from a fifteenth-century manuscript, have established his reputation as the finest dramatist whose work has survived from the medieval period. Videos of four of the plays will be shown.

Note: Option 2.07 is not a prerequisite for Option 2.08.

Textbook
A.C. Cawley (ed.) The Wakefield Pageants in the Towneley Cycle (Manchester U.P., 1958, latest repr.)

2.09 Sir Thomas Malory I, The Foundations of Chivalry
[Not offered in 1996, but expected to be offered in 1997]

2.10 Sir Thomas Malory 2: The Limitations of Chivalry
Mrs Taylor (coordinator) and others
Classes Sem 1: 1hr/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 his treatment of the themes of chivalry, honour, love and exemplary kingship, especially as they are challenged by the events of Tale 5, Tristram, and Tale 6, The Grail, and the concluding Tales.

Note: Option 2.09 goes well with this option but it is not a prerequisite for it.

Textbook
E. Vinaver (ed.) Malory: Works (Oxford Standard Authors, paperback, 1977)

2.11 The Arthurian legend and its social context
Dr Fulton (Coordinator) and others
Classes Sem 2: 1hr/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.

2.12 Women in medieval literature
[Not offered in 1996, but expected to be offered in 1997]

2.13 Medieval women writers
Dr Quinn
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay or 'default' exam

An introduction to medieval women writers, in which the lives and texts of two major English figures — Margery Kempe and Julian of Norwich — are set alongside those of European writers — Hildegard of Bingen, Heloise, Mechthild of Magdeburg, Hadewijch, St Birgitta of Sweden and Christine de Pisan. In this course, we will focus on the social context of their texts, investigating the notions of community and lifestyle presented in them. In addition, attention will
be paid to theoretical questions arising from the texts, including the construction of subjectivity and the representation of female sexuality.

Textbooks
The Book of Margery Kempe (Penguin Classics)
Julian of Norwich Revelations (Penguin Classics)

2.14 Medieval literature and popular religion
Dr Rogerson, Dr Speed
Classes Sem 2: 1 hr/wk
Assessment 2000-2500w essay or 'default' exam

The medieval presentations of episodes from the Bible and from the history of the Church which reached the English people at large were commonly fed by a rich tradition of legendary and explanatory material established over the centuries. This option explores a number of popular religious texts in the context of their literary traditions and social circumstances, including Chaucer’s Second Nun’s Tale and other saints’ legends, along with other narrative poems, plays, and lyrics.

Textbooks
A course reader will be available from the Department. Chaucer’s The Canterbury Tales (as for English 101)

2.15 Medieval crime fiction
Dr Barnes
Classes Sem 1: 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 murder 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

Dr Jackson, Dr Kelly
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment 1500w assignment; and 2hr exam or 2500w 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 Metaphysicals to Milton.

Part Two:
3.03-4 Eighteenth-century bourgeois individualism and its critics
Dr Christie
Prereq 3.01-2
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment 1500w assignment; and 2hr exam or 2500w essay

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: (1 lec & 1 tut)/wk
Assessment 1500w assignment; and 2hr exam or 2500w 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 Renaissance humanism.

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 1500w assignment; and 2hr exam or 2500w 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.

Milton Complete English Poems (Everyman)

3.09-10 Aspects of Augustanism
[Not offered in 1996]

3.11-12 Sense and Sensibility
Dr Gay, Dr Williams
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment 1500w assignment; and 2hr exam or 2500w 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)
Fielding Joseph Andrews (World's Classics)
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
Dr Gay, Dr Jackson
Classes Sem 1: 1hr/wk
Assessment 2000w essay
This option charts the radical change in drama in the period 1600-1700: from the popular public theatre of the late Renaissance to the emergence, after Cromwell had closed the theatres for 19 years, of 'Restoration' drama, which reflected the values and interests of the court coterie. Both periods, however, provided some of the most theatrically flamboyant and verbally exuberant writing in the history of English drama, with the Shakespearean and Jacobean plays in the option crossing the boundaries between tragedy and comedy and exploring their limits.

Shakespeare Measure for Measure
*Troylus and Cressida* (Challis Shakespeare)
Middleton *The Changeling in Three Jacobean Tragedies* (Penguin)
Jonson *The Alchemist* in *Five Plays* (World's Classics)
Etherege *The Man of Mode* in *Restoration Plays*, ed. Lawrence (Everyman)

Whycherley *The Country Wife* in *Restoration Plays*, ed. Lawrence (Everyman)
Congreve *The Way of the World* in *Restoration Plays*, ed. Lawrence (Everyman)

3.14 Shakespearean tragedy
Mr Brooks
Classes Sem 1: 1hr/wk
Assessment 2000w essay
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*
*Cordelia*

3.15 Shakespeare's comedies
[Not offered in 1996]

3.16 Political Shakespeare
Mr Brooks
Classes Sem 1: 1hr/wk
Assessment 2000w essay
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.

*Richard II*
*Henry IV*, part 1
*Henry IV*, part 2
*Henry V*
*Julius Caesar*
*Cordelia*

3.17 The language of Shakespeare and his contemporaries
Mr Kruse, Mrs Taylor (Coordinator), Assoc. Prof. Tulip, Dr Rogerson
Classes Sem 1: 1hr/wk
Assessment 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.

3.18 'To see God only': Studies in English spirituality and poetry, 1600-1800
Dr Spurr
Classes Sem 1: 1hr/wk
Assessment 2000w essay
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 and Milton.
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 or are taking
3.05-6 From the Metaphysicals to Milton.

Helen Gardner (ed.) The Metaphysical Poets (Penguin)
Allison (ed.) The Norton Anthology

3.19 Women's writing 1660-1800
Dr Lilley
Classes Sem 1: 1 hr/wk
Assessment 2000w essay

This option will examine some of the ideological and
rhetorical forms of women's polemical engagements
with questions of gender, subjectivity, sexuality,
performance, politics, race and nation, through a close
study of selected poetry, prose and drama.
Salzman (ed.) Aphra Behn, Oroonoko and other writings
(World's Classics)
Margaret Cavendish The Blazing World and other writings
Lilley (ed.) (Penguin Classics)
Roger Lonsdale (ed.) Eighteenth Century Women Poets
(Oxford)
Sarah Fielding The Adventures of David Simple Kelsall (ed.)
(World's Classics)

3.20 Eighteenth-century prose fiction: Behn to
Austen
[Not offered in 1996]

3.21 Rakes, Rogues and Rantipoles
Dr Williams
Classes Sem 1: 1 hr/wk
Assessment 2000w essay

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've taken 3.22 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)

This option examines Jane Austen's development as a
writer, from the highly amusing satirical juvenilia to
the late novels' complex engagement with issues of
social identity and individual subjectivity.

Catharine and Other Writings (World's Classics)
Northanger Abbey (World's Classics)
Pride and Prejudice (World's Classics)
Emma (World's Classics)
Mansfield Park (World's Classics)
Persuasion (World's Classics)
(N.B. Students may prefer to buy The Penguin Complete
Novels of Jane Austen, especially if they are also taking
3.11-12 Sense and Sensibility. They would then need to
purchase Catharine separately.)

3.24 American literature: seventeenth to
nineteenth century
[Not offered in 1996]

3.25 Primary and secondary ancient epic:
Homer's Odyssey and Ovid's Metamorphoses
Prof. Lee, Dr MacAlister, Dr Miller
Classes Sem 2: 1 hr/wk
Assessment exam

This course will examine the narrative technique,
characterisation and the various poetic devices of oral
and literate ancient epic. It will also examine English
translations and adaptations of ancient epic.

Homer The Odyssey trans. W. Shewring (Oxford)
Ovid Metamorphoses trans. A. D. Melville (Oxford)
Other materials will be available from the Department

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
Dr Petch, Dr Jackson
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment 1500w assignment; and 2hr exam or 2500w essay

Wordsworth The Prelude (Norton)
Dickens David Copperfield (Norton)
Charlotte Bronte Villette (World's Classics)
George Eliot Middlemarch

Part Four: 4.03-4
Dr Petch, Dr Jackson
Prereq 4.01-2
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.

Not available to those who took 4.01-2 English Romantic Poetry in 1994.

Wu (ed.) Romanticism: An Anthology (Blackwell)
Byron Don Juan (Penguin)

4.07-8 Modernism
Dr Runcie
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment: 1500w assignment; and 2hr exam or 2500w 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)
James Joyce Dubliners (Penguin)
A Portrait of the Artist as a Young Man (Penguin)
D.H. Lawrence Sons and Lovers
Virginia Woolf To the Lighthouse (Penguin)
The Waves (Penguin)

4.09-10 Literature since 1945: the ends of empire
Prof. Harris, Mr Kruse
Classes Sem 2: (1 lec, 1 tut) /wk
Assessment 1500w assignment; and 2500w essay or 2hr exam

This option offers a selection of writing in English since the Second World War, including poetry, fiction and drama. It concentrates on but is not confined to redefinitions and reappraisals of Britain and the British Empire, and focuses on preoccupations such as cultural decolonisation and recolonisation, gender, class, and provincialism.

Osborne Look Back in Anger (Faber)
Rhys Wide Sargasso Sea (Penguin)
Rushdie Midnight's Children (Picador)
Heaney New Selected Poems, 1966-1987 (Faber)
Churchill Cloud Nine (Nick Hern)
White Memoirs of many in one (Penguin)
Angela Carter Wise Children (Vintage)
Mamet Oleanna (Methuen)

4.11-12 American literature: mid-nineteenth century
Assoc. Prof. Kiernan
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment 1500w assignment; and 2hr exam or 2500w essay

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 Choice of Emily Dickinson's Verse, ed. Ted Hughes (Faber)

4.13-14 American writing since 1960: conspiracy, scandal, resistance
Dr Lilley
Classes Sem 2: 2hr /wk
Assessment 1500w assignment; and 2hr exam or 2500w essay

This course explores a variety of popular and avant-garde metropolitan texts of conspiracy, scandal and resistance in relation to such topics as queer, camp, black nationalism, assassination, identity politics, AIDS activism, sex, radical writing, performance and subjectivity. These will be discussed in the light of current work in queer theory, feminist theory and postmodernism. Seminar presentations will be expected.

Malcolm X (with Alex Haley) The Autobiography of Malcolm X (Penguin)
James Baldwin Another Country (Penguin)
Don DeLillo Libra (Penguin)
Truman Capote Answered Prayers (Penguin)
Sarah Schulman People in Trouble
Scholder and Silverberg (eds.) High Risk
Sapphire American Dreams (Serpent's Tail)
Hoover (ed.) Postmodern American Poetry (Norton)
Films: Without You I'm Nothing; Paris is Burning

4.15 Romantic fiction, 1785-1818
[Not offered in 1996]

4.16 Victorian poetry
[Not offered in 1996]

4.17 Narrative kinds in the Victorian novel
Prof. Harris
Classes Sem 1: 1hr /wk
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.

Charles Dickens Black House (Penguin)
Anthony Trollope Barchester Towers (World's Classics)
George Eliot The Mill on the Floss (Penguin)
Elizabeth Gaskell Cranford and Cousin Phillis (Penguin)

4.18 The Brontes
Dr Gay, Prof. Harris
Classes Sem 1: 1hr/wk
Assessment 2000w essay

Novels and poems of three of the Bronte sisters will be read as part of 'the Bronte phenomenon', in their nineteenth-century contexts, and for their individual achievement.

Emily Bronte Wuthering Heights
Anne Bronte The Tenant of Wildfell Hall
Charlotte Bronte Jane Eyre, Villette
Selection of poems to be made available in class.

4.19 The English novel from Thomas Hardy to Virginia Woolf
Prof. Harris
Classes Sem 2: 1hr/wk
Assessment 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 (World's Classics)
Conrad The Secret Agent (World's Classics)
Forster Howards End (Penguin)
Lawrence The Rainbow (Penguin)
Woolf Mrs Dalloway (Penguin)

4.20 Adultery and the novel
[Not offered in 1996]

4.21 Earlier twentieth-century American fiction
[Not offered in 1996]

4.22 Modern drama
Mr Kruse
Classes Sem 1: 1hr/wk
Assessment 2000w essay

An option which concentrates on the rise of modern realism and the mid twentieth century development of the theatre of the absurd. Students are encouraged to follow an interest in particular dramatists with further reading of their plays.

Ibsen Hedda Gabler (in Ibsen, Four Major Plays, Oxford)
Chekhov The Cherry Orchard (in Chekhov, Five Plays, Oxford)
Shaw Heartbreak House (Penguin)
Becket Endgame (Faber)
Pinter The Birthday Party (Faber)

4.23 Novel into film: showing and telling
Dr Runcie

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; troping; 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 Foster)
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 Strick)
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)

4.24 Legal fictions
Dr Petch
Classes Sem 1: 1hr/wk
Assessment 2000w essay

This option studies some literary reflections of, and on, legal matters. The following topics will be explored, with specific reference to the set texts: law and justice, law and conscience, law and narrative, law and ideology, law and gender, law and narrative, and law and 'normality'.

Melville Billy Budd, Benito Cereno, Bartleby
James The Aspern Papers
Malcolm The Silent Woman
Miller The Crucible
Kazan On the Waterfront
Capote In Cold Blood
Doctorow Ragtime, The Book of Daniel

4.25 Masculine mythologies and male experience
Dr Miller
Classes Sem 2: 1hr/wk
Assessment 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.

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
Faulker 'The Bear' (in Go Down, Moses)
Herr Despatches
Seth The Golden Gate
Malouf The Great World
4.27 Modern poetry in English: idiom, locality, politics
Dr. Miller
Classes: Sem 2: 1 hr/wk
Assessment: essay
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)

4.28 'Sappho in Poetry': Women Writing, 1760-1960
Dr. Gardiner
Classes: Sem 1: 1 hr/wk
Assessment: essay
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 construct 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 Davies (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)
Laura Riding Selected Poems (Faber)

Gertrude Stein Look at Me Now and Here I Am, ed. Patricia Meyerowitz (Penguin)

4.29 William Butler Yeats and Irish poetry
Dr. Gardiner
Classes: Sem 1: 1 hr/wk
Assessment: essay
A study of W.B. Yeats in relation to English, Anglo-Irish and Irish Gaelic poetry. Topics of special interest will include:
(i) the Celts in modern European literary theory (the Ossian poems, the Arthurian, the theses of Renan and Arnold) and the impact of such theories on Irish, Scottish and Welsh poetry written in English;
(ii) Yeats's response to the Fenian and Ulster cycles of Irish myth, Irish Catholicism, English Romanticism, and the London Decadents of the 1890s;
(iii) Yeats's response to poverty, patronage, property ownership, and the political convulsions of the Easter Rising and the Irish Civil War;
(iv) the structural, stylistic and figurative transformations in Yeats's poetry, from book to book, in relation to his experiences as son, suitor, lover, husband and father;
(v) Yeats's response to certain women and their domains: the Gore-Booths and Sligo; Maud Gonne and Dublin; Olivia Shakespeare and London; Augusta Gregory and Coole Park; and Georgie Hyde-Lees and Thoor Ballylee.

4.30 Contemporary Afro-American women's writing
Not offered in 1996

4.31 Aspects of postmodern fiction
Assoc. Prof. Kiernan
Classes: Sem 2: 1 hr/wk
Assessment: exam
With theoretical attempts to categorise postmodernity in mind, we shall discuss in an eclectic selection of relatively recent and popular novels, American, Australian, English, which have been received as 'postmodern' (even 'post-structuralist'). We shall consider if they have overlapping characteristics, and what implications these might have: as examples, is 'intertextuality' an evasion of the 'real', an escape into literary nostalgia by authors and readers, or is it a perennial constituent of the 'literary' that has been restimulated by the breaking down of distinctions between 'high' and 'popular' culture, and by the emergence of different reading publics in the later twentieth century?
Elmore Leonard Get Shorty (Penguin)
Julian Barnes Flaubert's Parrot (Cape)
Elizabeth Jolley Miss Peabody's Inheritance (U.Q.P.)
Peter Carey Oscar and Lucinda (U.Q.P.)
A. S. Byatt Possession (Virtage)
John Updike Roger's Version (Penguin)
Modern British and Irish literature
Students may choose to take the Celtic Studies option, Modern British and Irish literature, as a 1-hour Area 4 option.

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, 6.09-6.13), the historical study of English (6.03-6.05), text and the construction of 'social reality' (6.09-6.13), and critical theory (6.14-6.16).

6.01 Understanding grammar
Mr Jones
Classes Sem 1: 1 hr/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. Material will be drawn from texts of various kinds, literary and non-literary, including sound recordings.

Textbook
Alex Jones An Australian English Grammar (available from the Department)

6.03 Australian English
Mr Jones (Coordinator)
Classes Sem 2: 1 hr/wk
Assessment 2000-2500w essay or 'default' exam
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 Food language and culture: a thematic examination of the English language and its speakers
[Not offered in 1996, but may be offered in 1997.]

6.05 The Bible in English: culture and politics
Dr Speed
Classes Sem 2: 1 hr/wk
Assessment 2000-2500w essay or 'default' exam
From an historical perspective this option considers the place of the English Bible in English literary and cultural traditions and in relation to the concerns of Biblical scholars and translators generally. Topics discussed will include canon, problems of translation, reception and dissemination, social and political circumstances, literary styles, critical approaches and influence on literary criticism. Detailed knowledge of the Bible is not assumed, but students will acquire some familiarity with the text as a whole, as well as learning more about its cultural significance.

Textbooks
A reading list will be provided.

6.06 Writing
Dr Quinn
Classes Sem 1: 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.

The Australian Literature section of the Department offers an option in Creative Writing. The two options complement each other.

Textbook
M.A.K. Halliday Spoken and Written Language (Geelong, 1985)

6.07 Stylistics
Dr Fulton, Dr Huisman
Classes Sem 2: 1 hr/wk
Assessment class exercises and 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)
6.08 Language in poetry
Dr Huisman
Classes Sem 2: 1 hr/wk
Assessment: 2000-2500w essay or ‘default’ exam

In this option we look particularly at the choices of substance (the sound and the appearance) of poetry, in poems from the Anglo-Saxon to the modern period. We also discuss choices of ‘making meaning’ frequently invoked in poetry, as in the use of metaphor, or the juxtaposition of different register choices. We consider both traditional literary and contemporary linguistic ways for talking about substance and meaning ‘in’ texts (for example, comparing the traditional discussion of metre with contemporary descriptions of rhythm).

This discussion of ‘in the text’ is placed however within the larger question of generic authority. How is ‘a poem’ recognised? What reading practices are/may be instigated when ‘a poem’ has been recognised? How has this recognition and these practices varied historically? Students will be encouraged to reflect upon their own reading (and writing) practices, with special reference to recently published Australian poems.

6.09 Poetics and politics of children’s literature
Mr Williams
Classes Sem 1: 1hr/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 development of young readers.

Textbook
The set text will be a collection of readings compiled by the Department.

6.10 Children’s language and literacy development
Mr Williams
Classes Sem 1: 1hr/wk
Assessment: 2000-2500w essay or ‘default’ exam

From soon after birth children communicate meanings to their caregivers and, long before they can speak a mother tongue, they are able to sustain complex interaction involving linguistic signals. This option examines the nature of such communication, its relation to early forms of the first language learnt by children, and their linguistic development from two years to the end of primary school. It also examines the significance of contexts of language use for an understanding of the development of speech and writing. From this perspective some sources of difficulty children experience in schooled literacy will be discussed. The option provides an ontogenetic point of view on many of the issues considered in 290.B.1, Orality and literacy, and extends discussion of children’s reading of literary texts in Option 6.11, Poetics and politics of children’s literature.

Textbook
The set text will be a collection of readings compiled by the Department.

6.11-12 Introduction to semiotics
Dr Huisman (Coordinator)
Classes Sem 1: 2hr/wk
Assessment: 3000-3500w 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), Lévi-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).

This 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.

Textbooks
J. Deely (ed.) Frontiers in Semiotics

6.13 Communication and the media
Dr Fulton
Classes Sem 2: 1hr/wk
Assessment: classwork and 2000w essay

This option provides an introduction to media studies, covering topics such as the basic principles of communication theory, analysis of media texts, and audience research. The aim of the course is to familiarise students with the broad issues associated with the production, construction and reception of media messages.

Textbook
J. Fiske Introduction to Communication Studies (Routledge, 1990)

6.14 From Plato to postmodernity
Dr Runcie
Classes Sem 2: 1hr/wk
Assessment: 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

6.15 Modern literary theory
[Not offered in 1996]

6.16 Postmodernism
Mr Kruse
Classes Sem 2: 1hr/wk
Assessment: exam
An introduction to postmodernism as it is defined in recent theory (in particular by Jameson, Lyotard and Baudrillard) and in relation to texts from film and recent fiction, including science fiction. The option aims to provide a survey of postmodernism in relation to the claims that postmodernism is a new historical development which combines literature and media culture. The range of topics includes representations of violence and America in the cinema and recent fiction, and the current debate about the canon and postmodern interest in popular culture. Students will be encouraged to follow special interests in a wider range of texts.

**Textbooks**
- Baudrillard: *Simulacra and Simulation* (Michigan U.P.)
- William Gibson: *Neuromancer* (Grafton)
- David Lynch: *Blue Velvet*
- Lyotard: *The Postmodern Explained to Children* (Power)
- Thomas Pynchon: *Vineland* (Minerva)
- Quentin Tarantino: *Pulp Fiction* (Faber)

### 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. 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**

**290A.1 Reading poetry**

Dr Miller

*Assessment* two 2000w essays (one due each semester)

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*

**Strand B**

**290B.1 Orality and literacy**

Dr Quinn

*Classes* 1 hr/wk

*Assessment* one 2000w essay

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* 2: 1 hr/wk

*Assessment* one 2000w 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 a 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**

**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.

Two options from 390.1-390.8 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.

More Utopia trans. Ralph Robinson (Everyman)
Marlowe Complete Poems and Translations
Spenser The Faerie Queene Book VI
Shakespeare The Comedy of Errors
Julius Caesar
Troilus and Cressida
Jonson Complete Poems

390.2 The Dramatic Monologue
Dr Petch
Classes Sem 1: 1.5hr/wk
Assessment 3500w essay

This option is a detailed study of Robert Browning's The Ring and the Book (1868-9). The poem (in 12 books) is based on a murder-trial in seventeenth-century Rome, and is cast as several dramatic monologues by different speakers (including the victim and her killer). In studying the various responses to, and versions of, the murder, the option will explore such issues as language and subjectivity, language and representation, and language as institutional discourse.

390.3 American allegory: From Poe to Pynchon
Assoc. Prof. Tulip, Dr Runcie
Classes Sem 2: 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 offer to 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
Marxism and Literature
Eagleton Walter Benjamin, or Towards a Revolutionary Criticism
Course material will also be provided in class

390.5 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 Catholic 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.
390.6 'Make it new': The American lyric
Dr Gardiner
Classes Sem 2: 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; theories of poetic influence and intertextuality;
(ii) genre and gender; poetic forms of patriarchy, pornography, and misogyny;
(iii) national culture, regionalism and ethnopoetics; and
(iv) psychoanalytic, phenomenological and grammatical modes of reading.

Ezra Pound Selected Poems (Faber)
Marianne Moore Complete Poems (Penguin)
Frank O'Hara Selected Poems ed. Donald Allen (Knopf)
Allison (ed.) The Norton Anthology of Poetry

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 Historical fiction and fictional history
Dr Coleman
Classes Sem 2: 1.5hr/wk
Assessment 3500w essay

This course explores the relationship between history and fiction in a selection of contemporary novels. In terms of reconstructing 'history', several of the novels address themselves to the period of the French Revolution, with focus on women participants and observers, such as Olympe de Gouges, Mary Wollstonecraft, Emma Hamilton and Claire Clairmont.

The rest of the novels are in one way or another preoccupied with colonial slavery and its legacy for the present, as seen from African-American and British West Indian perspectives.

The emphasis of this course will be theoretical, beginning with Lukács and moving on to a consideration of the more complex mediations of literature and history raised by later Marxist, post-structuralist, and post-colonial critics, such as Macherey, Eagleton, Jameson, Frow, Spivak, Bhabha, and Young. Questions for the course might be: what distinguishes historical fiction from other literary genres, and what are the assumptions underlying our own preconceptions of 'history'? Where, for instance, does one locate an 'historical dimension'? How do contemporary novelists foreground the problems of retrieving the past? How do the two 'fields' of history and fiction interrogate each other's narratives? What is the role of narrative pastiche?

Maurilia Meehan Fury: A Novel (Penguin)
Jean Bedirian If with a Beating Heart: A Novel (McPheeGribble)
Caryl Phillips Cambridge (Picador)
Susan Sontag The Volcano Lover: A Romance (Vintage)
Toni Morrison Beloved (Picador)
Jamaica Kincaid Lucy (Picador)
Frances Sherwood Vindication (Phoenix)
T. Coraghessan Boyle Water Music (Granta Books)

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. 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. 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 choose options from more than one group of options within 392.01-41 over the two courses. Each group of options is set out under a separate heading below. Each Special Entry option normally comprises one and a half face-to-face teaching hours per week for a single semester, unless noted as a double option, in which case it runs for one and a half hours over both semesters of an academic year.

Students entering 391-2 are strongly recommended to discuss their option choices with the Coordinator of 392-2/English IV English Language and Early English Literature at the beginning of their third year of study in order to plan a coherent program over the two years. Most of the options available in English 391-2 are also available to Fourth Year Honours students, so it is important to choose options in the third year with the Honours year in mind.

Note: Most of the options listed below are also available to appropriately qualified Honours IV students.

Group 1 The field and the skills
392.01 Literary theory and medieval studies
Prof. Clunies Ross
Classes Sem 1: 1.5hr/wk
Assessment 3000w essay

This option is designed to give an overview of Medieval Studies as an academic discipline, with special reference to English language and literature. Special Entry students specialising in English Language and Early English Literature are encouraged to take this unit in either their Third or Fourth Years.

We will move from a brief history of the study of
English and Germanic philology to an assessment of the academic location of the discipline within Departments of English in the late nineteenth century to the present situation, in Australia and internationally. We will then look at the impact of the major twentieth-century intellectual movements in literary theory, linguistics, patristics and anthropology upon medieval English studies. The option will review some of the current concerns of medieval English studies, often referred to by terms like the New Medievalism and the New Philology, and assess where things stand now with the subject and where they are likely to go in the near future.

**Textbook**
There is no set textbook

**392.02 Medieval manuscript culture**
Dr Rogerson (Coordinator)
**Classes** Sem 2: 1.5hr/wk
**Assessment** assignments

This option is concerned with the primary documents recording the literary culture of England from the Anglo-Saxon period to 1500, and the processes of textual production before Caxton brought printing to England. Palaeographical and other skills acquired in this option provide a valuable foundation for research in medieval studies. Materials will be available from the Department.

**392.03 Research methods in Old and Middle English studies**
[Not offered in 1996, but expected to be offered in 1997]

**Group 2 Old English studies**

**392.04 Elementary Old English**
Mr Jones
**Classes** Sem 1: 1.5hr/wk
**Assessment** essay and exam

This option is also numbered 1.02 *Old English Language.* It aims to give students a basic knowledge of Old English, the language of the earliest written documents in English, and to study closely a small number of Old English texts. The approach will be through tutorial-type sessions rather than lectures.

**Textbook**
*Reading Old English—An Introduction* (available from the Department)

**Preliminary Reading**
M. Godden and M. Lapidge *The Cambridge Companion to Old English Literature* (Cambridge, 1991)

**392.05 The Exeter Book**
Dr Huisman
**Classes** Sem 2: 1.5hr/wk
**Assessment** 2500-3000w essay
**Prereq** 392.04 or 1.02

This option assumes an elementary knowledge of Old English and offers a detailed study of a group of short poems from the Exeter Book usually referred to as the Old English elegies. They include *The Wanderer, The Seafarer, The Wife’s Lament, The Husband’s Message, Wulf and Eadwacer* and *The Ruin.* Knowledge of the grammar and phonology of Old English will also be consolidated.

**392.06 The Junius Manuscript**
Dr Huisman
**Prereq** 392.04 or 1.02
**Classes** Sem 1: 1.5 hr/wk
**Assessment** 2500-3000w essay

The codex now called Junius 11, earlier referred to as the Caedmon manuscript, contains long poems of religious matter usually referred to as *Genesis, Exodus, Daniel, and Christ and Satan.* These are not merely biblical paraphrases; it has been suggested that a knowledge of medieval exegetical and liturgical practices is important in understanding the circumstances of their production and hence, now, in attempting their interpretation. In this option we study these practices, in the context of considering the general problems of interpretation of Old English poetry. The poem *Exodus* is set for close study: extracts will be considered from other poems, including religious poems in other codices.

**Textbook**
P.J. Lucas (ed.) *Exodus*

**392.07-08 Beowulf**
Prof. Clunies Ross
**Prereq** 392.04 or 1.02
**Classes** double option, 1.5hr/wk both semesters
**Assessment** 2hr exam and seminar paper written up as essay

*Beowulf* is the finest surviving Old English long poem. In this option it will be studied as a whole. Selected passages will be set for close study (translation, manuscript readings and editorial treatment of crucial passages, metre, language, etc.). We will also briefly consider the matter of the period of the great Germanic migrations as it is used in Old English heroic poetry (in the poems *Widsith, Deor, Waldere* and the *Finnsburh Fragment,* as well as in *Beowulf*).

**Textbooks**
Joyce Hill (ed.) *Old English Minor Heroic Poems* (Durham and St Andrews Medieval Texts, corrected repr., 1987)

**392.09 The public literature of the Anglo-Saxons**
Mr Kennedy
**Prereq** 392.04 or 1.02
**Classes** Sem 2: 1.5hr/wk
**Assessment** 2hr exam

Vernacular prose written in Anglo-Saxon England for public purposes is unparalleled for quantity and variety anywhere else in western Europe in the early Middle Ages. It includes law codes, wills and charters and administrative documents of many kinds. This option will explore aspects of this literature in the context of an emergent literate culture and against a background of broad social and political developments. Texts and supporting materials will be supplied.

**392.10 Literature from the reign of King Aethelred (979-1016)**
Mr Jones
**Prereq** 392.04 or 1.02
**Classes** Sem 2: 1.5hr/wk
**Assessment** 2500-3000w essay

Most of our datable Anglo-Saxon literature comes
from the long and politically disastrous reign of Aethelred, during which the Alfredian settlement disintegrated to be replaced by an England unified for the first time under Cnut. Prose has now reached full maturity while the traditional verse form is in decline and new conventions are beginning to appear. The option is directed towards increasing students’ fluency in reading Old English, and will cover a variety of texts, including The Battle of Maldon and selections from Aelfric, Wulfstan and the Anglo-Saxon Chronicle.

Textbook
D. Whitelock (ed.) Sweet’s Anglo-Saxon Reader (Oxford U.P., latest edn)

392.11 Aelfric’s religious prose
Mr Jones
Prereq 392.04 or 1.02
Classes Sem 1: 1.5hr/wk
Assessment 2500-3000w essay

This option will involve an extensive study of selections from Aelfric’s Catholic Homilies. It will assume a competence in reading Old English and will concentrate on Aelfric’s thought and its relevance to church and society in his time.

Group 3 Middle English and related literatures

392.12 Reading Middle English
Dr Speed (Coordinator)
Classes Sem 1: 1.5 hr/wk
Assessment assignments

This option examines a range of English verse and prose from the thirteenth to the fifteenth century, produced in a variety of literary, social, and geographical contexts. The aim is to provide students with a sound basis for reading medieval English texts and recognising significant aspects of their composition and transmission. Accordingly, emphasis will be laid on equipping students to discuss Middle English language (vocabulary, grammar, phonology, writing practice) and to relate formal aspects of such texts to their cultural background. This option complements the others in this group, especially 392.02, and will be a particularly useful base for students working in Middle English literature and the history of the language (although it is not a prerequisite for any other option). It is not available to students taking option 2.01-2.

Textbook
J.A. Burrow and Thorlac Turville-Petre A Book of Middle English (Blackwell, 1992)

392.13 Early Middle English texts
[Not offered in 1996, but expected to be offered in 1997]

392.14 Chaucer 1: Troilus and Criseyde
Dr Barnes
Classes Sem 1: 1.5hr/wk
Assessment 3000w essay

This option focuses on the intersecting modes of narrative (principally romance, tragedy, history) in Chaucer’s completed masterpiece and looks at the poem as a self-referential work, preoccupied with questions of textual composition, authority, interpretation, manipulation, and publication.

392.15 Chaucer 2: The art of narrative
[Not offered in 1996, but expected to be offered in 1997]

392.16 Views from Camelot and Troy in the fiction of medieval England
Dr Barnes, Dr Speed
Classes Sem 1: 1.5 hr/wk
Assessment 3000w essay

Camelot and Troy feature in numerous fictional narratives of medieval times, not only as glamorous settings, but also as powerful images of paradoxical forces, sites, variously, of safety or risk, friendship or betrayal, achievement or loss — essentially masculine worlds which may nevertheless be shaped by women. Consideration of the culture of Camelot will focus on three anonymous Arthurian romances recounting adventures undertaken by Arthur and familiar Arthurian heroes. Consideration of the culture of Troy will focus on the Trojan tales in Gower’s Confessio Amantis and Henryronym’s The Testament of Cresseid.

Textbooks
Gower materials will be available from the Department

392.17 Sir Gawain and the Green Knight
[Not offered in 1996, but expected to be offered in 1997]

392.18 Medieval drama 1
[Not offered in 1996, but expected to be offered in 1997]

392.19 Medieval drama 2
Dr Rogerson, Mrs Taylor
Classes Sem 2: 1.5hr/wk
Assessment 3000w essay

This option considers the N-Town play and a number of morality and miracle plays. Emphasis will be placed on close textual study, with particular reference to staging techniques. Modern reconstructions of some plays will be featured in the course.

Textbook
John C. Coldewey Early English Drama: An Anthology (1993)

392.20 William Langland, Piers Plowman
Mrs Taylor (Coordinator)
Classes Sem 2: 1.5 hr/wk
Assessment 3000w essay

This extraordinary and voluminous masterpiece is one of the greatest English literary texts. Composed in alliterative poetry of the late fourteenth century, it combines sermon, dream vision, allegory, satire, and complaint.

Textbook
A.V.C. Schmidt (ed.) The Vision of Piers Plowman: B-Text (Everyman, 1978)

392.21 Medieval literature of prophecy
Dr Quinn
Classes Sem 2: 1.5 hr/wk
Assessment 2500-3000w essay
In this option we will focus on the work of late medieval English mystics, both women and men, in the context of the literature of prophecy and vision. The identification of prophetic wisdom with a female voice will be explored with reference to a range of other medieval texts, some in translation.

Textbook
F. Beer *Women and Mystical Experience in the Middle Ages* (Boydell & Brewer)

392.22 The literature of history in medieval Britain
Dr Speed (Coordinator), Dr Fulton, Mr Jones
Classes Sem 2: 1.5 hr/wk
Assessment 3000w essay

This option considers the literary traditions of Western historical writings as they developed in Britain and gave expression both to universal Christian concerns and to the insular consciousness of nationality. Particular attention will be given to works of Bede, Geoffrey of Monmouth, and Gerald of Wales, and some reference will also be made to the Bible, Virgil’s *Aeneid*, Eusebius’ *History of the Church*, Augustine’s *City of God*, Orosius’ *Seven Books of History against the Pagans*, Gildas’ *Ruin of Britain*, Gregory of Tours’ *History of the Franks*, and the *History of the Britons*.

Textbooks

Some material will also be available from the Department

392.23 The quest for origins
Dr. Barnes, Prof. Clunies Ross, Dr Speed
Classes Sem 1: 1.5 hr/wk
Assessment 3000w essay

The quest for social and cultural identity through reference to legendary and historical origins is a major concern in English and Scandinavian medieval literature, and this option explores the expression of that quest in a number of English and Norse texts (in translation). In the Scandinavian context the focus will be on: (i) the mythologising of landscape, mapping of the cultural geography of pagan Iceland by Christian writers, and use of genealogy to connect the past with the present; (ii) the founding of Iceland’s west Atlantic colonies. Of special interest in the English context is the story of Havelok, king of England and Denmark, which was recounted variously as history and romance. The English *Havelok* will be the focal text for an investigation into the medieval and modern discourse of the nation.

Textbooks
A reading list will be provided, and some materials will be available from the Department

392.24 Phonology
Mr Jones

392.25-28 Systemic functional grammar and discourse analysis
Mr Williams
Classes Sem 1 and 2: (double option, 1.5hrs/wk for 2 semesters)
Assessment Sem 1: take-home exam, Sem 2: 2500-3000w essay

This theory of English grammar is particularly concerned with descriptions of meaning in texts. The option is an introduction to the analytic techniques of the grammar, and to their use in a range of research and practical contexts, such as the study of literary texts and various kinds of educational texts.

Note: This option is not available to students who have completed or are currently enrolled in Linguistics 201 LSC, 406, 408, 413, 420, 421.

Textbook
M. A. K. Halliday *An Introduction to Functional Grammar* (Edward Arnold, 1985)

392.27 Varieties of English grammar
Mr Jones
Classes Sem 2: 1.5hr/wk
Assessment 2500-3000w essay

In this option we will compare ways of talking about English grammar — systemic, generative and traditional among others — and consider why one might choose one approach or another to a particular problem.

392.28 The development of modern English
Mr Jones
Classes Sem 1: 1.5hr/ wk
Assessment 2500-3000w essay

Modern English is traditionally dated from the beginning of printing in the second half of the 15th century. In this option we will discuss the changes in the language since that time, with particular reference to the origins and growth of Standard English and to the representation of that language on the printed page.

392.29 Media communication theory
Dr Fulton
Classes Sem 2: 1.5hr/ wk
Assessment classwork and 2500w essay

This option offers further work in media studies for students who have already taken the *Communication and the media* option in Area 6. This is not a formal prerequisite but the course does assume some basic knowledge of media studies. Topics include the rise of the mass media, theories of media in society, institutional aspects of the media, theories of media text production, and the construction of media audiences.

Textbook
D. McQuail *Mass Communication Theory* (Sage, 1991)
This option will focus on the historical construction of the genre 'poetry', with particular emphasis on the context of technological practices of literacy and the contingent relations of reading, writing and printing. Particular emphasis will be given to discussing the development of the 'literate' subject, including discussion of what seems 'natural' or 'usual' in contemporary practices of composing/performing/reading/hearing poetry. Individual poems from the Anglo-Saxon period to contemporary Australian poetry will be discussed.

An overview of the historical development of recent literary theories (relevant to a detailed or linguistic approach) will be given in order to illustrate the generic assumptions about poetry which different theorists have maintained.

Although the lectures focus specifically on the genre 'poetry', students may choose to discuss another genre for their assessment.

This option examines questions of textual authority in relation to two social domains which are centrally constructed through language, the institution of the law and the institution of literature. What practices of production and interpretation of texts are associated with these institutions? Recent critical legal studies and recent developments in literary theory have suggested many overlapping concerns. These concerns include such issues as the source of authority in meaning and the historical construction of 'truth', the textual positioning of subjectivity and the social inscription of 'the body', the function of narrative or 'story', the complex relations of written and spoken texts.

Extracts from both legal and literary texts will be discussed in class. This textual study will be developed in the context of recent scholarly work relevant to the study of institutional practices, with particular emphasis on the writings of Michel Foucault and Pierre Bourdieu.

Textbooks
- Paul Rabinow (ed.) The Foucault Reader (Penguin, 1986)

This option will trace the history of the English language from its Indo-European origins to the end of the Old English period. Selected Old English texts will be studied. Some acquaintance with Old English is desirable.
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.

392.37-38 Old Irish
Dr Fulton
Classes Sem 2: double option (3hr/wk)
Assessment classwork, essay and 2hr exam
This option offers further work in Old Irish for students who have already taken at least one semester of Old Irish.

Textbooks
J. Strachan Stories from the Ttin (Dublin, 1970)
J. Strachan Paradigms and Glosses (Royal Irish Academy, 1970)

392.39-40 Middle Welsh
Dr Fulton
Classes Sem 2: double option (3hr/wk)
Assessment classwork, essay and 2hr exam
This is an option for students who want access to Middle Welsh texts in the original language. The option is also offered at Pass level (Option 1.11).

Textbooks
R.L. Thomson Pwyll Pendeuic 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 entry requirement and they must have passed at least two 2-hour options from each of Areas 3 and 4 and
2. Students entering English IV Honours English Language and Early English Literature must meet the entry requirement. 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.

1. The English Renaissance
2. Seventeenth century literature
3. Eighteenth century literature
4. Women’s writing c.1600-1750: rhetoric, gender, sexuality
5. Literature of the Romantic period [Not offered in 1996]
6. Romanticism and the nineteenth century
7. The Edwardians
9. The theory, criticism and practice of literature
10. American literatures: ‘Red, black, blond, and olive’

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 in each unit is a 3 hour examination, and a 3000 word essay.

(1) The English Renaissance
Dr Miller
Classes Yr

First Semester: Two mythographers
An intensive study of Philip Sidney and Edmund Spenser, through their writing and rewriting of major Renaissance genres (pastoral, romance, sonnet sequence, judicial oration, epic). We shall consider their use of these genres in creating and questioning Renaissance mythologies of Protestant nationhood, monarchical and aristocratic authority, love and sexuality, and the place of the poet.

Sidney Old Arcadia
Astrophil and Stella
Defence of Poetry
Spenser The Shepheardes Calender
The Faerie Queene, Books I-III

Second semester: A short view of the English stage
Three groups of plays from key phases of Renaissance drama, which also develop the themes studied in first semester.

(a) The creation by Kyd and Marlowe of a tragic idiom capable of interrogating religious and political orthodoxy.
(b) Plays from the middle part of Ben Jonson’s career, exhibiting a virtuoso classicism and a tension between didacticism and comic anarchy.
(c) The formally experimental and mythically suggestive use of romance in the late plays of Shakespeare.

Kyci The Spanish Tragedy
Marlowe Tamburlaine, Parts I and II
Doctor Faustus
Jonson Sejanus
Volpone or The Alchemist
Bartholomew Fair
Shakespeare Cymbeline
The Winter’s Tale
The Tempest

(2) Seventeenth-century literature

Prof. Wilding
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 The 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)
Wotton The Compleat Angler (World’s Classics)
Burynan Graces Abounding (Penguin)
The Pilgrim’s Progress (Penguin)
Aphra Behn Oroonoko or, The Royal Slave (Norton)
Further poetry, as selected, from The Norton Anthology of Poetry

(3) Eighteenth-century literature

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.

Brooke Emily Montague (Carlton U.P.)
Cleland Fanny Hill
Gibbon Memoirs of My Life (Penguin)
Goldsmith Poems (selected in class)
Johnson and Boswell Journey to the Western Islands and Tour of the Hebrides (Penguin)
Pope The Dunciad
Smollett Humphry Clinker (Penguin)
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 Women’ (Penguin)
Wortley Montagu Turkish Letters (Virago)

(4) Women’s writing c. 1600-1750: rhetoric, gender, sexuality

Dr Lilley
Classes Yr

This course will examine a wide variety of Renaissance, Restoration and earlier Eighteenth Century writings by women across a range of genres including utopia, prophecy, imaginary voyage, travel narrative, romance, sonnet sequence, tragedy, narrative poetry, autobiography, scandalous memoir, dream-vision, satire, polemic, pastoral and elegy. 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.

Elizabeth Cary The Tragedie of Mariam ed. Ferguson
Mary Wroth The Poems of Lady Mary Wroth ed. Roberts
Graham, Hinds, Hobby and Wilcox (eds) Her Own Life (Routledge)
Aphra Behn Oroonoko and other writings ed. Salzman (World’s Classics)
Margaret Cavendish The Blazing World and other writings ed. Lilley (Penguin)
Roger Lonsdale (ed.) Eighteenth Century Women Poets (Oxford)
Sarah Fielding The Adventures of David Simple ed. Kelsall (World’s Classics)
Charlotte Lennox The Female Quixote ed. Doody (World’s Classics)
Morgan (ed.) Female Playwrights of the Restoration (Everyman)

Recommended
A reader will also be made available containing selections from Isabella Whitney, Mary Sidney, Amelia Lanier, Rachel Speght, Bathua Makin, Katherine Philips, Mary Astell, Jane Barker, Eliza Haywood and Charlotte Charke

(5) Studies in Romanticism

[Not offered in 1996]

(6) Romanticism and the Nineteenth Century

Dr Jackson
Classes Yr

‘There are two men, recently deceased, to whom their country is indebted not only for the greater part of the important ideas which have been thrown into circulation among its thinking men in their time, but for a revolution in its general modes of thought and investigation.’ (J.S. Mill, ‘Bentham’) Mill’s ‘two men’ are Jeremy Bentham and Samuel Taylor Coleridge. But the opposing modes of thought and ways of seeing he associates with them are arguably not confined to Bentham and Coleridge alone: they might be said to shape the work of other writers during this period. Beginning with the investigation of some antagonistic tendencies within ‘Romanticism’ this course will explore some of the ways in which certain experiences and preoccupations central to the work of Wordsworth and Blake persist, develop and are transformed during the nineteenth century.
(1) Setting the Scene

Mill 'Bentham' and 'Coleridge'
Selections from Wordsworth Gill (ed.) (Oxford Authors)
Blake Selected Writings Stevenson (ed.) (Penguin English Library)
Austen Sense and Sensibility (Penguin)

(2) The Romantic Inheritance

Carlyle Selected Writings Shelston (ed.) (Penguin Classics)
Emily Bronte Wuthering Heights (World’s Classics)
Eliot Silas Marner (Penguin)
Dickens Hard Times (World’s Classics)
Selections from The Portable Victorian Reader Haight (ed.) (Penguin)
Poetry as selected from The New Oxford Book of Victorian Verse Ricks (ed.)

(3) Art, Religion, Science and Social Criticism

Gaskell Mary Barton (Penguin)
Selections from The Portable Victorian Reader Haight (ed.) (Penguin)
Eliot Daniel Deronda (Penguin)
Hardy Jude the Obscure (World’s Classics)
Poetry as selected from The New Oxford Book of Victorian Verse Ricks (ed.)

(7) The Edwardians

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 Gerhardt
Woolf The Voyage Out

The social order
Bennett The Old Wives Tale
Forster Howards End
Ford The Good Soldier
Shaw Heartbreak House, Pygmalion

A New Poetic?
Hardy Selected Poems
Housman A Shropshire Lad
Brooke Poems
Eliot Proust

Changing Frontiers
Kipling Kim
Conrad Under Western Eyes
Leacock Sunshine Sketches of a Little Town
Duncan The Imperialist

Newer Modes
Richardson Maurice Guest
Joyce Dubliners
Mansfield In a German Pension

(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)
Romanic Critical Essays Bromwich (ed.) (Oxford)
Frye Anatomy of Criticism (Princeton)
Williams Marxism and Literature (Verso)
Fish Is There a Text in This Class? (Harvard)
Derrida Acts of Literature (Routledge)
Steiner Real Presences (Faber)

II Writing as theory

Shakespeare The Tempest
Poop The Rape of the Lock
Sterne Tristram Shandy
Shelley Frankenstein
Stevens Selected Poetry (Faber)
Woolf Orlando
Stoppard Travesties (Faber)

III Reading as theory

Leavis The Great Tradition (Pelican)
Auerbach Mimesis (Princeton)
The Purloined Poe Muller and Richardson (eds) (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 well be 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 Amerindian 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 Peterson
Leslie Marmon Silko Ceremony

(8) English Literature, 1915-1990

[Not offered in 1996]
**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

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### 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 IV English literature since 1500 or Australian literature IV. As the English language and Early English literature options are each weighted at a little less than other English IV and Australian literature options students from these areas taking English language and Early English literature options will be expected to write slightly longer essays or other forms of assessment.

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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 1996 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.

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### Australian Literature

(English Department Area 5)

The following Senior level courses are available.

- Australian Literature 201 (8 units)
- Australian Literature 202 (8 units)
- Australian Literature 301 (8 units)
- Australian Literature 302 (8 units)
- Australian Literature 390 (8 units)
- Australian Literature 391 (8 units)
- Australian Literature IV

See the Table of Courses for entry requirements.

### 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 1996-97, subject to appropriate levels of enrolment and availability of staff:

(a) **Fiction**

- 5.01 Six Australian romances (Sem 2, 1996)
- 5.02 The short story (Sem 1, 1996)
- 5.03 Australian epic (Sem 1, 1997)
- 5.04 Contemporary Australian writing (Sem 2, 1997)

(b) **Poetry**

- 5.05 Australian poetry, 1900-1950 (Sem 1, 1996)
- 5.06 Contemporary Australian poetry (Sem 1, 1996)
- 5.07 Reconsiderations in Australian poetry (Sem 2, 1996)
- 5.08 Australian poetry, Fifties and after (Sem 2, 1997)

(c) **Drama and media studies**

- 5.09 Nineteenth century Australia on stage (Sem 1, 1996)
- 5.10 Novel and the media (Sem 2, 1996)
- 5.11 Recent Australian drama (Sem 1, 1997)
- 5.12 The Australian stage (Sem 2, 1997)

(d) **Comparative, thematic and other studies**

- 5.13 Reorientations: Australian literature and its region (Sem 1, 1996)
- 5.14 Non-fictional prose (Sem 2, 1996)
- 5.15 Homotextuality (Sem 2, 1996)
- 5.16 Recent Aboriginal and Maori writing (Sem 1, 1997)
- 5.17 Australian literature, 1788-1901 (Sem 2, 1997)

(e) **Special Studies**

- Prerequisite: 16 Senior units from Australian literature or English

- 5.18 Creative writing (Sem 2, 1996)
- 5.19 Special study of an Australian author (Sem 1, 1996)

Before proceeding to Australian Literature IV, 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.
There may need to be late changes to text lists and students are advised to consult the Department early in the year, before buying their texts.

5.01 Six Australian romances
Classes Sem 2: 1hr
Assessment 1.5hr exam

Romance is perhaps the most popular form of fiction, yet it is also in some ways the one most interrogative of popular preconceptions. This course will examine the role played by romance in Australian fiction, focusing both on the changes wrought to the form by Australian authors, and its use in the questioning of Australian social values. The course will be wide-ranging, but close attention will be paid to the following texts:

D. Malouf An Imaginary Life (Penguin)
H.H. Richardson Maurice Guest (Mandarin)
K.S. Frichard Intimate Strangers (Angus & Robertson)
C. Stead For Love Alone (Angus & Robertson)
A. Weller Going Home (Allen & Unwin)

5.02 The short story
Dr Rowe
Classes Sem 1: 1hr
Assessment 1.5hr exam

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.

5.06 Contemporary Australian poetry
Dr Brooks
Classes Sem 1: 1hr
Assessment take-home exam

This course considers some of the different directions which Australian poetry has taken since the 1960s.

R. Adamson Selected Poems (U.Q.P.)
B. Beaver Selected Poems (U.Q.P.)
D. Hewett Selected Poems (Fremantle Arts Centre Press)
J. Maiden Selected Poems (Penguin)
J. Tranter Selected Poems (Hale & Iremonger)
F. Zwicky Selected Poems (U.Q.P.)

Other texts may be recommended in class

5.07 Reconsiderations in Australian poetry
Dr Rowe
Classes Sem 2: 1hr
Assessment essay

In 1996 this course will involve reconsiderations of:
(a) The poetry of Gilmore, McKellar and Harford
(b) The Jindyworobaks
(c) Ern Malley
(d) Hampson and Llewellyn (eds.) The Penguin Book of Australian Women Poets

Textbooks
There are editions of Harford (ed. Modjeska, Angus & Robertson), The Jindyworobaks (ed. Elliott, U.Q.P.) and Ern Malley (Angus & Robertson). In some cases there are no editions in print and students will be expected to work with library material

5.09 Nineteenth-century Australia on stage
Prof. Webby
Classes Sem 1: 1hr
Assessment essay

A study of theatre in nineteenth-century Australia and of some contemporary dramatic reconstructions of nineteenth-century Australia.

G. Darrell The Sunny South (Currency)
C. Harpur Slatwa! the Bushranger (Currency)
E. Geoghegan The Currency Lass (Currency)
M. Gow 1841 (Currency)
V. O'Sullivan Billy (Victoria University Press)
H. Porter The Tower in Three Australian Plays (Penguin)
G. Walsh Australia Felix (U.Q.P.)
T. Wertenbaker Our Country's Good (Penguin)

5.10 Novel and the media
Prof. Webby
Classes Sem 2: 1hr
Assessment take-home exam

This option considers Australian novels as literary texts and as they have been adapted for stage, film and television.

Texts will include:
M. Clarke For the Term of His Natural Life (Angus & Robertson)
M. Franklin My Brilliant Career (Angus & Robertson)
C. Koch The Year of Living Dangerously (Grafton)
J. Lindsay Picnic at Hanging Rock (Penguin)
S. Rudd On Our Selection (Currency)

5.13 Reorientations: Australian literature and its region
Dr Brooks, Dr Rowe
Classes Sem 1: 1hr
Assessment take-home exam

The course will survey evolving attitudes toward and consciousness of Southeast Asia and the South Pacific in Australian literature, and relate these to other patterns and structures within that literature.

Texts will include:
R. Stow Visitants (Picador)
R. Drewe A Cry in the Jungle Bar (Picador)
C. Koch The Year of Living Dangerously (Grafton)
B. d'Alpuget Turtle Beach (Penguin)
T. Astley Beachmasters (Penguin)
N. Jose The Avenue of Eternal Peace (Penguin)
B. Castro After China (Allen & Unwin)
A. Miller The Ancestor Game (Penguin)

5.14 Non-fictional prose
Assoc. Prof. Mitchell
Classes Sem 2: 1hr
Assessment 1.5hr exam

Australian Literature
O'Dowd
McAuley
Hope
Slessor
FitzGerald
Brennan

Poems set for study are:

emphasis will be on modern poetry.

Authors discussed will include colonial poets, but the

5.21 Poetic narratives and sequences
English 390, 391 or 392 options

5.22 Patrick White

The Aunt's Story, Voss, Riders in the Chariot, The Vivisector, A

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 21 October 1996.

Australian criticism and critical theory (compulsory)
Dr Brooks, Dr Anderson

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.)
M. Fallon Working Hot (Syllaba Press)
K. Greiville Dark Places (Picador)
R. Langford Don't Take Your Love to Town (Penguin)
E. Langley The Pea Pickers (Angus & Robertson)
European Studies is an interdepartmental and interdisciplinary course which provides opportunities for all of those with 'European' interests to exchange ideas with others in related but often separate areas. Europe is passing through a period of fundamental change. For instance, 1992 was to have been the 'Year of Europe', the year in which the final amalgamation of the members of the European Communities into a European Union, a common homeland without borders, was to take place. However, the plans of the European Communities were formulated well before the sudden changes in Eastern Europe, and the intentions of '1992' were superseded before they could be implemented. Suddenly the former Soviet Union had been replaced by a dozen new national states, the socialist regimes of the other nations of Eastern Europe had all collapsed, and East and West Germany had been reunited in a new, large, and powerful Federal Republic. What this means for the political and economic structures of the entire region is still very much an open question, and equally problematic is the impact of these changes in cultural and artistic life. Several Eastern European nations have applied to the European Union for membership — and indeed so has Turkey. Some have argued that the entire definition of 'Europe' will have to be reconsidered. Who is a 'European' and what does this mean? may become the key questions of the rest of the decade and beyond.

The excitement of the times translates dramatically into teaching. For those who teach in the course, European Studies is a wonderfully stimulating opportunity to engage oneself in contemporary themes with the active involvement of very talented and interested students.

Students are strongly encouraged to develop fluency in at least one European language other than English.

European Studies is coordinated by Assoc. Prof. Ben Tipton (Department of Economic History, Merewether Building, tel. 351 3080).

**European Studies 201** 8 units

*Interdisciplinary Approaches to the Study of Contemporary Europe*

Dr Liz Rechniewski

Classes Sem 1: 2 lec/wk

Assessment one 3000w essay or three 1200w essays; other assignment; coursework

**European Studies 202** 8 units

*Interdisciplinary Approaches to the Study of Contemporary Europe*

Dr Liz Rechniewski

Classes Sem 2: 2 lec/wk

Assessment one 3000w essay or three 1200w essays; other assignment; coursework

European Studies 201 and 202 are intended to introduce students to a variety of topics in the study of European society and culture in an intensive seminar environment. The courses are organised on a modular basis, with each section designed and presented by members of the participating departments. The topics vary from year to year, depending on the interests of the staff members involved. There is no rigid division between the two semesters, but typically topics in European Studies 201 focus on the nineteenth and early twentieth centuries, while topics in European Studies 202 concentrate on the period since 1945. Topics in recent years have included the origins of European nationalisms, industrialisation in Europe, the conservative, liberal and socialist traditions in European thought, the rise of the national state, the rise of fascist movements, the influence of fascism in
European literature, women in European society, modernism and post-modernism in European literature, Eastern European economies, Soviet and post-Soviet politics, ethnic conflict in the former Soviet Union, and the democratic deficit in Western European politics.

Students are strongly encouraged to complete a sequence of study in a European language in addition to their work in European Studies.

Pass course
Candidates for the Pass degree of Bachelor of Arts may count up to 76 units from Fine Arts towards degree requirements. There is no entry requirement for 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 390

Honours course
Candidates for honours in Fine Arts are required to obtain Credit results in 60 units of Fine Arts (including 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

Introduction to fine arts
Classes (2 lec & 1 tut)/wk
Assessment two 1200w essays, one visual test, one take-home exam (the Workshop option may be substituted for one of the essays)

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, 202, 203, 204, 205, 206, 207, 208

These courses consist of one of the options listed below under Fine Arts Senior level options.

Fine Arts 390

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 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 Arts 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. Students should check with Department for semester and timetable details in September, before pre-enrolling.

1.1(b) The art of modern Asia
Dr Clark
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.

1.1(c) The art of Southeast Asia
Dr Clark
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment one 3000w essay & one 1500 tut paper

The course provides the student with four basic types of understanding for the art of our nearest neighbours which should be invaluable for further study and reference when visiting Southeast Asia. The main areas covered are the iconography and architecture of the Hindu-Buddhist kingdoms, craft practice (chiefly textiles) as an index of inter-regional links, the institutions of modern art and the modern state, and the political and gender-related issues of current practice.

1.1(d) History of Momoyama and Edo art
Dr Clark
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment one 3000w essay & one 1500w tut paper

The course examines the history of Japanese art in its early modern formation from the early 16th to early 19th centuries. Particular attention will be paid to painting and prints, and the latter third of the course will re-construct both the intellectual and social milieu which gave rise to Ukiyo-e prints and paintings of the courtier quarters.

1.1(e) The art and architecture of modern Japan
Dr Clark
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one 3000w essay & one 1500w tut paper

The course examines the development of modern Japanese art since 1850, and in addition to painting and sculpture, extensive reference will also be made to crafts and architecture. Some of the critiques of modernity and their recent postmodernist recapitulation will be examined.

1.1(f) Asian Film Studies
Dr Clark
Classes Sem 2: 1 lec & 1 tut & 1 directed viewing
Assessment one 3000w essay & film analysis

This course examines Asian cinema with reference to about fourteen films selected from the cinemas of Japan, China, and India. Students will learn how to analyse a film in terms of its cultural background and the history of film in the country from which it originates.

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 1780-1799: The age of revolution
Prof. Spate
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment essay, visual test, tut paper
[Not offered in 1996]

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 focus 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'; the representation of gender, race and class; 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; 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.

4.4 Modernism
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 irresponsibility, madness and desire. It will also consider the relationship between the arts and contemporary philosophical and theoretical investigations 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 2: (one 1hr lec & one 2hr tut)/wk
Assessment 3000w essay or curatorial proposal & 2000w tut paper
This course examines art practices, market and curatorial issues as they are being debated in contemporary art, and contextualises current challenges to established cultural categories, forms and histories. Certain practices, artists and trends are accorded paradigmatic status to identify issues of regionalism, the politics of gender, cultural identity and the changing political and cultural world of order, and to trace the slow combination of dominant cultural traditions of Europe and North America. Tutorials will include visits to significant national and international exhibitions, such as the Biennale of Sydney, and students are encouraged to work with contemporary museum holdings.

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.

4.7 Masterpieces and metapictures
Dr Pefanis
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one 2000w tut paper & one 3000w essay
Throughout the 20th century certain key pictures from Lascaux to Cindy Sherman have provided a focus for critical and philosophical reflection and debate. This course is designed to examine these philosophical debates in some detail and is a survey of aesthetic objects that have been taken up by 20th century philosophy and theory. Many if not most of these pictures are what were once considered to be masterpieces; those that are not have at least become canonical, if only through the philosopher's interest in them. Foucault's Las Meninas (Velazquez) is the archetype of this picture. To this we would add his This is not a Pipe (Magritte), Louis Marin's Et in Arcadia Ego (Poussin), Freud's Moses (Michelangelo), Steinberg's Demoiselles (Picasso), Lacan's The Ambassadors (Holbein), Lyotard's Large Glass and Given (Duchamp), Heidegger's Shoes (Van Gogh), Bataille's Lascaux (anonymous), and no doubt Deleuze's Innocent X (Bacon), and others, starting out with the Urtext of the genre, Aristotle's Grapes (Zeuxis). The course will be organised around the examination of one of these pictures and the attendant criticism per week.

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.

5.3 Australian art and society since 1940
Dr Moore
Classes Sem 2: (2 lec, 1 tut and 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 assimilation, integration and current debates about Australian art criticism, curatorial practice and arts administration; current debates on Australian art history.

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 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, expositions and planning will be undertaken. Interpretations of American life in literature and sociology will also be relevant.

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 which pay tribute to and work with ideas generated by silent cinema.
7.2(a) Film Studies II: approaches to independent, documentary, horror/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 postmodernist film practices) and the documentary film (engaging problems of authenticity, propaganda, information, education, observation, intervention, direct and indirect address).

Part III
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 7.1b 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.

7.4 Reanimators: The theory of film, television and computer animation
Dr Cholodenko
Classes Sem 2: (2 lec, 1 tut & film screenings)/wk
Assessment one 3000w essay & tut paper

The course examines the history of film, television and computer animation and the history and nature of their theorising. Through weekly screenings of major examples of the range of modes and types of animation, it propounds a theory of animation consistent with 'post-structuralist' and 'postmodern' approaches to film, art and culture—one that offers new ways to analyse and criticise both animation practices and received understandings of it (the institutions of Film Studies and Animation Studies) and to recontextualise not only animation but cinema. The course examines the major writings on animation, including Donald Crafton's Before Mickey: The Animated Film 1898-1928, Eisenstein on Disney, Leonard Maltin's Of Mice and Magic and Norman Klein's Seven Minutes, as they bear upon the works being screened and upon the history of theorising animation. The specific historical and theoretical texts on animation in general and these films in particular will be inflected with the work of Baudrillard, Virilio and Derrida (work the course privileges), as well as with contemporary writing in such areas as speed, war, science and technology, nuclear apocalypse, genetic engineering, artificial intelligence, virtual reality, automata/robots/cyborgs, video/computer games, theme parks, toys, etc.

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)

The course introduces students to methods of interpreting heritage values and assessing cultural significance. It offers knowledge and skills that will enable students to undertake more detailed heritage studies and assist them in gaining work in related areas. Australian nineteenth-century architecture, environments and material culture are examined in the light of recent approaches to restoration,
conservation and presentation to the public. Theories of everyday life, the modern past, public history, local and marginal cultures will be studied as well as the interaction between heritage and community issues. Students will be expected to visit local sites in class hours and to undertake a small project involving research.

- **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.

- **9.3 Thinking ecodesign**
  Dr Fry
  Classes: Sem 1: lecture/classwork and workshop — all held at the Ecodesign Display and Research Centre, Rozelle
  Assessment: by 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**
  (Compulsory for intending honours students)
  Assoc. Prof. Smith
  Classes: Sem 1: (1 lec & 1 tut)/wk
  Assessment: 6000w essay or equivalent

This course aims to acquaint intending honours students with the main theoretical influences currently at work in the area of the Fine Arts.

- **10.2 Theories of the image**
  Dr Pefanis
  Classes: Sem 2: (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


- **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.

- **11.3 Style**
  Dr Carter
  Classes: Sem 1: (1 lec & 1 tut)/wk
  Assessment: one 2000w paper (or equivalent) & one 3000w essay

This course will look at the persistent presence of the idea of style in the study of the Fine Arts since the nineteenth century. It will examine the tradition of German stylistics in Art History as well as a number of contexts in which the idea of style has undergone elaboration, for instance works of art, styles of life and whole civilisations. The course will then relate the idea of style to such areas as ornament, animals, and clothing.

**Fine Arts IV Honours**

The Fine Arts IV course has 3 components: a dissertation and 2 semester-length seminars chosen from a pool of options. Intending Fine Arts IV 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 feminism 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-siècle
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 nationalism 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-siècle 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 useful.

(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) The Animation of Cinema
An enquiry into the relation of animation and cinema, cartoon and live action film, via 'poststructuralist' and 'postmodernist' approaches to the subject, with screening and analysis of relevant films and reading of relevant writings of Baudrillard, Virilio and Derrida (which work this option privileges), as well as an in-depth examination and critique of texts addressing the specific films screened and issues raised by those films, including horror/SF, war, science and technology, nuclear apocalypse, genetic engineering, artificial intelligence, virtual reality, automata/robots/cyborgs, video/computer games, theme parks, toys, etc.

(g) Art History, Theories and Practices
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 presented in the form of both class papers and essays; (iii) will take the form of writing exercises with stipulated frameworks.

(h) Design and television
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'.

(l) Colonial Australia and the South Pacific: constructions of the 'other'
Visual images of South Pacific peoples and Australian Aborignals continued to intrigue the Western world throughout the nineteenth century. Early interest in the painted image of indigenous societies was later replaced by a fascination with photographs and postcards. And throughout this period artefacts were collected as representative of the seemingly strange cultures and customs. The course focuses on issues concerned with the construction of South Pacific Island peoples and Australian Aborignals as 'other': it extends this debate into a study of nineteenth-century ideas of collecting, museum display and exhibitions.
The strategies and temporal dimensions of cultural identification are considered in the light of current debates on colonialism, cultural relativity and imperialism. Specific areas of study include post-colonial theories of ethnocentrism, the stereotype, the body, the fetish and regimes of power/knowledge. Texts used in discussion include relevant writings of Homi K. Bhabha, James Clifford, Cornell West and Hayden White.

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 four strands, namely:
- French linguistics (available in second and third year)
- French literature (available in second and third year)
- The social sciences and the French-speaking world (available in second and third year)
- Le français dans le monde (available in second OR third year)

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 AB 101) 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:
- A101 Students having a 2 unit HSC or matriculation in French.
- AB 101 Students having School Certificate level French or HSC 2 unit general or 2 Unit Z
- B101 Students having no previous experience of French.

Students should note that not more than 82 units from the same subject area may be counted towards the 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:

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<th>Stream/Optional additional courses</th>
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Notes

*Transfer from B Stream to A Stream:

**Standard track**
- B 101 (12 units)
- B 201 (16 units)
- A 201 (16 units)
- A 301 (16 units)

**Fast track transfer**
- B 101 (12 units)
- B 201 (16 units)

Optional additional unit: B103

Optional additional units: no more than two of:
- B 203, B 204
- A 203, A 204, 290, A 303
- A 304, 390

Location
A 203, B 203 and B 204
A 301 (16 units) A 303 and A 304
† Alternative third year courses
A 310 (8 units), A 311 (8 units), A 312 (8 units), A 313 (8 units)
B 310 (8 units), B 311 (8 units), B 312 (8 units), B 313 (8 units)
These units allow students not intending to continue in French to complete parts of the A 301 and B 301 16 units courses as independent 8-unit courses.

Assessment
Assessment in the Department is cumulative and is mainly (but not exclusively) based on classwork, regular exercises, essays and tests.

Practical language
There is a standard language level for each year, which will suit the needs of the majority of students in that year, but the Department will also attempt to cater for the needs of students requiring more advanced work. Students will not be moved from the standard language level in their year without an interview and a thorough discussion with an adviser.

Honours
Under the new resolutions students are admitted to honours on completion of the requirements for the degree at the end of the third year of the course. For prerequisites for admission to honours see Course Sequences above.

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 Djité 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).

Textbooks and duplicated material
Booklists are subject to revision, and students should check with the Department when they register.
In all French courses textbooks are supplemented by duplicated material produced by the Department.

Quotas
The Department is opposed to the notion of quotas in strands, but staffing problems and planning difficulties may make some restrictions unavoidable. It might also be necessary to withdraw course offerings which attract too few students.

Student applications
Applications for exemption from departmental rules and course arrangements will be referred to the Department's Committee for Undergraduate Studies.

Overlapping of courses
Students may not take any two courses which overlap substantially in content.

Departmental government
Students participate formally in departmental decision-making through the Staff/Student Liaison Committee and the Departmental Board.

Junior level courses
French 113 Short reading course in French
6 units
Coordinator: Mr Walkley
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)

French A 101
12 units
Coordinator: Dr Grauby
Classes Yr: (2 lec & 3 tut)/wk
Assessment continuous

Syllabus
1. Practical Language
Mr Durel
Classes Yr: 3 class./wk
Assessment continuous

This course seeks to develop speaking, writing, listening and reading skills while providing an insight into contemporary French culture. The course uses a communicative approach to language learning. Students' active participation through team work, role playing and other interactive techniques is an essential aspect of all classes.
As well as attempting to provide individual and continuous feedback on performance, the course aims at developing students' ability to evaluate their own work, through self and peer evaluation. Learners' autonomy is also encouraged through the use of independent learning contracts.

Textbook
To be announced

1 Applications for credit and advanced standing must be submitted to the Faculty.
2. Reading
Coordinator: Dr. Rechniewski
Classes Yr: (1 lec & 1 tut)/wk
Assessment: assignments, essays, exam

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 and 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
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
Coordinators: Sem 1 Prof. Martin; Sem 2 Assoc. Prof. Steele
Classes Yr: (2 lec & 3 tut)/wk
Assessment: continuous

Syllabus
1. Practical language
Classes Yr: (1 lec & 2 tut)/wk
Sem 1 Prof. Martin; Sem 2 Assoc. Prof. Steele

This course provides a systematic review of the grammar of spoken and written French, building on students’ previous experience of the language. Students will be encouraged to develop their speaking fluency in everyday situations and the ability to read a variety of modern French texts.

Textbooks
J. Courtillon and S. Raillard Archipel 1, Livre de l’étudiant (Didier)
R. Steele and J. Zemiro Révisions I (Hachette) (first semester)
R. Steele and J. Zemiro Révisions II (Hachette) (second semester)

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.

Textbooks
Anthology of texts to be provided by the Department
Reference books
P. Robert et al. Le Petit Robert (Société du Nouveau Littéra) or Le petit Larousse (Librairie Larousse)
Collins-Robert French Dictionary or Harrap’s Concise French and English Dictionary
R. Steele and J. Zemiro Révisions I (Hachette)

French AB 103 The making of modern France 6 units
Coordinator: Dr. Rechniewski
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. 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
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
Janine Courtillon and Geneviève-Dominique de Salin Libre Echange I (Hatier-Didier)
Anthology of texts to be provided by the Department
Reference book for purchase
Mary E. Coffman French Grammar (McGraw-Hill Book Company — ‘Schaum’s Outline Series’)
Collins-Robert French Dictionary or Harrap’s Concise French and English Dictionary

French B 103 The making of modern France
6 units
Coordinator: Dr Rechniewski
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.
Textbooks
Dossier de textes provided by the Department

Senior level courses
French A 201
16 units
Coordinator: Dr Djité
Classes Yr: 4 class/wk
Assessment mainly continuous
Syllabus
1. Practical language
Mr Gabriel
Classes Yr: 2 class/wk
Assessment continuous
This course provides a review of both communicative and traditional grammar and is based on a variety of contemporary documents, including video materials.
Textbooks
J. Olivier Grammaire française (Harcourt Brace Jovanovich)
Additional duplicated material will be made available by the Department

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
(iv) Le français dans le monde
Strands (i), (ii) and (iii) offer a two year sequence beginning in second year. Strand (iv) is a one year course available in second or third year and may be combined with one of the other core strands.
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.

Additional courses
French A 203
8 units
Classes Yr: 2 class/wk
Assessment mainly continuous
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
(iv) Le français dans le monde
French 290 may also be taken as an additional course by students who meet the entry requirements.
For details, see Schedule of Core Options and Additional Units below.

French A 204
8 units
Classes Yr: 2 class/wk
Assessment mainly continuous
Syllabus
As for French A 203.

Honours course
French 290
8 units
A Special Entry unit (prerequisite for admission to Honours). This course may also be taken by qualified students as an additional course instead of A 203 or A 204
Coordinator: Dr White
Classes Yr: 2 class/wk
Syllabus
First semester
1. Sociocultural analysis and historicity
Dr Shevtsova
Classes Sem: one class/wk
Assessment one essay
Addresses problems of sociocultural analysis and historicity.
2. An introduction to medieval French: language and literature
Mr Walkley
Classes Sem: one class/wk
Assessment classwork, assignment, exam
An introduction to the wide variety of French texts written from the twelfth to the thirteenth century. Fabliaux, 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
Prof. 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 with not only 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
Classes Yr: 5 class/wk
Assessment continuous

N.B. Students wishing to increase their understanding and skills will be encouraged to enrol in French B 203 and B 204.

Syllabus
1. Practical language
Dr Mesana
Classes 3 class/wk

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.

2. Reading
Dr Rechniewski
Classes Yr: (1 lec & 1 tut)/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
Classes Yr: 2 class/wk

Langue et créativité
The course concentrates on developing creativity and spontaneity in oral and written skills.

French B 204 8 units
Coordinator: Dr Rechniewski
Classes Yr: 2 class/wk
Assessment continuous

Chroniques de vie dans la France d'aujourd'hui
Study of a variety of literary and sociological texts, including a contemporary novel, which deal with the experience of living in France today. The course develops comprehension, analytical and critical skills, as well as providing for extended oral and written practice of contemporary French usage.

Textbooks
Franz-Olivier Giesbert L'Affreux (Livre de Poche, 1992)
Additional material will be supplied by the Department

French A 301 16 units
Coordinator: Mr Gabriel, Mr Walkley
Classes Yr: 4 class/wk
Assessment mainly continuous

Syllabus
1. Practical language
Mr Gabriel
Classes Yr: 2 class/wk
Assessment continuous

Textbooks
En fin de compte (Hodder & Stoughton)
Additional material will be provided by the Department

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. As an alternative, they may choose to take (iv) Le français dans le monde.

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.

N.B. Students wishing to qualify for French IV will also enrol in French 390.

Additional courses

French A 303 8 units
Coordinator: Mr Gabriel, Mr Walkley
Classes Yr: 2 class/wk

Students choose a core option in one of the three strands not already taken in another course:
French linguistics
French literature
Social sciences and the French-speaking world
Le français dans le monde
French 290 and French 390 may also be taken as additional courses by students who meet the entry requirements. For details, see Schedule of Core Options and Additional Units below.

French A 304
8 units
Coordinators: Mr Gabriel, Mr Walkley
Classes Yr: 2 class/wk or Sem: 4 class/wk
Syllabus
As for French A 303.

Honours course
French 390
8 units
A Special Entry unit (prerequisite for admission to honours)
Coordinator: Dr White
Classes Yr: 2 class/wk
Syllabus
First semester
1. Lire-écrire
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 one essay, classwork
The course addresses theories of social analysis and their relationship with artistic creation.
Textbooks
Lucien Goldmann Sciences humaines et philosophie, (Éditions Gonthier)
Selected pages from Pierre Bourdieu Les Règles de l’art (Le Seuil) will be provided by the Department

3. La langue des sciences sociales et de la critique littéraire
Dr Grauby
Classes Yr: 1 class/wk
Assessment continuous
Training in the use of oral and written academic French.
Textbook
Reading material will be provided by the Department

Alternative third year courses (A stream)
The alternative third year courses (A 310, A 311, A 312, A 313) allow students not intending to continue in French to complete parts of the A 301 16 unit course. None of these courses may be taken with French A301.

French A 310
8 units
Classes Yr: 2 class/wk
This full year course comprises the practical language component of French A301. See description above.

French A 311
8 units
Classes Yr: 2 class/wk
This full year course comprises the core study component of French A 301. See description above.

French A 312
8 units
Classes Sem 1: 4 class/wk
This course comprises both the practical language and the core study component of French A 301 during first semester. See description above.

French A 313
8 units
Classes Sem 2: 4 class/wk
This course comprises both the practical language and the core study component of French A 301 during second semester. See description above.

French B 301
16 units
Coordinator: Mr Durel
Syllabus
1. Practical language
Mr Durel
Classes Yr: 2 class/wk
Assessment continuous
This course seeks to develop speaking, writing, listening and reading skills while providing an insight into contemporary French culture. The course uses a communicative approach to language learning. Students' active participation through team work, role playing and other interactive techniques is an essential aspect of all classes.
As well as attempting to provide individual and continuous feedback on performance, the course aims at developing students' ability to evaluate their own work, through self and peer evaluation. Learners' autonomy is also encouraged through the use of independent learning contracts.
Textbook
Abbadie, Chovelon, Morsel L’Expression française — écrit et orale (Presses Universitaires de Grenoble)
Reference book
F. Robert et al. Le Petit Robert (Société du Nouveau Littéra)

2. Core study
Classes Yr: 2 class/wk
Students choose one of four strands:
(i) French linguistics
(ii) French literature
(iii) Social sciences and the French-speaking world
(iv) Le français dans le monde
Strands (i), (ii) and (iii) offer a two year sequence beginning in second year. Strand (iv) is a one year course available in second or third year and may be combined with one of the other core strands.

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.

Additional courses

**French B 303**
Coordinator: Mr. Durel
Classes Yr: 2 class/wk

Syllabus
Students choose a core option in one of the four strands not already taken in another course:
(i) French linguistics
(ii) French literature
(iii) Social sciences and the French-speaking world
(iv) Le français dans le monde

French 290 may also be taken as an additional course by students who meet the entry requirements. For details, see Schedule of Core Options and Additional Units below.

**French B 304**
Coordinator: Mr. Durel
Classes Yr: 2 class/wk or Sem: 4 class/wk

Syllabus
This full year course comprises the practical language component of French B 301. See description above.

**French B 310**
8 units
Classes Yr: 2 class/wk

This full year course comprises the practical language component of French B 301. See description above.

**French B 311**
8 units
Classes Yr: 2 class/wk

This full year course comprises the core study component of French B 301. See description above.

**French B 312**
8 units
Classes Sem 1: 4 class/wk

This course comprises both the practical language and the core study component of French B 301 during first semester. See description above.

**French B 313**
8 units
Classes Sem 2: 4 class/wk

This course comprises both the practical language and the core study component of French B 301 during second semester. See description above.

Schedule of core options and additional units (Senior level courses)

<table>
<thead>
<tr>
<th>Status</th>
<th>No</th>
<th>Sem.</th>
<th>Title</th>
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<th>Title</th>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Part A of core</td>
<td>701-2</td>
<td>1 &amp; 2</td>
<td>French Linguistics</td>
<td>801-2</td>
<td>1 &amp; 2</td>
<td>Introduction to Genres: Cinema and Novél</td>
<td>901-2</td>
<td>1 &amp; 2</td>
<td>Introduction to the Social Sciences</td>
</tr>
<tr>
<td>Part B of the core</td>
<td>703-4</td>
<td>1 &amp; 2</td>
<td>French Linguistics</td>
<td>803-4</td>
<td>1 &amp; 2</td>
<td>Introduction to Genres: Poetry and Drama</td>
<td>903-4</td>
<td>1 &amp; 2</td>
<td>French Social and Political Thought</td>
</tr>
<tr>
<td>Part A or B of the core</td>
<td>951</td>
<td>1 &amp; 2</td>
<td>Le français dans le monde</td>
<td>In combination with another core unit</td>
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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 IV 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. Djitté, 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 Djité, 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.

**French literature**
In 1996, all literature strand students will take 803-4 *Le plaisir du texte et de la représentation (II).*

**803-4 Le plaisir du texte et de la représentation (II)**
Dr Grauby

*First semester*
Dr Grauby
Classes (1 lec & 1 tut)/wk
Assessment continuous

**Lire et écrire la poésie (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*

**Reading theatre texts (804)**
Details to be announced

**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**
P. Bourdieu *Raisons pratiques* (Seuil)
M. Dubois *Les Fondateurs de la pensée sociologique* (Ellipses)
T. Pacquet *La Sociologie en France* (La Découverte, Coll. Repères)

**903-4 French social and political thought**
Dr White, Dr Rechniewski
Prereq 901-2
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 l’origine et les fondements de l’inégalité parmi les hommes* (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 Djité, Mr Walkley
Classes Yr: (1 lec & 1 tut)/wk
Assessment class work; assignment, tests

This course 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**
T. Ben Jalloun *L’Enfant de sable* (Seuil—‘Points-Roman’)
P.G. Djité *Voir l’Amerique et mourir* (AEL)
C.-F. Ramuz *La Grande Peur dans la montagne* (Livre de poche)
L. Hemon *Maria Chapdelaine* (Livre de poche)
J. Chessex *La Confession du Pasteur Burg* (Poche Suisse)
F.-A. Savard *Menaud Maître-Draveur* (Bibliothèque québécoise)
French IV Honours
Coordinator: Dr White
Classes Yr: approx. 6 class/wk
Assessment: essay, tut paper, class work, assignment, thesis

(a) Practical Language
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:
Note that no more than six of the proposed seminars will be offered. Prospective Honours students will be consulted about their preferences in the second semester of their third year.

(1) Romans de femme et femmes du roman
Assoc. Prof. Sankey
Classes Sem 2: two class/wk
Assessment: continuous

Exploration in a historical context of the nature of fictional writing by women and about women.

Textbooks
Lafayette La Princesse de Clèves
Graffigny Lettres d’une Périvienne
Sand Indiana
Duras L’Amant

(2) Textual transformations
Assoc. Prof. Sankey
Classes Sem 2: two class/wk
Assessment: continuous

An approach to the written text from two different but complementary points of view:

- considering it as a material object, changing its form through time: this will involve questions of textual transmission;
- the changing meanings generated by the text at different historical moments: its relation to the reader and to other texts.

Textbooks
Cyrano de Bergerac L’Autre Monde (Garnier-Flammarion)
D.C. Greetham Textual Scholarship: an introduction (Garland)

(3) Chrétien de Troyes and the Medieval French romance
Mr Walkley
Classes Sem 1: two class/wk

A study of the work of Chrétien de Troyes and of the traditions of the medieval French romance.

Textbook
Chrétien de Troyes Yvain (Champion CFMA)

(4) 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)

(5) La représentation du corps dans la littérature du XIXe siècle
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, psychoanalysis and socio-criticism). The representation of the body in these three major French novels will be discussed.

Textbooks
Flaubert L’Education sentimentale
Huysmans À Rebours
Villiers de l’Isle-Adam L’Eve future
Other texts to be provided by the Department

(6) 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 the theatre is understood to be an artistic activity integral to the society and culture generating it. The plays listed are linked to issues concerning contemporary France, as well as to questions on staging and performance which distinguish spectacle from dramatic literature.

Textbooks
B. Péguignon Pour une sociologie esthétique (L’Harmattan)
L. Dotreiligne Carmen la nouvelle (L’Avant-Scêne)
F. Gallaire Princesses (Minuit)
B-M. Koltès Roberto Zucco (Minuit)

(7) 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 française' 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 twentieth-century France. Material to be used for analysis will include authentic texts (press and video) and literature.

Textbooks
A. Chebel d’Appollonia L’Extême Droite en France de Maurras à Le Pen (Éditions Complexe)
J. Giono Écrits pacifistes (Gallimard ‘Idées’)
R. Rolland Écrits politiques, sociaux et philosophiques choisis (Éditions sociales)

French Studies
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 351 3644.

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 3-hour practical session per week (see timetable). All students in second and third years are required to attend tutorials and designated practical sessions each week.

Reading
Students are encouraged 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; a single book will very rarely meet the needs of any given course, and it is likely that some older texts will be superseded to meet the requirements of changes in course structures. Though every effort is made to ensure that at least one copy of all works cited for courses is available in the Department’s library, students are encouraged to make use of other libraries in the University (especially the main Fisher Library) as a source of reference material. They are also encouraged to make use of the Fisher Library as a source of information as to where material not available within the University may be obtained, and to use the CD-Roms available there.

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 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 most years a third year field excursion is offered in one or more countries in southeast Asia. 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 must...
The Department of Geography offers a wide range of courses in each year. It is possible to count up to 76 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
Classes Yr: (3 lec & 3hr prac)/wk
Assessment (one 3hr exam, 1500w report)/sem
Morning or afternoon course

The course extends over two semesters with three lectures and three hours of laboratory work weekly. The 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, and hydrology, where the emphasis is on understanding our world. Its primary focus is on coastal landforms (their evolution and management) and on river systems, in Australia and elsewhere, and on the environmental impacts of changes in physical systems. This serves as a platform for what follows. The second semester introduces the human impact with a consideration of environmental geography, and 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. This also emphasises environmental issues in Australia and Asia, particularly in terms of ecotourism, population change, urbanisation and concepts of sustainable development.

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.

There are four components:

Megageomorphology—processes
This section introduces geomorphological processes that are fundamental to a wide range of environments and across a broad range of scales, but primarily at the 'mega' level. More specifically, it seeks to examine two themes: the role of scale in geomorphological processes; and the basic importance of mass conservation in geomorphological processes at all scales. Overall, the approach is to treat geomorphology in terms of a unified context rather than through a piecemeal presentation of various classes of landforms.

Megageomorphology—forms
This component examines the major earth surface landforms and the varying processes responsible for their formation. Theories which have been developed to explain landform genesis are analysed, with particular reference to fluvial and estuarine systems in Australia. The relationships between landforms and ecological systems are also considered.

Fluvial geomorphology
This is an introductory module on hydrogeomorphology and is concerned with processes and morphologies associated with rivers. Consideration of climatic and geological factors influencing runoff into rivers is given prior to a discussion of water and sediment movement. The main emphasis is on channel morphology, its cross section, long profile and plan form characteristics and how these relate to flow magnitude and frequency. The adaptability of river channels to changes in water and sediment movement is also discussed.

Geomorphological principles
Geomorphology is concerned with the study and interpretation of landforms. The documentation and understanding of landscape change involves a consideration of both geomorphic form and process, which vary over time and space. Landscape features will be examined in relation to evidence of past and present process regimes, especially as these are influenced by climate. Examples from different climatic environments including the arid zone elucidate the nature of processes of landscape change, their identification and interpretation, and their chronology by the use of surface exposure and other dating techniques.

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.

Yr: (3 lec & 3hr prac)/wk
Assessment (one 3hr exam, 1500w report)/sem
Morning or afternoon course

The course extends over two semesters with three lectures and three hours of laboratory work weekly. Morning sessions are repeated in the afternoon. All students do the same course.

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Geography 203 (Environmental) 16 units
This two-semester course is designed to evaluate the interaction of the physical environment and the human use and abuse 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.

This course consists of two semester-long components:

Environmental change and human response
This component reviews the manner in which environmental change occurs at time scales from seconds to centuries or longer, from the sudden and catastrophic to gradual transformations barely noticeable at human time scales. Some kinds of environmental change are largely caused by humans, but in other cases humans are helpless before the uncontrollable forces of nature, and the outcomes of this diversity are variable. Environmental change in all of these categories is reviewed. Consideration is given to land degradation problems such as soil erosion and desertification, air pollution and acid rain and how humans are both implicated in these problems and respond to them. The unit also examines environmental hazards like floods, earthquakes and bushfires, and how these might be effectively managed, in a range of contexts, and through a variety of techniques. The notion of ‘sustainable deterioration’ is considered.

Environmental management and decision making
This component of the course aims to emphasise human responses to environmental challenges through deliberate decision making and management. Practical policy responses are considered at different scales as these are sensitive to particular issues and conditions. The first section of the module examines the nature and characteristics of natural resources as well as the patterns and processes of selected natural resource flows principally within the Australian context. Resource processes considered include: timber and forest management, agriculture and pastoralism, water, recreation and wildlife, tourism, mineral and energy developments. Where appropriate consideration is extended to other national and international contexts. The second part of the module is at a more global and regional scale focusing on international issues primarily in Asia and the Pacific. Deforestation, urbanisation, aquaculture, and golf courses are identified for close examination as outcomes of rapid development. Opportunities will be provided to analyse international issues including the greenhouse effect, AIDS (and other biological hazards), and world food provision. Various perceptions of ‘sustainable development’ are reviewed.

Geography 205 (Human) 16 units
The course introduces concepts concerned with explaining the human geography of the earth and especially Australasia, by examining processes at various scales and the dynamics of systems over time. The major concerns are with the diversity of economic, social, political and cultural geographies.

The course has four components:

Urban geography
This part of the course explores contemporary urban processes and problems in both the developed countries and the Third World, especially Asia. For the developed countries it focuses on urban economies, suburbs, urban politics and the nature of the built environment. For the Third World it examines urbanisation trends and the ideology of planning policies, including local governments’ perception of and response to the informal sector, slums, and rural-urban migration.

Economic geography
This quarter module looks at the processes which distribute and redistribute economic activities around the world, within nations and within regions. It examines the impact of geography from the global to the local level on economic dynamics, that is, why geography is important to economics. It discusses the major alternative theories in economic geography and their implications for policy and politics.

Social and cultural geography
While much of geography argues that economic influences are paramount in understanding spatial structures, it is apparent that society and culture play a significant, even dominant role. This component of the course examines how people perceive space and construct space in western and non-western contexts. The topics that are examined here include the relativity and subjectivity of geography, mental maps, language, religion and music. Urban social geography focuses on consumer culture and shopping malls, suburban images, sport and ethnic cities. It provides an overview of the manner in which social values and ideologies shape rural and urban space, in different cultural contexts, and the manner in which landscapes are perceived (and used) in very different ways, according to various social variables.

Population and gender geography
This component of the course has two elements. Firstly, population processes and structures are applied and extended to the national and global scales. The demographic transition and linkages amongst population, resources and sustainable development are investigated. Direct population policies are examined as such and, in particular, for their indirect significance to social, spatial, natural and built components of the environment. Secondly, the geography of gender and sexuality is examined. This considers how distance and area help to construct the relations between men and women and constrain women’s opportunities, why gender relations vary between countries, regions and neighbourhoods,
gender and the ideologies of place, and how geography enters into the construction of sexual identities.

**Geography 300 courses** each 24 units
Each course extends over two semesters with three lectures and the equivalent of three hours' assignment work (which may comprise tutorials and/or individual coursework 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. In certain cases cutting across these streams is possible.

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. 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.

This course has four components:

**Coastal depositional environments**
This part of the course is a detailed examination of the marine, terrestrial and atmospheric components that contribute to the formation of coastal depositional environments. It examines both the physical processes that interact with the coastal boundary, sediments and biota, and the sedimentary deposits they produce over periods of weeks to millennia. Particular attention is paid to the morphodynamics and morphology of wave, tide and wind dominated coastal systems in the Australian region.

**Coastal morphodynamics**
Coastal morphodynamics focuses on the modelling of complex environmental systems. This concerns the interactions between fluid dynamics and changes in coastal geomorphology over a wide range of scales in space and time. More generally however, the coast is used as a vehicle for exploring development and application of computer models for simulating the behaviour of complex environmental processes. Such processes involve nonlinear dynamical problems that go beyond the realm of classical mathematics and physics. Computer simulation of these problems provides practical insights into the application of 'chaos theory' to the evolutionary behaviour of coasts.

**Pedogeomorphology**
This unit of the course is offered jointly with the Department of Soil Science.

It examines issues relating to the genesis and evolution of soils and soil complexes, especially in New South Wales, and the relationship between soils and agricultural regions and problems.

**Rock weathering**
Predominantly physical, chemical and biological weathering processes are considered in terms of their effectiveness in different rocks and weathering environments. Particular emphasis is given to solution weathering and its acceleration following environmental acidification; to the weathering of building and monumental stone, and the evidence this provides for establishing weathering rates and understanding processes; and to the use of weathering products like desert varnish as environmental indicators.

**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.

There are four components to this course, the first two dealing with fluvial environments and the second two with coastal environmental changes:

**Hydrogeomorphology**
This advanced module on rivers is mainly concerned with short-term development and changes in fluvial systems. It stems from a desire to understand the impacts of human and natural changes on catchments and river channels. Basic ideas on water and sediment movement are examined in the first part of the course, followed by consideration of secular variations of climate and human induced changes. Changes in runoff can affect sediment discharge and together these may cause alteration to channel morphology. Consequently channel stability, instability, adjustments or channel metamorphosis, and the role of thresholds are all considered.
Environmental geomorphology
This module demonstrates how geomorphological concepts involved with rivers and fluvial landscapes can be used to understand environmental problems. Both landforms and processes are modified by human activities and the course focuses on problems that these help to promote. There is concern for assessing past human impacts on river systems, as well as with predicting future impacts (as in the case of environmental impact statements) where ‘developments’ are planned in riverine landscapes. Major topics for discussion include the impacts of deforestation, grazing, cropping, conservation, urbanisation and mining.

Coastal zone management
This module is concerned with understanding problems of environmental management in the coastal zone, and with some of the techniques used to address these problems. Critical problems include coastal erosion, coastal pollution, coastal wetlands preservation, and dune management. The strategic and practical application of decision models is a key part of the course, especially the use of geographical information systems for environmental evaluation generally, and total catchment management in coastal drainage basins in particular.

GIS in strategic assessment of coastal catchments
Principles involved in computer-based geographic information systems are applied to environmental assessment and management of coastal drainage catchments. The course focuses on the development and application of GIS models for strategic planning, and the techniques employed, such as satellite-image processing, transformation and analysis of spatial data, and decision-support simulation. An overview is also given of the information technology upon which the GIS industry is based.

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 key parts of the region are studied and there is a particular focus on urban and regional geographic systems. Social structures and their relationship to resolving conflicts over development aims and environmental management are also considered, in Asia and Australia. This course has four components, the first two, combined in the first semester, concern the Asia-Pacific region, and Australia’s place in it, whilst the second two, examine the geography of more developed regions, but including remote areas of Australia:

Development in the Asia-Pacific region
The first component of this semester-long course examines contemporary issues in the meaning of ‘development’, and relates these issues to development trends in the island Pacific. It focuses on nationalism (especially in New Caledonia) and the unusual construction of development practice in small island states, where migration plays a substantial role. This is followed by an examination of population and migration issues in the wider Asia-Pacific region, including Singapore, the Philippines and Japan, to trace the recent role of migration in the social and economic restructuring of the region. The second component examines the Pacific Rim in terms of its social, economic, and political geography. Examples and case studies focus on the spatial distribution of economic activities in Southeast Asia, both in urban and rural areas, especially in Thailand. Emphasis is on the dynamism of change, and how it interacts with local political, economic and environmental matrices. This leads on to an examination of various themes such as agricultural development and urbanisation. It examines several theoretical positions, including orientalism and colonialism.

Cities and regions
Despite increasing global integration, regions, cities and smaller localities are becoming more important economically, culturally and politically. This module develops a systematic framework for thinking about economics, social life, the built environment and the role of government at the local (sub-national) level. It examines some contemporary urban problems, and critically evaluates the relevance of the concepts of post-Fordism and postmodernism.

Rural and remote Australia
This component of the course examines debates over land ownership, management and use in a range of rural contexts. In recent decades, there have been radical transformations in how these issues have been confronted, especially pertaining to Aboriginal and Torres Strait Islander claims to land. This module examines the background and implications of these changes, and in particular, the likely outcomes from the Commonwealth’s 1993 Native Title Act, as they contribute to the reconstruction of a new geography of the inland.

Geography IV Honours
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**

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.

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**Geology and Geophysics**

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 Courses

- **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)
  - **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, palaeoecology, 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)
  - **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)
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; micropaleontology; 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

Courses in the Department of Germanic Studies are concerned with the German language, and with the written culture for which that language is the medium, that is to say, the literature of the German-speaking countries. In as far as limited resources allow, students are also offered some opportunity of extending this study within the broader field of German culture and society. The goal of improving students' competence in the language, in reading, writing and oral skills, is pursued in all classes.

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 A 101. 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 A 101. The 6-unit course German A 103 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 A 103. 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 A 101. 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 B 101 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. At Senior level students will be assigned to an appropriate language group not tied directly to A 201, B 201, A 301, B 301. These groups are designated Language Levels 1, 2, 3 and 4. Students attending Language Level 4 have the opportunity to prepare themselves for the Kleines Deutsches Sprachdiplom, an internationally recognised German proficiency examination. (Full details are listed under the entries for German A 301 and B 301 below.) Eligibility to enter German IV Honours 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 the entry requirement in the Table of Courses.

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 in September before pre-enrolment begins to give advice about courses. Enquiries may be made at the Administrative Assistant's office. From mid February, students should consult the course coordinators. 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: 351 2380. Fax: 351 5318.

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.

Registration for Junior and Senior courses in German will take place daily from Wednesday 21 to Friday 23 February, between 9 am and 5 pm.

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.

Service courses: Reading
Reading courses in German are offered 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. A further 1hr/wk speed reading German course may also be available; see entry for Language Centre. These courses do not count towards the degree.

JUNIOR LEVEL COURSES

German A 101 12 units
Course coordinator: Dr Borgert
Classes Yr: 4 class/wk (5 class/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)
- 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 et al. Moderne deutschsprachige Kurzprosa (N.S.W. Dept of Educ.)
Borgert/Moulden/Wolters German in Focus (Sydney U.P./Oxford U.P.)
Brecht Mutter Courage und ihre Kinder (es 49)
Dürrenmatt Der Besuch der alten Dame (Diogenes 20835)
Hauptmann Bahnwärter Titel (Reclam 66177)
Häußermann et al. Sprachkurs Deutsch Bd. 2 + 3 (Diesterweg)
Poetry (departmental selection)
Rinser Jan Lobel aus Warschau (Reclam 8897)
Short stories (departmental selection)

German A 103 6 units
Course coordinator: Dr Borgert
(This course is not available to students who have already completed German A 201)
Classes Yr: 2 class/wk
Assessment two 2hr exams

The course will consist of:

- Lectures on background studies (Deutschland heute, Geschichte der deutschen Sprache, Kulturgeschichte, der deutsche Film): 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
Frisch Homo faber (st 354)
Horvâth Kasimir und Karoline (st 1055)
Wolf Der geteilte Himmel (dtv 915)

German B 101 12 units
Course coordinator: Dr Holbeche
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)

German B 103 6 units
Course coordinator: Dr Holbeche
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

SENIOR LEVEL COURSES
Coordinator: Dr Moulden
German A 201  16 units
Classes Yr: 5 class/wk
Assessment classwork, seminar assignments or exams, one 3hr exam (Lang.)

The course will consist of:
• Language including oral/aural classes: 3hr/wk.
(Semester will enter the language level most appropriate to their skills and needs.)
• Four seminars, two per semester, to be chosen from the seminar list given below: 2 hr/wk

Textbooks
Language material supplied by Department

German B 201  16 units
Classes Yr: 5 class/wk
Assessment assignments, one 3hr exam; two 2hr 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: 2 hr/wk.

Textbooks
T. Terrell, E. Tschimer, B. Nikolai, H. Genzmer  
Kontakte A
Communicative Approach (McGraw-Hill)
T. Terrell, E. Tschimer, B. Nikolai, H. Genzmer  
Kontakte.  
Arbeitsbuch (McGraw-Hill)
Borgert et al.  
Moderne deutschsprachige Kurzprosa (N.S.W. Department of Education)
Dürrenmatt  
Der Besuch der alten Dame (Diogenes 20835)
Hauptmann  
Bahnwärter Thiel (Reclam 6617)
Rinser  
Jan Lobel aus Warschau (Reclam 8997)

German 203  8 unit
Classes Yr: 2 class/wk or equivalent
Assessment assignments or exams

The course will consist of:
• Four 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 for Senior level courses in making their choice of seminars: 2hr/wk.

Textbooks
To be advised

German 204  8 unit
Classes Yr: 2 class/wk or equivalent
Assessment assignments or exams

Course content as for German 203 above.

German A 301  16 units
Classes Yr: 5 class/wk
Assessment classwork, seminar assignments or exams, one 3hr exam (Lang.)

The course will consist of:
• Language including oral/aural classes: 3hr/wk.
(Students will enter the language level most appropriate to their skills and needs. Language Level 4 taken in conjunction with Seminar 7 below will cover the material necessary for students wishing to sit, in addition to their university course, the Kleines Deutsches Sprachdiplom.)
• Four seminars, two per semester, to be chosen from the seminar list given below: 2 hr/wk.

Textbooks
Language material supplied by Department

German B 301  16 units
Classes Yr: 5 class/wk
Assessment classwork, seminar assignments or exams, one 3hr exam (Lang.)

The course will consist of:
• Language, including oral/aural classes: 3hr/wk.
(Students will enter the language level most appropriate to their skills and needs. Language Level 4 taken in conjunction with Seminar 7 below will cover the material necessary for students wishing to sit, in addition to their university course, the Kleines Deutsches Sprachdiplom.)
• Four seminars, two per semester, to be chosen from the seminars list given below. Students should consult closely with the coordinator for Senior level courses as to their choice of seminars: 2hr/wk.

Textbooks
To be advised

German 303  8 unit
Classes Yr: 2 class/wk or equivalent
Assessment assignment or exam

The course will consist of:
• Four 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 for Senior level courses in making their choice of seminars: 2hr/wk.

German 304  8 unit
Classes Yr: 2 class/wk or equivalent
Assessment assignments or exams

Course content as for German 303 above.

Senior seminars
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.

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 1996.

First semester
1. Nineteenth century Novelle II
Dr Borgert
Textbooks
Droste-Hülshoff  
Die Judenbuche (Reclam 1858)
Storm  
Aquis submersus (Reclam 6015)

2. Cultural History of Germany and Austria, 1900-1933
Dr Nelson
Students may not take both Seminar 2 and Seminar 19 as part of a 16-unit course.

Textbooks
Contemporary texts in German supplied by Department

3. Tristan
Assoc. Prof. Clifton-Everest

Textbook
Gottfried von Strassburg Tristan (übersetzt von X. von Eitzdorff) (Fink UTB 58)

4. Two films of Fassbinder
Dr Moulden

Die Ehe der Maria Braun
Die Sehnsucht der Veronika Voss

5. The tales of Hoffmann
Dr Holbeche

Textbooks
Hoffmann Rat Krespel. Die Fermate. Don Juan (Reclam 5774)
Hoffmann Der Sandmann (Reclam 230)
Hoffmann Das Fräulein von Scuderi (Reclam 25)
Hoffmann Die Abenteuer der Silvesternacht (Insel Tb 798)

6. Practical translation
Assoc. Prof. Taylor

Students may not take both Seminar 6 and Seminar 20 as part of a 16-unit course.

Textbooks
Material supplied by Department

7. Kleines Deutsches Sprachdiplom: Literaturtexte
Dr Bandhauer

Textbooks
Texts to be advised

8. Goethes Faust
Dr Moulden

Textbooks
Goethe Faust I (Reclam 1)

9. Sternheim
Dr Nelson

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
Sternheim Die Kassette (SL 225)
Sternheim Bürger Schippel (edition to be confirmed)

10. Zaubermärchen und Satire: Wiener Volkstheater
Dr Bandhauer

Textbooks
Raimund Der Alpenkönig und der Menschenfeind (Reclam 180)
Nestroy Der Talisman (Reclam 3374)

11. To be advised

Second semester
12. Middle High German
Assoc. Prof. Clifton-Everest

Textbook
Walshe A Middle High German Reader (Oxford)

13. Bertolt Brecht
Dr Borgert

Textbooks
Brecht Mutter Courage und ihre Kinder (es 49)
Brecht Leben des Galilei (es 1)

14. Robert Schneider: a contemporary Austrian writer
Dr Moulden

Textbooks
Schneider Dreck (Reclam Leipzig 1469)
Schneider Schloss Bruder (Reclam Leipzig 1518)

15. Fontane
Dr Holbeche

Textbook
Fontane Effi Briest (Reclam 6961)

16. Didaktisierung literarischer Texte im Deutschunterricht
Dr Bandhauer

Textbooks
Material supplied by Department

17. Franz Kafka
Dr Borgert

Textbooks
Kafka Das Urteil und andere Erzählungen (Fischer 19)
Kafka Der Verschollene (Fischer 132)

18. Heinrich Böll
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
Böll Das Brot der frühen Jahre (dtv 1374)
Short stories supplied by Department

19. The German Reformation
Assoc. Prof. Clifton-Everest

Students may not take both Seminar 19 and Seminar 2 as part of a 16-unit course.

Textbooks
Texts to be advised

20. Some non-traditional ways of looking at the German language
Assoc. Prof. Taylor

Students may not take both Seminar 20 and Seminar 6 as part of a 16-unit course.

Textbooks
Materials supplied by Department

21. To be advised

German IV Honours
Course coordinator: Assoc. Prof. Clifton-Everest

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, one 3hr exam (language), one 1.5 hr exam (composition)

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.
• Long essay, written under supervision.

IV Seminars
A maximum of six seminars will be offered, selected from the following list.

1. Heinrich von Kleist  Dr Borgert
   Textbooks
   Kleist Sämtliche Erzählungen (Reclam 8232)
   Kleist Prinz Friedrich von Homburg (Reclam 178)
   Kleist Penthesilen (Reclam 1305)

2. Wolfram von Eschenbach: Parzival  Assoc. Prof. Clifton-Everest
   Textbook
   Wolfram von Eschenbach Parzival (Niemeyer ATB 12-14)

3. Non-standard varieties of German  Assoc. Prof. Taylor
   Textbook
   Barbour/Stevenson Variation in German, A critical approach to German sociolinguistics (Cambridge)

4. Romanticising the past: German historical drama  Dr Nelson
   Textbooks
   Goethe Götz von Berlichingen (Reclam 71)
   Schiller Wilhelm Tell (Reclam 12)
   Hebbel Agnes Bernauer (Reclam 4268)
   Kleist Das Käthchen von Heilbronn (Reclam 40)
   Grillparzer Ein Bruderzwist in Habsburg (Reclam 4393)

5. Hofmannsthals Operndichtungen  Dr Moulden
   Textbooks
   Hofmannsthal Dramen V (Fischer Tb 2163)

6. E.T.A. Hoffmann  Dr Holbeche
   Hoffmann Kreisleriana (Reclam 5623)
   Hoffmann Lebens-Ansichten des Katers Murr (Reclam 153)

German (Evening)
Courses in German at Macquarie University can be taken by Sydney students unable to attend day classes. For the conditions under which German courses at Macquarie can be credited towards your BA degree, consult the Faculty of Arts Office, telephone 351 3129. Information about the courses and the procedure for enrolling in them is available from Macquarie University, telephone 805 7111.

Department of Government and Public Administration
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.

It is possible to take up to 76 units in Government and count them towards the BA degree, pass or honours. 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 major in Government consists of 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).

The Department is part of both the Arts and Economics Faculties, but its courses are also available in some other faculties, as well as to students taking combined degrees. The study of politics is particularly useful for career purposes for economists, journalists, public servants, lawyers and those interested in administration within firms and voluntary organisations.

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 Butt In Ave). The departmental office where enquiries can be made is Room 269. Telephone 351 2054.

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.
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.

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 pre-enrolling, students must consult the Department to find out which options will be offered in the next 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.

(III) 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
aspects of Australian politics, including political parties 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-Labor parties — the conservative tradition and wowsersism;
- a secularist world view as manifested in the 'old left', the 'new right' and the Australian Democrats;
- the religious left in Australia — justice, peace, feminism, ethnic minorities and anti-racism;
- the religious right — Festival of Light, Call to Australia, anti-abortion, anti-feminism;
- the role of confessional groups in issues such as a Bill of Rights and anti-discrimination legislation;
- the impact of religion in the process of political socialisation in Australia;
- is religion an electoral issue in contemporary Australia?
- the impact of newer sects and alternatives to mainstream religions;
- a religious dimension in the struggle for Aboriginal rights;
- the links between religion and other politically important social cleavages such as ethnicity, gender, 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 religion 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 détente, 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

(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. Tifen

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, politics and identity
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
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) Reform, revolution and post-communism
Prof. Gill
At the end of the 1980s the communist regimes of Europe collapsed, leading to the emergence of a number of newly-independent states. This development was unexpected, because the communist regimes had seemed to be so powerful and solidly established. This course will analyse why such regimes fell, and in particular why the attempts at reform of them failed. It will then look at the attempt to build a new post-communist future characterised by political democracy and a market economy. Specific attention will be given to issues like the attempt to develop a post-communist identity, efforts to construct a new political system, and the course of economic reform and its consequences for political development. The focus will principally be upon Russia, but some attention may also be given to other former communist states.

(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 Molloy

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, fascist systems and corporatist structures. These will be compared principally in terms of their institutional configurations, modes of operation, legitimation 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) Capitalism and democracy in East Asia
Dr Weiss

In less than twenty years, the East Asian region has witnessed dramatic political and economic change. As the processes of democratisation and industrial development continue, the causes and consequences of these changes are still being debated. Concentrating on Korea, Taiwan, Hong Kong, Singapore, and to a lesser extent, Japan, the course will examine the relationship between political and economic transformation in the East Asian region. It will focus on three central issues: How distinctive are East Asia’s political institutions and what has been their impact on economic performance? Conversely, how is economic strength affecting state power and political performance? Finally, in what ways, if at all, might democratisation and globalisation be expected to undermine the distinctive blend of politics and economics in the region. Such questions lead to a consideration of the extent to which East Asia has developed a distinctive type of political economy, different from the Anglo-American and European varieties.

(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 Patrikeeff

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 policymaking 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.

**(iii) Organisational analysis**
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) Citizenship, work and welfare**
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 a 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.

**(iii) 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
The course will examine conflicting conceptions of society, power, legitimacy and revolution. The focus is on reading and analysing texts.

(iv) Democratic theory
One of the major controversies among democratic theorists is over the meaning of democracy. 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; the position of minorities and majorities in the exercise of democratic rights; 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
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). It will examine these analytical themes in substantive areas such as war, elections and political change in Africa.

390 Political power: concepts and methods 8 units
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
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

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

See under Archaeology, Classics and Ancient History.

Department of Modern Greek

Since 1983, Modern Greek has been an independent department in the Faculty. It is centred round the Sir Nicholas Laurantius Chair of Modern Greek, which was endowed by the benefactor whose name it bears, supported by many other individuals and organisations, particularly from the Greek community of N.S.W.

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 A 101, 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 B 101, 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.

Members of the Department will be available before the semester begins to give advice about courses, if required. Please enquire at the department Administrative Assistant’s office (Griffith Taylor Building 306): she may solve the problem herself, direct you to somebody else who can help you, or make an appointment for a later time.

Textbooks

Lists of prescribed books, chiefly for literature courses (except for the beginners’ group of B 101, 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
D.N. Stavropoulos and A.S. Hornby Oxford English-Greek Learner’s Dictionary (Oxford U.P.)
G. Vassiliades Anglo-elliniko lexiko (Penguin-Hellenews)

Greek-English
D.N. Stavropoulos Oxford Greek-English Learner’s Dictionary (Oxford U.P.)

Greek-English and English-Greek
C.N. Grivas A Modern Greek Dictionary (Tsigaridas) (for B 101 only)

Greek-Greek
Tegopoulos-Fytrakis Elliniko lexiko (Armonia)

You will need an English-Greek dictionary and either a Greek-English dictionary (if your first language is English) or a Greek-Greek dictionary (if your first language is Greek).

Not all published dictionaries are satisfactory. If you wish to purchase a dictionary not on the list above, it would be wise to check with the Department first.

First Year placement

All students enrolling in Modern Greek for the first time will be placed by the Department in one of the following courses:

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 B 101: 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 B 101 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).

Non-degree students

Subject to observance of final dates for application there should be places available in 1996 for students undertaking a degree, especially in Arts or Education, at another tertiary institution, if they wish to take a course from this Department and count it towards that degree. Students should enquire at the Arts Faculty Office in 1995 about cross-institutional study in 1996.

Other non-degree students, not enrolled in degree courses at tertiary institutions, should apply to the Arts Faculty Office for details of application procedures and fees payable.

In some cases, it may be possible for non-university students to attend courses by enrolling through the Centre for Continuing Education. Contact the Department for details.

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 B 101 and B 201.

Modern Greek A 101

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) (1hr/wk)
- Modern Greek literature (fiction, poetry, theatre) (1hr/wk)
- Tutorial for further discussion of topics treated in lectures, with emphasis on developing language skills (1hr/wk)
- Language classes (2hr/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

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*

**Classes** 1.5 hr/wk average over year

*Assessment* 2000w and 1000w essays, class work, two 90min 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 (1hr/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

**Classes** Yr: (2 lec & 1 tut & 1 seminar & 2 language classes)/wk & language level 2.3 or 2.4 (each 2hr/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

**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) (1hr/wk, two semesters)
- Myths and meanings: approaches to the study of Modern Greek culture (1hr/wk, 1 semester)
- Two half-year seminar option courses, chosen from those available to A 201 (see above)

**Modern Greek B 201** 16 units

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 (beginner's) 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 & 3 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 1B 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*

**Classes** 2 hr/wk average over year

*Assessment* 2000w + 1000w essays, 1500w seminar paper, class work, two 90min 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 (1hr/wk, year) on the history and society of Greece and Cyprus since Byzantine times, with main emphasis on the last two centuries.
• Tutorials (thirteen 1hr classes) reinforcing the lecture course through discussion of particular topics, texts etc.
• Seminar (1hr/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
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 B 301  16 units
Classes Yr: (3 lec & 1 tut & 1 seminar & 1 language class or seminar)/wk

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
Classes Yr: 7 seminars/wk, thesis

All students will attend the following course:
• The classical heritage in Modern Greek culture (2hr/wk, 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 A.D. 1800
• Modern Greek prose literature since A.D. 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.

Each student in IV 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
See under Semitic Studies.

Historical Archaeology
See under Archaeology, Classics and Ancient History.

History (Ancient)
See under Archaeology, Classics and Ancient History.

Why do History?
History furnishes students with a liberal education and provides them with a sense of the past, an appreciation of context, continuity and tradition, an understanding of the processes of change, and a perspective on present culture. History is intrinsically
interesting as well as providing an understanding of the nature of the values and institutions of the world in which we live. History gives students an awareness of academic excellence, personal achievement and social diversity.

History develops skills in critical analysis, in research, in the organisation of data, and in the communication of ideas. History provides students with practical training which prepares them for careers in business, administration and management, education, the arts and communication. Students of History are able to respond creatively to all manner of tasks and problems.

The History curriculum has been carefully designed to provide a detailed and rigorous training. Students learn to work as individuals and in groups, to communicate effectively using all verbal and written forms (including the latest technology), to analyse problems and present answers, and to mediate from an intellectually firm foundation.

The History Junior level courses and the Senior level theme-based courses emphasise approaches to history, overview and generalisation. The Senior year specialist options allow students to focus on particular problems, periods and countries.

Gifted students are provided with special honours entry courses, which study the theory and practice of history in a particularly detailed way. In History 290 enrolment, students are introduced to theory and how it is applied to specific cases. The Special Studies Seminars of History 390 enrolment emphasise the application of theory to practice in a concentrated study of a specific time and place or topic. In the History Honours IV year too the syllabus is balanced between the theory (General Seminars) and practice (Special Studies Seminars) of history.

**Undergraduate course structure**

Courses are counted towards the degree in units. The unit values and entry requirements can be found in the Table of Courses.

History Junior level: Junior level survey courses are introductions to the study of history.

History Senior level: Semester-length Senior level courses are either Thematic (contrast and overview) or Specialist (particular problems, periods and countries). Senior students must take at least one Thematic course. Honours entry courses are year-long seminars emphasising the application of theory to practice.

To major in History, a minimum of four 8 unit Senior level courses (32 units) must be completed.

History students may do History 291 and History 391, 392 and 393 as additional Special entry courses (8 Senior units each). History Special entry courses are open to all history students who qualify even if they do not plan to proceed to History IV Honours.

**Attendance requirements**

The Faculty of Arts requires satisfactory class attendance. The Department of History interprets 'satisfactory' as attendance at a minimum of 80% of tutorials/seminars. Unless written evidence of illness or misadventure is furnished, students who attend between 50% and 80% of tutorials/seminars will be liable to a penalty. Students who attend less than 50% will be deemed not to have fulfilled the requirements. The University does not recognise employment as excusing unsatisfactory performance, nor are timetable clashes a valid excuse: students should not take a course unless they can meet the above attendance requirement.

**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**

Diversification across areas of study is required of Senior level students. 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):

- four courses — maximum of three from the same area
- five courses — maximum of three from the same area
- six courses — maximum of four from the same area
- seven courses — maximum of five from the same area
- eight courses — maximum of six from the same area

**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. Quotas may apply to some Senior level options and entrance to them operates on a first-come first-served basis.

Registration for Senior level students continuing in History will be the end of semester two 1995. See department noticeboards for final details.
Lists of Senior level courses will be posted on the departmental noticeboard, situated near Seminar Room A, on or 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 or with other departments (marked*)**

**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 1996 courses in Asian Studies will be available to History students (see the School’s entry for their offerings). Junior level courses, Modern Asian History and Culture 101 and 102, will be offered to History and Asian Studies students (see details below).

Students participating in any of the above arrangements must register with both the Department of History and the other Department or School.

**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.

**Grade Distribution**
The Department follows Academic Board and Faculty of Arts guidelines in awarding a determined percentage of each grade. These are set out below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Junior level</th>
<th>Senior level</th>
<th>Senior level</th>
</tr>
</thead>
</table>
|       | %            | ‘ordinary’ | entry |%
| HD    | 3            | 4            | 10           |
| D     | 11           | 14           | 30           |
| Cr    | 28           | 31           | 50           |
| Cr+   | 42           | 49           | 90           |

**Policy for late work**
Department policy is:
(i) Applications for extensions must be made on or before the deadline for submission.
(ii) Late work handed in up to the designated return date (without an extension) is subject to penalty.
(iii) No extensions will be granted beyond the designated return date for the relevant written work. In cases where documented misadventure or serious illness prevents students from submitting work before the designated return date an alternative assessment task will be set.

**Department designated return dates are:**
(i) History Junior and History 290 courses: in the first semester the first substantial piece of work normally to be handed in by the 4th week of teaching and to be returned to students within 2 weeks (the end of the 6th week of teaching).
(ii) All other semester and year long courses: all work except current tutorials/seminars will normally be returned to students by the 2nd last week of lectures.

The final deadline for handing in work of any description is the last day of lectures. Exceptions may be made for work originating from a presentation in the last week, with the deadline being the last day of the first week of stuvac. Permission will be required of the Curriculum and Teaching Committee for extensions beyond this point.

All tutorial papers will normally be returned to students within a week of presentation.

**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 351 2862, 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 courses
Students choose one of the following courses in 1996:
- History 102 Medieval history
- History 103 Early modern European history
- History 105 Modern European history
- Modern Asian History and Culture 101 and 102 (each 6 units)
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 other than the year-long 12 unit course already completed or being attempted or Modern Asian History and Culture 101)
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 or 18 units at Junior level are able to take Ancient History 101, 102 or 103 courses.

102 Medieval History
Dr Olson, Assoc. Prof. R. I. Jack
Classes Yr: (2 lec & 1 tut)/wk
Assessment: Sem 1: 3hr exam or equivalent, written work 3000w (tutorial paper, essay); Sem 2: 3hr exam or equivalent, written work 3000w (tutorial paper, essay);
60% for classwork, 40% for exams

The course seeks to develop (a) the skill of analysing historical evidence and deriving information/inferences therefrom, and (b) an ability to deal with cultural otherness. It encourages an appreciation of the part played in our historical evolution by Latin Christian cultural values, and aims to develop a knowledge and understanding of the basic institutions and influences that founded western European civilisation.

First semester
The birth of Europe, 6th to 11th century
By focusing on the world of Gregory of Tours, the Carolingian transition and of Alfred the Great, examining these in some detail, and relating wider subjects to them, it is hoped to make the early centuries of medieval Europe comprehensible to those who have never studied them before. Consideration of the Viking involvement with England is carried past the time of Alfred to the Norman Conquest. Different approaches to historical study are explored with an emphasis on social history in the world of Gregory of Tours, on political and economic history in the Carolingian transition and on cultural history in the world of Alfred the Great. An overriding theme will be the disorganised nature of early medieval society, in which women could do better. The early Middle Ages is presented as the birth of Europe, when different cultural strands combined to produce medieval civilisation.

Textbooks (to purchase)

Second semester
The triumph of literacy, 12th to 15th century
The later Middle Ages were the birthplace of modern European culture. The power of the written word, in learning, administration and church, which surged in the twelfth century, culminated in the fifteenth century with the first printed books in Europe. This self-contained semester will examine changes in culture, society and government within the context of the rise of literacy. Particular attention will be paid to communications at both the local, peasant level and the sophisticated, international level; to the place of women in all orders of society; to the growth of government intervention in people's lives (including income tax and death duties); to the relations between rulers and newly defined representative institutions such as Parliament; and to the cosmopolitanism of European chivalric culture.

103 Early Modern European History
Renaissance and Reformation: royalty and revolution, 1500-1800
Dr Zlatar, Assoc. Prof. S. Jack
Classes Yr: (2 lec & 1 tut)/wk
Assessment: one 3hr exam or equivalent; two 2000w essays; two 1000w tut papers; 60% for classwork, 40% for exams.

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. Students will be introduced to some of the enormous riches of European culture from the age of Michelangelo and Shakespeare, to that of Rembrandt and Mozart.

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
The world of Louis XIV was dominated by an elegant parliamentary institutions. Charles I and its place in the development of secular politics, and the fall and execution of beliefs and practices which brought about the collapse and the violent methods used by the authorities to will be given to its underworld, to the grinding poverty world of Versailles and the challenges to it from late and Holland. This semester will focus on Louis XIV's commercial and parliamentary cultures in England and the success of rather different and religious culture. But it was also a world which aristocratic elite, an agrarian economy and a patriarchal court society, a grandiose Baroque culture, an 1800)

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 to it 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 1700 to the present
Mr Cahill, Dr Macnab, 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.

*Modern Asian History and Culture 101 and 102 each 6 units
Dr Oddie, Dr Day, Dr Wong and others
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

These 6 unit courses are available to all students in History and Asian Studies

Students of this course will gain substantial skills in studying and writing history, in critical and comparative thinking and in empirical research. They will develop knowledge of Asian societies and cultures and of major themes in Asian history.

First semester
Core course (6 units) — 101
This 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 and raising questions about continuities and change in the modern period.

Semester 2
Regional electives (6 units) — 102
In the second semester the approach is varied through greater specialisation. All students will attend a set of common lectures which raise questions of a comparative nature and deal with such issues as imperialism, nationalism and social change in the nineteenth and twentieth centuries. Students will have the opportunity to specialise by exploring particular developments through a specifically designed tutorial program. Specialised tutorials are offered on the following; India, Southeast Asia, China, Japan, Korea.

Senior courses
Enrolment into History 201-208 courses
Semester-length Thematic and Specialist options (8 units each)
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 six 8-unit courses (48 units) in a year.

First semester: Thematic options
T1.1 Religion and society: Christian conversion movements, tradition and change in medieval Europe, modern India and Aboriginal Australia
Dr Kociumbas, Dr Oddie, Dr Olson
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

What has been the character of pre-Christian religions? How do we explain the rise of Christian missionary enterprise and the character of Christian conversion movements? What was the relationship between these movements, the growth of empire, social, economic and other factors? How do Christian conversion movements compare with conversion movements in other religions? What have been the results of conversion? Are 'new' religions really old ones in disguise? Is continuity more important than change? Attention will focus on conversion movements in medieval Europe, and the 'western' missionary initiative in India and Australia during the nineteenth and twentieth centuries.
From this course students will learn how to approach religion as an object of historical study and to relate religious change to social as well as individual factors; and will develop cross-cultural understanding through the study of three very different societies, and historical understanding through the study of three very different pasts, which nevertheless have many themes in common.

*T3.1 Roman imperialism: a special case?\r
Mr Stone\r
Classes (3 lec & 1 tut)/wk\r
Assessment one 3hr exam; one 3000w essay; one 1000w tut paper; 50% for coursework, 50% for exam

The empire of Rome made the Mediterranean world one. How did a single city win this controlling position? What were the experiences of Rome's predecessors (Sparta, Athens, Carthage ...) and why did a city-state of the same order make the breakthrough which they did not? Material factors (military, demographic and economic) are balanced against imperial concepts (glory, service, faith and majesty) and the question posed: is this universal empire best seen as an achievement of conquest, an economic imperative or a world-community being formed? How applicable are our findings to other empires at other times or was Rome historically conditioned and unique?

T6.1 Nationalism and national identity\r
Dr MacLachlan\r
Classes (2 lec & 1 tut)/wk\r
Assessment one 3hr exam or equivalent, one 1000w tut paper, one 3000w essay; 60% for coursework, 40% for exam

The course will examine the historical construction of nationhood and concepts of national identity in the modern world with wide ranging illustrations from the political, social and cultural history of the last four centuries. It will explore theories of nationalism and nationhood and will include some of the topics on the following three groupings:

1. 'Patriotic scripture': protestant national myth-making in seventeenth-century England and Holland; the making of the American national myth; the construction of 'white South Africa'; 'inventing Australia'.
2. 'Classic nationalism', the nineteenth century and beyond: the French Revolution and revolutionary citizenship in the construction of modern France; language, culture and race in the construction of modern Germany; new nations and nationalism in eastern and southeastern Europe.
3. Nationalisms today: 'national liberation wars' in Southeast Asia; the 'making' of modern Israel; 'pan nationalisms' in Europe, Africa and the Middle East; 'failed nationalisms' and regionalism today.

The course will employ a wide range of 'sources' and will explore a variety of literary, visual and musical expressions of these 'imagined communities'. It will also draw on theories of ethnography, anthropology, biology, sociology and history to examine the various theories of nationalism and national identity.

T16.2 Crime and deviance: 1500 to the present\r
Dr Cameron\r
Classes (2 lec & 1 tut)/wk

Assessment one 3hr exam or equivalent, one 4000w essay; 50% for coursework, 50% for exam

The evolution of concepts of illegal and anti-social behaviour, mainly in western Europe with American comparisons. Changing patterns of theft and violence, policing, criminal procedures (including torture) and punishment. The role of gender, age and class in such topics as sexual violence, homosexuality, witchcraft, prostitution, duelling, lynching, banditry, riots and rebellions, juvenile delinquency, the mafia, and terrorism.

T22.1 Fascism\r
Dr Fulton

This course will involve a study of fascism as both a European and global phenomenon, and it will seek to provide students with a better understanding of the major events and problems in the history of fascism. It will examine in a comparative way fascist movements in Germany, Italy and France and melted nationalist organisations in these countries before and after World War I. It will also consider other European countries and fascist movements outside Europe such as those that emerged in Australia and Latin America.

First semester: Specialist options

S1.1 European culture and society in the era of enlightenment, romanticism and realism, 1760-1880\r
Dr Dreher\r
Coreq normally any course/unit in modern European history\r
Classes (2 lec & 1 tut)/wk\r
Assessment one 3hr exam or equivalent, one 3000w essay, one 750w tut paper; oral presentation; 60% for coursework, 40% for exam

A study of the relationship between ideas and social change during the latter half of the eighteenth century and throughout the nineteenth century with discussion of major aspects of political, literary, philosophical and artistic culture. Emphasis will be placed upon the interrelationship between cultural forms and the rapid political and social change which took place during the era.

S2.1 The tryst with destiny: the making of modern Asia\r
Dr Masselos, Dr Kersten\r
Classes Sem 2: (2 lec & 1hr tut)/wk\r
Assessment one 3hr exam; two 2000w essays; 50% for coursework, 50% for exam

An examination of the modern history of Asian nations through a study of some of the leaders responsible for creating the Asia of today, and of the factors bringing them to prominence and sustaining their positions. Among the significant figures to be discussed will be Nehru and Mrs Gandhi, Sukarno, Suharto and Lee Kuan Yew. The nations studied will be India, Indonesia and Singapore from the time when they achieved independence to the present day.

Textbooks:\nF.R.Frankel India's Political Economy, 1947-1977\nR.L. Hardgrave, Jr India. Government and Politics in a Developing Nation
**S3.1 The Mediterranean world in the High Middle Ages: ca 1050 — ca 1200**

**Assessment**

*Classes (2 lec & 1 hr tut)/wk*

- 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 internece wars; the Normans and Hohenstaufens 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, Maghrebian, Andalusian and provencal peoples.

**S4.1 Convicts and the penal system in Australia**

**Prof. Fletcher**

*Classes (2 lec & one 1hr tut)/wk*

- Students will gain an understanding of the contribution of Europe to Australia's early history, including the history of the penal system and the convict experience.

An examination of the penal system as it existed in New South Wales before 1838 and in Van Diemen's Land up to 1852. Particular attention will be paid to the characteristics of the convicts and the significance of their presence for the economic, political and social development of Eastern Australia before the mid-nineteenth century.

**S5.1 Modernity, gender, nation: Australia 1860-1930**

**Dr Russell, Mr White**

*Classes (3hrs of film, 1 lec & 1hr tut)/wk*

- In this course, students will gain an understanding of the contribution of film to an historical understanding of the past. Through a weekly screening using significant European films, the course examines a number of conceptual and analytical questions which confront historians using film. These include the ways in which

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**S6.1 China in its world: the Opium Wars to Deng**

**Dr Wong**

*Classes (2 lec & 1 tut)/wk*

- From unity to chaos, and from chaos to unity — but after almost two hundred years of attempted change, China still does not seem to be very much part of the world until the 1990s. This course explores the modern history of China, from the last great dynasty (Qing), through the Taiping heavenly kingdom on earth, the first republican government ever created in China, to the communist utopia with Chinese characteristics, giving special attention to the interaction of domestic change and international politics. South China, led by Hong Kong, now has the fastest growth rate in the world, overtaking Japan and America. What does this augur for the world?

*General reference*

I.C.Y. Hsü *The Rise of Modern China*

*S70.1 Ancient Greek democracy*

**Dr O'Neil**

*Classes Sem 2: (2 lec & 1 hr tut)/wk*

- This course studies the rise and working of democracy in Greece, concentrating on Athens from the time of Solon to Demetrius of Phalerum. For the purposes of comparison we shall also briefly examine Syracuse and Rhodes. We shall examine notably the institutions of democracy and how they worked, but the people who worked and lived under them.

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**Second semester: Thematic options**

**T2.2 Film and history**

**Dr I. Cameron, Dr J. Keene**

*Classes (3hrs of film, 1 lec & 1hr tut)/wk*

- Students will gain an understanding of the contribution of film to an historical understanding of the past. Through a weekly screening using significant European films, the course examines a number of conceptual and analytical questions which confront historians using film. These include the ways in which
historians use film as evidence of social and cultural developments, the function of film in the creation of collective memory, the role of the director and the audience in cultural transmission, and the role of film as a catalyst of cultural change. Students who are unable to attend all screenings in their entirety should not enrol in this course.

**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 the 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 the course developments in the United States will be compared to those in the West Indies and Latin America.

**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 and 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.

**T19.2 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 1000w paper one 3000w essay; 60% for classwork, 40% for exam

Aims: to provide a broad historical knowledge of India, Japan and the U.S.A., their political systems and political cultures

Students will gain comparative skills, cross-cultural knowledge, and expertise in the history of political culture and democratic theory.

The 1990s have 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, Japan and U.S.A. 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.

**T23.2 Popular culture; pre industrial to post modern**
Assoc. Prof. Waterhouse
Classes (2 lec & 1 hr tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

How do we define culture, how do we specify the meaning of popular culture? In seeking to address these questions this course maps the changing nature of popular culture from a culture made by the people themselves to one which (to paraphrase Lawrence Levine) is widely practised, read and heard, generally accepted and approved by the majority. In mapping this transformation the syllabus draws its examples from pre-industrial Europe, as well as the industrial societies of England, the United States and Australia. The subjects to be covered include work and leisure, private and public recreations, sport, theatre, cinema, radio and television.

Students will gain a deepened understanding of history as an analytical discipline and a deepened understanding of culture as a process, involving interchange across time, class, race and gender.

**T24.2 Paradise found and lost? Aboriginal Australia and the Pacific to 1900**
Dr Kociumbas
Classes (2 lec & 1 hrs tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Long before the Pacific was officially ‘discovered’, it loomed large in the European mind. This course examines the changing ways the indigenous people of the Pacific have influenced the scientific and creative imagination. This will entail exploration of the western historiography of the region as well as an introduction to images of Pacific people in literature, anthropology, film and art. These stereotypes will be contrasted with indigenous people’s representations of themselves and their history. Students taking the course will gain insight into some of the key racial, political and cultural issues facing Australia today. Audio-visual material,
guest lectures and excursions will introduce indigenous perspectives; critical appraisal of western documentary sources will sharpen understanding of the uses of evidence in historical method.

Topics will include oral tradition and the 'ownership' of history; European perceptions of the 'noble savage'; missionaries and their agenda; resistance and how it was broken; labour, forced and free; treaties and their absence; scientific racism; stereotypes of Pacific women in modern Australian literature and film; decolonisation and land rights.

**Second semester: Specialist options**

**S7.2 England's rise to power: politics, religion and the beginnings of empire 1485-1715**

Dr J. Reeve, Assoc. Prof. S. Jack

**Classes** (2 lec & 1 hr tut)/wk

**Assessment** one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

The image and names of Henry VIII, Anne Boleyn, Elizabeth, Drake and the sea dogs, Shakespeare, the Pilgrim Fathers, Oliver Cromwell, Charles II and Marlborough are instantly recognised in Australia. Drake appears on the Lawson bowling club walls, Henry in TV advertisements. How did these figures from a small country on the fringe of Europe come to have this iconic value? England at the time was unstable, often divided, and suffered from cultural cringe. In 1500 her rulers had to juggle to maintain independence from France and Spain and were culturally and technologically dependent on European fashions. Two hundred years later, her armies were deciding the fate of Europe and her navy was outsailing all other European navies. What enabled the underpopulated and divided kingdom which was England in 1485 achieve an imperial status which in Victorian times made the injunction 'Rule Britannia, Britannia rule the waves' seem almost a statement of fact? How, how far, and why did England resolve her internal conflicts, settle her religion and develop the strong sense of national identity and patriotism which inspired her ruling classes? Why did the internal conflicts, which were never wholly resolved, cease to have much influence on national events? What part did the diverse people who lived and died in the kingdom play in determining its future. Did kings and queens and their councillors make a greater contribution than poets and playwrights, ministers and priests, soldiers, sailors, pirates and smugglers, settlers and traders, craftsmen and manufacturers, builders and roadmakers?

**Basic reading**

J.S. Morrill (ed.) *The Oxford Illustrated History of Tudor and Stuart Britain* (O.U.P., 1995)

**S8.2 European culture in an age of irrationalism, modernism and intensity, 1880-1990**

Dr Dreher

**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

A study of the relationship between ideas and social change from the end of the nineteenth century until the contemporary era with discussion of major aspects of political, literary, philosophical and artistic changes. During this period reading will include works by A. Strindberg, F. Nietzsche, J.K. Huysmans, G. Sorel, T. Mann, L.-F. Céline, A. Huxley, F. Kafka, S. Freud, J.-P. Sartre, G. Grass and J. Habermas. Emphasis will be placed upon the interrelationship between cultural forms and the rapid social and political change which took place during the era.

**S9.2 Australian social history, 1914-1988**

Dr Cochrane, Mr White

**Classes** (2 lec & 1 tut)/wk

**Assessment** one 3hr exam or equivalent, one 1000w tut paper, one 3000w essay; 60% for classwork, 40% for exam

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 and abused.

**S10.2 Chivalric and Renaissance culture**

Assoc. Prof. I. Jack, Assoc. Prof. Pesman

**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

The course will examine contrasts between the elite culture which developed in northern Europe and Renaissance Italy. Chivalry was a pervasive ethos in upper society of the fourteenth and fifteenth century in northern Europe, manifested in outward display, literature and music. It was particularly shaped by the Hundred Years War between England and France, the first protracted conflict between Christian princes in the post-crusading period. Chivalry was a universal knightly code of good conduct in public and in private, controlling and civilising relationships between top people in northern Europe and the Spanish kingdoms.

But there were other ways of looking at life in the fourteenth and fifteenth centuries. In Italy in the precocious urban centres and city states there developed new societies which were mercantile in their economic base, more secular in their outlook and sometimes republican in their political structures, and new social and cultural forms emerged to meet the interests of urban ruling elites. These forms are traditionally summed up in the concept of the Renaissance. The focus in investigating Italy will be in Florence, cradle of the Renaissance and home of Dante and Petrarch, Masaccio, Michelangelo and Machiavelli. In the writings of Machiavelli, new attitudes to politics and war entered European discourses.

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This course will explore the unique character of Australia's experience in the world from White Australia to multiculturalism, from British 'race patronism' to 'Eurasian nation'. It will trace the emergence of a distinctive foreign policy tradition out of the special problems created for a European-derived society located in the Asian-Pacific region. It will consider the implications of this experience for national identity and the tensions between the community of culture and the community of interest. In the process it will re-examine many of the major issues and events in the history of Australia's relations with the world, including colonial liberalism, the 'Monroe Doctrine for the South Pacific'. The White Australia policy, the making of the Commonwealth, the fear of Japan and the 'Yellow peril', dependence on 'Great and Powerful Friends', the ALP and Anzacs, The British 'betrayal' in World War II, internationalism and the United Nations, the response to the Cold War and Asian national independence, clashes with Indonesia over West New Guinea and Konfrontasi, the Anzus alliance and Vietnam, the retreat of Britain into Europe and the rise of republicanism, multiculturalism and the end of White Australia, 'emmeshment' with Asia.

*ST1.2 Pagans and Christians in the Roman world
Dr Brennan
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 4000w essay; 60% for classwork, 40% for exam

This course examines religious beliefs, practices and associated values in the Roman world of the first four centuries A.D. It begins with the varieties of religious experience and tradition in the Roman world at the time of the birth of Christ, and charts developments, especially the growth of Christianity against the background of a changing world. Its main focus is on similarities and differences. It compares attitudes (e.g. to wealth, slavery, sexuality, war and the military, death (including suicide and martyrdom), the nature and locus of 'the holy', the relationship between divine and human, revelation) and religious experiences. It looks at the place of religion in the civic community (e.g. religion and politics, the role of festivals, women) and, in general, at the link between personal religion and society. It will also look at religious conversion and at attempts to induce religious change (by persecution, propaganda and rewards). Its expected outcome is greater knowledge and understanding of the complex relationship between religion and society in general and in the historical world of the Roman empire in particular.

Textbook
R. Lane Fox Pagans and Christians (Penguin, 1988)

*ST2.2 History as they saw it; the perspectives of the Ancient Near Eastern sources
Dr Weeks
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay, two 750w tut papers; 50% for classwork, 50% for exam

The various schools of historiography in the Ancient Near East formed distinctive accounts of their own history. They are therefore a source not only for that history but also for religious, political and social concepts in their time. This course will seek to elucidate the Mesopotamian, Egyptian, Hebrew and Hittite historical perspectives. There will be consideration of the problems we face in trying to understand the mentality of another era.

History special 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 entry requirements regardless of whether or not they intend to proceed to History IV.

History 290 'Rethinking history'

This unit consists of a core component (first semester) and options (second semester) which will address significant historiographical ideas and themes raised in the core. Semester two options will normally have at least 12 to 15 students. Students will choose options during semester two (at the end of May) 1996. 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 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
Please note that some courses require a prerequisite or a corequisite

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 entry requirements regardless of whether or not they intend to proceed to History IV.
Students choose one of the following semester two options.

- Aboriginal historical writing
- Modern marxism and its critics
- Asian resistance and foreign domination; India
- The world, the flesh and the devil*
- Black autobiography
- Australia and the world
- Merchants, corsairs and admirals; the medieval Mediterranean

**History 291**

*Entry requirement* as for History 290

This second semester course consists of two 200s options. History 291 students choose two of the semester two options. Please note that some courses require a prerequisite or a corequisite.

**History 390, 391, 392, 393 (Special Studies seminars)**

*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**

**H1 Cultural rivalries: Sydney v. Melbourne**

Dr P. Cochrane

*Classes* one 2hr seminar/wk

*Assessment* one 3hr exam

History 390: one 8000w essay, one 3000w seminar paper

History IV: one or two seminar papers combined total of 8000w

60% for classwork (50% written work, 10% participation), 40% for exam

This course will examine the history and rivalries of the two dominant white cultural centres in Australian society. Ranging from a broad canvas to the study of particular sites and events, the course will raise questions about culture and society, the nation, class, gender and the construction of the past. It will examine the origins of difference, how ideas about difference have been constructed over time and how the respective cities have affected the writing of Australian history.

Themes covered will include: corporate cabals, cultural elites, the academic ‘garrisons’, patriotism and nationalism, conservatism and modernism, monuments and icons, architecture, leisure. The rivalries might include: the protestant ascendency v. the Labor right, Australian rule v. rugby, Melbourne moral seriousness v. Sydney libertarianism, geography and the city (the harbour v. the Yarra), sunshine v. sleet.

**H2 Race, evolution and society: ‘Science’ and ‘Ideology’ in the rediscovery of ancient societies and cultures, 1770-1945**

Dr Dreher, Dr Weeks

*Classes* one 2hr seminar/wk

*Assessment* one 3hr exam or equivalent

History 390: two 2000w seminar papers, one 4000w essay

History IV: two 4000w seminar papers

The focus of this course will be the interrelationship between people’s perceptions of their historic and social origins and their view of contemporary cultures and races. The rediscovery of ancient cultures and societies (e.g. Egypt, Mesopotamia, Meso-America as well as ancient Germanic and Celtic cultures and the larger conceptions of a Semitic and/or Aryan past) has led to a fundamental reappraisal of both the origins and nature of human society. Racial theorists, cultural relativists, evolutionary theorists, theologians and various political and social ideologies have sought ammunition for their positions from the rediscovery of ancient cultures and the new disciplines this created (e.g. anthropology, archaeology, comparative linguistics, evolutionary biology). The rediscoveries themselves will be studied in terms of ideologies, national and social antagonisms, as well as the often unquestioned assumptions of nineteenth and twentieth century ‘Western’ man. Every attempt will be made to allow students to explore areas cognate with their fields of interest and thus contribute to the general synthesis.

**H3 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 paper

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.

**H4 Europe and the sea: from late Antiquity to the Renaissance**

Assoc. Prof. Pryor

*Classes* one 2hr seminar/wk

*Assessment* one take-home exam

History 390: one 8000w essay, two 1500w seminar papers

History IV: two seminar papers combined total of 8000w

Europe and the Sea deals with the rise and development of European sea power, both military and commercial, from the late Roman Empire to the period of the battle of Lepanto (1571) and the Spanish Armada (1588). The first three or four seminars will be given by Professor Pryor and will (1) outline the...
development of maritime commerce and naval warfare in the Greco-Roman period and (2) discuss the importance of geographical, meteorological, and iconographic evidence for European maritime history. From then on the course deals with the transition from the Roman Empire in the Mediterranean to the period of conflict between Islam and Byzantium, the development of Scandinavian seafaring, the rise of the Latin West in the Mediterranean, the age of naval warfare between Genoa and Venice, and Aragon and Sicily, in the Mediterranean, the rise of Ottoman naval power to Lepanto, the rise of German, French and English sea power in the late Middle Ages, the development of the Spanish and Portuguese maritime empires, and the clash between Spain and England.

**H5 The French left since 1789**

Dr B. Fulton  
**Classes** one 2hr seminar/wk  
**Assessment** one 3hr exam  
History 390: two 2000w seminar papers, one 4000w essay  
History IV: two 4000w seminar papers

This course will seek to provide students with an understanding of the major events and problems in the history of the French left. It will study such topics as the French revolutions of 1789-1848; the Paris Commune of 1871; the ideology and practice of socialism, revolutionary syndicalism and communism; the popular front, the resistance movement, the 'events of May' 1968 and the Mitterrand presidency.

**H6 Australia and Its Pacific world**

Dr Kersten, Dr Wong  
**Classes** one 2hr seminar/wk  
**Assessment** one 3hr exam  
History 390: one 8000w essay, one 3000w seminar paper  
History IV: one or two seminar papers combined total of 8000w

60% for classwork (50% written work, 10% participation), 40% for exam

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.

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.

**H60 The British Celtic frontier: culture, race, resistance and war 1400-1800**

Assoc. Prof. S. Jack, Dr J. Reeve  
**Classes** one 2hr seminar/wk  
**Assessment** one 3hr exam  
History 390: one 8000w essay, one 3000w seminar paper  
History IV: one or two seminar papers combined total of 8000w

60% for classwork (50% written work, 10% participation), 40% for exam

Who were the real Celts of the British Isles? We have the image of the bard, the warrior and the traveller but are they mere myth? This course will explore how the separate national identities of Wales and Ireland, Scotland and Cornwall were forged or crushed through the strategies of revolt, resistance and religion, government and war. How were they expressed in culture and religion, through language and literature. Why did these identities take the forms they did? Why did the experiences of the Celtic countries diverge? What made for success or failure? How did Celtic identities find expression in European and colonial war and expansion? What were the roles of iconic figures in the creation of national identity: Glendower, Mary Queen of Scots, Kildare, Grace O'Malley, O'Neill, Tyrone, Bonny Prince Charlie?

Students will gain an understanding of the shifts in the position and role of the Celts in the different kingdoms of Britain, and the historiography of the countries. Students will learn to use analytically the defective primary source material for the subject.

**Textbooks**

- G. Williams *Wales and the Act of Union* (Headstart History, Bangor, 1992)

**H61 The birth of Europe**

Dr Olson (first semester), Dr Cremin (second semester)  
**Assessment** any medieval or ancient history  
**Classes** one 2hr seminar/wk  
**Assessment** one 3hr exam  
History 390: two 2000w seminar papers, one 4000w essay  
History IV: two 4000w seminar papers

This course aims to develop understanding of early medieval history, to instruct in the application of archaeological evidence to historical study, to broaden the range of topics studied to include eastern as well as western Europe and the activities of all of the population, and to hone skills in written and oral expression of historical analysis. First semester topics will investigate selected developments and interpretations of the early medieval period (fifth to eleventh centuries) of European history, with an emphasis on archaeological evidence: the Pirenne Thesis, rural, urban and monastic settlement, cultural identity, gender relations, and aspects of Slavic, Ottonian German, Anglo-Saxon and Viking cultures. In the second semester we shall study the technology of the early medieval period in Western Europe and shall examine the work carried out by women and men in both rural and urban contexts, using archaeological or pictorial evidence where written texts are lacking.
The First Punic War was a surprise: Rome and Carthage had previously been friendly. The Second may have been a mistake, but it led to a continental empire. The Third — was revenge, or deep-seated Realpolitik? The wars produced great leaders like Regulus and Scipio, great endeavours and great missed opportunities. They furthered social and political change in both Italy and North Africa and the first two gave Rome the potential to dominate the entire Mediterranean world. Our sources of information on them, and on Roman-Carthaginian relations overall, vary from the very full to the scrappiest, so that differing interpretations of details abound. This course studies the background of the wars, warfare and war-aims, Roman-Carthaginian relations during the interwar years, and the impact of the Punic Wars on internal affairs at both Rome and Carthage from 264 to 146. Part of the course involves assessing the worth and the role of the various sources for these events, the traditions that influenced them and the limitations they impose on our knowledge of the topic.

**H70* Romans and Carthaginians (Latin language)**

Assoc. Prof. Hoyos, Miss Hayne  
**Prereq as for other 390/IV units with either Greek or Latin IB as language requirements**

**Classes** one 2hr seminar/week  
**Assessment** one 3hr exam  
Ancient History/History 390: one 6000-8000w essay, seminar papers totalling about 3000w  
Ancient History/History IV: two seminar papers of 5000w and 3000w

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.

**H73* Assyrian imperialism**

Dr Weeks  
**Prereq** HSC Hebrew, Hebrew IB, Arabic IB 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 paper  
History IV: one or two seminar papers combined total of 8000w  
50% for classwork and 50% for exam

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 1996 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 1996.)

**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 4 October 1996. 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 Special Studies Seminar options which appear under History 390 honours entry.

History IV General Seminars

Classes Yr.: one 2hr seminar/wk
Assessment one 3hr exam or equivalent, two seminar papers totalling 8000w

Students chose one of the General Seminar options below:

GS11 Writing religious history
Dr Oddie, Dr S. Piggin (Macquarie University), Ms Hayne and others

This will be a broad comparative seminar which explores the nature of religious historical writing with special reference to the history of Christianity but with some discussion of Hinduism and Islam. 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, the concern with 'History' itself, as a reflective yet 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 metropolisation; 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.

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, the concern with 'History' itself, as a reflective yet 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 metropolisation; 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.

GS16 Process and structure in historical thought and writing
Dr MacLachlan

The seminar will attempt to pick its way through the complexities of historical thought and writing over the past 250 years through the use of two broadly contrasted paradigms.

In the first semester, under the heading of 'process' we shall study the trajectories of time — cyclical, linear, organic, development — and the understanding of history as 'process' in Vico, the Romantics, and in the great Metahistorians of the nineteenth century, Hegel, Ranke, Michelet, Macauly, Tocqueville, Burckhardt, and of course Marx. Through these studies, we shall try to assess the function of 'process' in the varieties of whig, National and Marxist history into the late twentieth century, and, likewise, the role
of narrative strategies in the writing of history today.

In the second semester, our work will focus on the idea of structure and the attempt since the eighteenth century to locate history within the social sciences. Under this heading we shall study the interaction of history, sociology, anthropology and linguistics since the mid-nineteenth century in the work of Marx, Tocqueville, Weber, Durkheim; in the Annales school. Tocqueville, Weber, Durkheim; in the Annales school history, sociology, anthropology and linguistics since the mid-nineteenth century to locate history within the social sciences.

GS21 Writing the history of popular culture, Europe, the United States and Australia, ca 1500-1993
Assoc. Prof. Waterhouse
This seminar begins with a discussion of the meanings of the terms 'culture' and 'popular culture' and how those meanings have changed in the last century or so. The curriculum of this class is also concerned with the historiography of popular culture and the methods used by historians (e.g. ethnography, material culture studies) to recover the lives of those who have left few written records. The case studies, drawn from a range of pre-industrial, urban industrial and post industrial societies, are designed to allow students to determine the merits and disadvantages of the various methods and approaches studied. Finally, this seminar will examine the relationship between popular and other forms of culture: it is a fundamental tenet of the course that culture is a process, that no form of culture may be understood in isolation.

GS25 Biography and autobiography sexual subjects: identity in autobiographical writing
Dr. P. Russell
Students will become familiar with historical, feminist, literary and cultural theories about the production of autobiography. They will appreciate the diversity of style within this rich field and consider how it may be used to broaden historical interpretations of societies and cultures. They will develop their skills of textual analysis in independent research.

In this seminar we will explore some of the many forms — including memoirs, letters, diaries and oral history — in which women and men have written their own life stories. Treading lightly on a range of cultures and historical eras, we will consider the narrative structures in the autobiographical form. We will examine the construction of identity and sexual subjectivity through memory, writing and relationships. We will draw upon historical and theoretical literature as well as examples of autobiographical writing to consider a number of complex questions. What is the value of autobiography as an historical source? How do we draw the line between history and fiction? Between history and memory? Between history and the individual? Are particular narrative forms 'gendered'? This course has a particular emphasis on women’s writing and memory.

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 courses. 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.

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.

Departmental Office
Carslaw Building, Room 441.
Noticeboards
Carslaw Building, opposite room 435.
Telephone 351 4226
Advice on courses
A member of staff will be available to advise on courses during the enrolment and orientation periods, either in the enrolment centre or in the History and Philosophy of Science Office.

Course information
More detailed information on courses is contained in booklets available from the History and Philosophy of Science Office.

Registration
Students will need to register for tutorials. Arrangements for this will be made in lectures at the beginning of the year.

History and Philosophy of Science 201 and 202 each 8 units
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 insociety, the arts, technology
and politics. A text will be available from the course-giver.

**History and Philosophy of Science 301**

8 units

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

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**

8 units

Dr Rasmussen

*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**

8 units

Note that the course is year-long regardless of when the options are taken. 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

This option is equivalent to two 2hr/wk single semester options.

**Memory**

Dr Spence

*Classes* Sem 2: 2hr seminar/wk

*Assessment* assignments, classwork

**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

**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

**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**

Dr E. Benitez

*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 1000w essay

For details see Women’s Studies.

**History and philosophy of psychology**

Dr McMullen, Ms Turtle

*Prereq* Psychology 201

*Classes* Sem 2: 2 lec/wk

*Assessment* exam and 2500w essay

For details see Psychology 350. This option is the equivalent of two 2hr/wk options.

**History and Philosophy of Science 304**

8 units

**Contemporary Issues**

Students will choose 2 out of the following courses:
with particular focus on the histories of architectural, urban and landscape design. A thematic structure draws on a wide range of specialist lecturers from the Departments of Architecture, Architectural and Design Science, and Urban and Regional Planning to examine the fundamental elements of the closely related areas of design. Themes include the development of structure, the languages of Western and non-Western architecture and urban typologies drawing examples from Africa, Asia, Australia, Europe, North and South America.

The second course, also structured thematically, examines how movements have played a significant role in shaping the design of the built environment. Industrialisation, colonialism, regionalism, conservation, ideological movements and vernacular traditions are amongst the themes used to explore the architecture, urban design and landscape design of Europe, North America, India, China, Japan, Southeast Asia and Third World countries.

The Industrial Relations courses have been restructured for 1996 and students should consult the department noticeboard at enrolment time.

Admission is subject to a quota. Normally, only recent school leavers are accepted in TER order. For 1996, however, some continuing students will be accepted into Industrial Relations 201.

Introduction

Industrial Relations is a relatively new and expanding social science. The Department, founded in 1976, aims at providing students with a well-rounded understanding of industrial relations and fundamental knowledge for the commencement of professional training in the field.

The overall program reflects a two-fold approach to the systematic study of industrial relations. First, it embraces what is popularly known as ‘industrial relations’, namely, an understanding of the institutions and processes of work regulation involving concepts of basic rights in industry. This includes studying the theory and practice of relations between employers, employees, unions and the state. Second, fundamentals of professional training are offered through disciplines such as industrial sociology, labour law, labour history, labour economics which contribute to a deeper understanding of contemporary problems.

The Department offers a work experience program for Industrial Relations continuing Senior students during vacations, with placements in unions, employer organisations, companies and the Public Service. Graduates find employment in the areas of industrial relations, personnel and human resources management, union research and organisation, industrial advocacy, general management, and public administration.

Location

The Industrial Relations Department Office is located in Room 272 of the Institute Building. The telephone number is 351 3077.
Industrial Relations 101 and 102  
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 101, 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 102, consists of a broad introduction to the organisations in Australia and industrial relations (including human resource management) within those organisations.

Industrial Relations 201, 202, 203, 204  
Each 8 units 
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 human 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.

Industrial relations 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 practice  
New course for 1996. Details from the Department.

Industrial Relations 290  
8 units  
First Semester 
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.

Second Semester 
Contemporary industrial relations theory  
This course examines theoretical developments after Dunlop.

Industrial Relations 390  
8 units  
First Semester 
Option  
This course is drawn from the existing Honours courses offered to the BEc (Hons) students. See the Department.
Second Semester

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
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.

The Department of Italian aims to teach and to promote research in Italian culture. The Department offers courses in the broad areas of language and literature. It aims to develop multiple language skills (reading, writing, listening, and speaking) as well as analytical and critical skills which will enable students to pursue studies in areas in which the Department has particular competence. Those areas are:

- Literary history and criticism, with particular emphasis on the Middle Ages and the Renaissance (fourteenth to sixteenth centuries), seventeenth and eighteenth-century studies, the Romantic period, twentieth-century literature and society;
- Drama, with particular reference to medieval religious drama, renaissance theatre, the Commedia dell’arte, Pirandello and his time, and performance studies;
- Language studies, especially sociolinguistics, second language acquisition, language teaching methodologies, and philology.

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. All classes begin in Week 1.

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 groups.

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 50% 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.

Special consideration
Attention is drawn to the arrangements for special consideration in cases of illness or misadventure (consult Department).

Evening courses
Subject to demand and funding, Italian B 101 will be available in the evening in 1996. Consult Department.

General outline of courses
The entry requirements for courses can be found in the Table 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 AB 101, 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 should remember, however, that they may take no more than 82 units of Italian.

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.

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).
Italian B 101 12 units
Coordinators: Dr Modesto, Dr Rubino, Dott. Zanardi

Language
Coordinator: Dr Modesto
Classes Yr: 3 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 Sem 1: one take-home exam; Sem 2: two 1000w essays; class work

See entry under Italian A 101.

Italian A 103 6 units
Coordinator: Dr Rubino
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.

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

Language
Coordinator: Dott. Marmini
Classes Yr: 3 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 Imparare dal vivo (Bonacci)
Recommended dictionary
Zingarelli Vocabolario della lingua italiana (Zanichelli)

Cultural history
Coordinator: Dr Kiernan
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment one 3hr exam, classwork

See entry under Italian A 201.

Option
Coordinator: Assoc. Prof. Fitzpatrick
Classes Sem: 2 tut/wk
Assessment one 2000w essay, classwork

One option chosen from the Option list at the end of the Italian entry in this Handbook. Options marked * are open to second-year students.

Italian B 201 16 units
Coordinators: Dr Kiernan, Dott. Marmini

Language
Coordinator: Dott. Marmini
Classes Yr: 3 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 Imparare dal vivo (Bonacci)
Recommended dictionary
Zingarelli Vocabolario della lingua italiana (Zanichelli)

Cultural history
Coordinator: Dr Kiernan
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment one 3hr exam, classwork

See entry under Italian A 201.

Option
Coordinator: Assoc. Prof. Fitzpatrick
Classes Sem: 2 tut/wk
Assessment one 2000w essay, classwork

One option chosen from the Option list at the end of the Italian entry in this Handbook. Options marked * are open to second-year students.

Italian 203 8 units
Coordinator: Assoc. Prof. Fitzpatrick
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**
Coordinator: Assoc. Prof. Fitzpatrick  
**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**
Coordinators: Dr Kiernan, Dr Reynolds  
**Coreq:** Italian A 201 or Italian B 201  
**Classes Yr:** 2 tut/wk  
**Assessment:** one assignment/sem, classwork

**Special Entry Seminar**
In Semester 1 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. In Semester 2 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.

**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**
Coordinator: Assoc. Prof. Fitzpatrick  
**Classes Yr:** 2 tut/wk  
**Assessment:** one 3hr exam/sem, class work

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.

**Recommended dictionary**
*Zingarelli Vocabolario della lingua italiana* (Zanichelli)

**Options**
Coordinator: Assoc. Prof. Fitzpatrick  
**Classes Yr:** 2 tut/wk  
**Assessment:** two 2500w essays, class work

Two options are to be chosen from the Option list at the end of the Italian entry in this Handbook.

**Italian 303**
Coordinator: Assoc. Prof. Fitzpatrick  
**Classes Yr:** 2 tut/wk  
**Assessment:** two 2500w 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 304**
Coordinator: Assoc. Prof. Fitzpatrick  
**Classes Yr:** 2 tut/wk  
**Assessment:** two 2500w 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 390**
Coordinator: Dr Kiernan  
**Literary criticism and theory**
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  
**Language**
Coordinator: Prof. Carsaniga  
**Classes Yr:** 2 tut/wk  
**Assessment:** assignments, class work

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 1996 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 1996, and only if staff resources allow. CHECK NOTICEBOARD in September at pre-enrolment and again 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 1997 are urged to discuss their requirements with the option coordinator, before October 1996.
- Options marked * are open also to students in second year.

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)
   [Not offered in 1996]

3. Advanced Dante studies (B)
   [Not offered in 1996]

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.
   Textbooks
   Texts are available in the Department

5. Petrarcha and Boccaccio
   [Not offered in 1996]

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
   [Not offered in 1996]

8. 'La Questione della Lingua'
   [Not offered in 1996]

9. Ariosto and the chivalric romance
   [Not offered in 1996]

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.
    Textbooks
    Texts are available in the Department

11. Eighteenth-century studies
    Dr Kiernan
    An introduction to the philosophical, critical, and literary culture of eighteenth-century Italy.
    Textbooks
    Texts are available in the Department

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. Futurism
    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 'first Futurism' (1909-c.1919). Contemporary historical and theoretical approaches to Futurism, including the question of its proto-Fascism, will be canvassed.
    Textbooks
    Texts are available in the Department

14. History and the novel
    [Not offered in 1996]

15. Shorter prose 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
[Not offered in 1996]

17. Twentieth-century poetry
[Not offered in 1996]

*18. Texts 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 playtexts in the light of the transition from dramatic text to performance.

Textbooks
Texts are available in the Department

*19. Flexible performance: the ‘Commedia dell’arte’
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
[Not offered in 1996]

21. Culture politics and society in contemporary Italy: 1968-88
[Not offered in 1996]

22. Philology
[Not offered in 1996]

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
[Not offered in 1996]

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. Gioè
A study of the main developments in Italian film from the post-WWII.

Textbook
Texts are available in the Department

Japanese
See under Asian Studies.

Jewish Civilisation, Thought and Culture
See under Semitic Studies.

Korean
See under Asian Studies.

Latin
See under Archaeology, Classics and Ancient History.

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 over 100 languages — including Australian languages, native American languages, African languages and languages of the former Soviet Union — using audio and video tapes, computer disks or CDs. (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 in Spanish for the BA degree (see the entry ‘Spanish and Latin American Studies’). (Courses in modern Celtic languages — Irish and Scots Gaelic, and Welsh — previously offered through the Language Centre are now offered through the Centre for Celtic Studies.)
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 1hr/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 depending on the availability of funds, staff and sufficient student interest. Reading 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 language courses taught by the Centre can be made at the Circulation Desk on Level 2 of the Brennan Building, telephone 351 2371.

### Legal Research and Writing

This course is designed to develop students' capacity in legal research and writing. The course has two components: legal research (including instruction in computer assisted legal research) and legal writing. Each component must be completed for a pass grade to be obtained. The course is conducted on a pass/fail basis. Both components are integrated in law subjects taught in the first three years of the Combined degree.

<table>
<thead>
<tr>
<th><strong>Unit values for BA degree</strong></th>
<th></th>
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<tbody>
<tr>
<td><strong>First year</strong></td>
<td></td>
</tr>
<tr>
<td>Legal Institutions</td>
<td>12 units</td>
</tr>
<tr>
<td>Legal Research and Writing</td>
<td>no unit value</td>
</tr>
<tr>
<td><strong>Second year</strong></td>
<td></td>
</tr>
<tr>
<td>Constitutional Law</td>
<td>8 units</td>
</tr>
<tr>
<td>Torts</td>
<td>8 units</td>
</tr>
<tr>
<td>Criminal Law (at the student's option)</td>
<td>8 units</td>
</tr>
<tr>
<td><strong>Third year</strong></td>
<td></td>
</tr>
<tr>
<td>Administrative Law</td>
<td>8 units</td>
</tr>
<tr>
<td>Contracts</td>
<td>8 units</td>
</tr>
<tr>
<td>Criminal Law (if not already completed)</td>
<td>8 units</td>
</tr>
</tbody>
</table>

These courses are taken on the main University campus. The remainder of the course for the Bachelor of Laws degree will be completed at the Law School in the city during a period of two years. The Law School is located on the corner of King and Elizabeth Streets in the city. Enquiries may be made on: 225 9264 or 232 5944.

### Legal Institutions

Classes Yr: 6 lec & 2 tut)/wk

An introduction to law which explores the origin and development of law in Australia, and the institutions through which it is promulgated and administered today. Attention is given in this regard to the processes of government, parliamentary, executive and administrative, and the constitutional framework in which these operate. The court structure is also studied along with the role of the judiciary in shaping the law. Major theories about the nature and purpose of law will be discussed, and students will be encouraged to evaluate critically the way in which legal institutions work.

The tutorial program is used for detailed consideration of the reading materials.

### Constitutional Law

**8 units**

**Classes Yr: (2 lec & 1 tut)/wk**

The aim of the course is to give students an understanding of State, and especially federal, constitutional law.

The State content includes the Constitution Act 1902 (N.S.W.) generally, particular provisions (e.g. peace, welfare and good government, manner and form, territoriality, separation of powers), the Australia Acts 1986, the State Constitution as affected by, and as compared with, the Commonwealth Constitution. The federal content includes introductory material (e.g. Federation, characterisation, severance, outline of judicial review and interpretation), selected federal legislative powers, the judicial power and jurisdiction, prohibitions on power, inconsistency of laws, Commonwealth-State relations.

### Torts

**8 units**

**Classes Yr: two 1hr lec/wk & one 1hr tut/fn**

The law of torts is concerned with common law and statutory liability for non-contractual civil wrongs. This course is directed to providing students with a comprehensive understanding of the principles upon which liability is based through detailed study of a number of tort actions including trespass, negligence and nuisance. In the tort actions selected for study, the course will examine the various forms of conduct and states of mind which may give rise to liability for damage ranging from physical injury to person or property, to purely economic loss. Limitations on liability will be examined critically.

The course includes a study of the historical evolution of tort liability and a detailed analysis of causation and remotness of damage, the assessment of damages, fatal accidents and other injuries to relational interests, concurrent and vicarious liability, the action for breach of statutory duty and liability for animals.
This course seeks to provide a knowledge and critical understanding of the criminal law in the context of the Australian criminal justice system.

The subject-matter covered in the course is essentially as follows:

(a) Crime and the criminal justice system
(b) Offences against the person
(c) Offences against property,
(d) General principles of criminal liability
(e) Criminal procedure
(f) Sentencing

Administrative Law 8 units
Classes Yr: (2 lec & 1 tut)/wk

This course is concerned with the powers and procedures of administrative agencies, and the avenues for review of their decisions. Non-judicial avenues which are considered include the Commonwealth Ombudsman, the federal Administrative Appeals tribunal, freedom of information legislation and public consultation under rule-making procedures. The statutory and common law procedures for seeking judicial review are studied, together with the grounds of judicial review and remedies. Policy issues which arise throughout the course are considered by reference to political and legal theory, and are pursued in greater depth in the context of the tutorial component of the course and the research assignment.

Contracts 8 units
Classes Yr: (2 lec & 1 tut)/wk

Contract law provides the legal background for transactions involving the supply of goods and services and one means, arguably the most significant means, by which the ownership of property is transferred from one person to another. It vitally affects all members of the community and a thorough knowledge of contract law is essential to all practising lawyers. In the context of the law curriculum as a whole, Contracts provides background which is assumed knowledge in many other courses.

It necessarily follows from the above that the aims of the course are composite in nature. Perhaps the central aim is to provide an understanding of the basic principles of the common law and statutes applicable to contracts and to provide a grounding in one of the most important areas of law in practice. A second aim is for students to be given the means to evaluate, to make normative judgments, about the operation of the law. This leads to a further aim, admittedly fairly modest in scope, to make some examination of contract law in other countries. As Contracts is basically a case law subject, the final aim of the course is to provide experience in problem solving by application of the principles provided by the decided cases.

Successful completion of this course is a prerequisite to the option Advanced Contracts.

Department of Linguistics

Of all the skills that human beings possess, language is the most quintessentially human. The practices and institutions that we take for granted, such as law, religion and science, would not be possible if not for the communication of symbolic and abstract meanings that language makes easy. No other animal has anything even approximating human language, and this is no doubt the reason for the complete absence of such institutions even among our closest relatives, the great apes.

In spite of the fact that we all use language intensively each day and are constantly surrounded by its spoken and written forms, most of us are completely unaware of its true nature and structure. This is because it is so close for us, so much a part of our daily lives, that we use it unconsciously. It is a skill we take for granted like riding a pushbike or driving a car. But this easy, largely unconscious skill is very deceptive, for all human languages are highly complex systems for communication, with greatly elaborated structures and rules. Linguistics is the discipline that takes language as its particular object of study, to uncover its structures and rules and to understand how these are used in human acts of communication.

Linguistics studies the full range of aspects of human language. It investigates the phonetics, grammar and semantics of individual languages, but through this seeks to uncover the features common to all human languages, the 'linguistic universals'. These are equivalent to the set of constraints on what is a possible human language, the so-called universal grammar. Various linguistic theories have been proposed which attempt to characterise this underlying structure of all languages; these theories are then used as a guide for the description of individual languages and revised accordingly. Languages which seem on first view to be very different may turn out, on closer scrutiny, to share many important deeper similarities in terms of their overall structural patterning.

Linguistics occupies a privileged position in the field of the humanities and sciences in that it touches on many of the central issues that concern a number of disciplines. Because language is concerned with communication between humans, it is relevant for the social sciences like anthropology and sociology; but because it is the central instrument for thinking and other cognitive tasks, it is also important to psychologists. Problems of language also loom large in fields like philosophy and literary criticism. Finally linguistics has many practical applications in fields like language teaching, general education, and computer science.

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.

Entry requirements
These are set out in the Table of Courses.
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 32 senior units in Linguistics. 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 (LSC) or 212 (LSC). The other options may be drawn freely from the higher undergraduate electives (i.e. 300 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: 311, 312, 313, 314, 315, 316, 317, 320, 321, 325, 326, 327, 328, 329, 331, 332.

Structure of the Pass course in Linguistics

<table>
<thead>
<tr>
<th>General Linguistics stream</th>
<th>Language and Social Context stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Semester 1</td>
</tr>
<tr>
<td>100</td>
<td>Ling 111</td>
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<tr>
<td>3lec 1tut</td>
<td>3lec 1tut</td>
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<tr>
<td>200</td>
<td>Ling 211 (GL)</td>
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<td>300</td>
<td>Ling 301:</td>
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<td>Option 3</td>
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<td>Option 2</td>
<td>Option 4</td>
</tr>
<tr>
<td>2lec</td>
<td>2lec</td>
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</table>

One of the third year Linguistics options must be either 211 LSC or 212 LSC.
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 remaining 32 units depend on the stream chosen.

General Linguistics stream
In second year, potential honours students must complete 211 (GL) and 212 (GL) as Linguistics 201 and 202 (two options) (total of 24 units). In third year, Linguistics 301, 302 and 390 (comprising 323 with 5 options) must be taken (total of 24 units). One of the options taken in second or third year must be either 211 LSC or 212 LSC. Students may choose freely from the higher undergraduate electives (i.e. 300 series courses) for their remaining options.

Language and Social Context stream
In second year, potential honours students must complete 211 (LSC) and 212 (LSC) as Linguistics 201 and 202 (two options) (total of 24 units). In third year, Linguistics 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 either 211 GL or 212 GL. The remaining options are to be chosen from the following: 311, 312, 313, 314, 315, 316, 317, 320, 321, 325, 326, 327, 328, 329, 331, 332.

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**

<table>
<thead>
<tr>
<th>Level</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>100</td>
<td>Ling 111</td>
<td>Ling 112</td>
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<tr>
<td></td>
<td>3lec 1tut</td>
<td>3lec 1tut</td>
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<tr>
<td>200</td>
<td>Ling 211 (GL)</td>
<td>Ling 212 (GL)</td>
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<tr>
<td></td>
<td>3lec 1tut</td>
<td>3lec 1tut</td>
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<tr>
<td></td>
<td>Ling 290:</td>
<td>Option 1</td>
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<td>Option 2</td>
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<td></td>
<td>2lec</td>
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<tr>
<td>300</td>
<td>Ling 301, 302, 390:</td>
<td>Option 5</td>
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<tr>
<td></td>
<td>323</td>
<td>Option 6</td>
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<td>2lec</td>
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<td>Option 3</td>
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During second or third year, students must complete either 211 LSC or 212 LSC.

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<tr>
<th>IV</th>
<th>Option 8</th>
<th>(Option 10)</th>
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<tbody>
<tr>
<td>Honours</td>
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<td></td>
<td>Option 9</td>
<td>(Option 11)</td>
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<td>Thesis</td>
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**Language and Social Context stream**

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<th>Level</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td>100</td>
<td>Ling 111</td>
<td>Ling 112</td>
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<tr>
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<td>3lec 1tut</td>
<td>3lec 1tut</td>
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<tr>
<td>200</td>
<td>Ling 211 (LSC)</td>
<td>Ling 212 (LSC)</td>
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<tr>
<td></td>
<td>3lec 1tut</td>
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<td>Ling 290:</td>
<td>Option 1</td>
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<td>2lec</td>
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<td>300</td>
<td>Ling 301, 302, 390:</td>
<td>Option 5</td>
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<td>2lec</td>
<td>2lec</td>
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<td></td>
<td>Option 4</td>
<td>Option 8</td>
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<td>2lec</td>
<td>2lec</td>
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</table>

During second or third year, students must complete both 211 GL and 212 GL.

<table>
<thead>
<tr>
<th>IV</th>
<th>Option 9</th>
<th>(Option 11)</th>
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<tbody>
<tr>
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<td>(Option 12)</td>
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<tr>
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<td>Thesis</td>
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</table>

**Location**
The Department is located in the Transient Building (F12), on the second floor (above the Co-op Bookshop). The main enquiries office is Room 218 (telephone: 351 4348; facsimile: 552 1633).

**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 Social and biological aspects of language**  
Dr Borowsky  
*Classes Sem 2: (3 lec & 1 tut)/wk*  
*Assessment one 3hr exam, various written assignments or essays*

Introduction to the study of language in its social, biological and historical contexts. Language variation: social and regional; language change; pidgins and creoles; language acquisition; language and the brain; language processing; sign language; animal language; language and culture; language and education.

**Linguistics 201 and 202**  
*each 8 units*

**211GL Phonetics and phonology**  
Dr Borowsky  
*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  
*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:

211LSC Functional grammar and discourse
Assoc. Prof. Martin
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
Dr Gardner
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 ethnography of communication and variation analysis); problems of empirical discourse analysis (data, transcription, generalisation).

Linguistics 290 8 units
Students choose two options from the 300 series electives below (normally one each semester).

Linguistics 301, 302 and 390 each 8 units
Electives
(Each elective equals 4 units)

311 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 franche 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.

312 Language and culture
Classes Sem 1: 2 seminars/wk

Introduction to analyses of various problems in cultural and social studies that benefit from input from linguistic expertise and issues in linguistic analysis that require explication in a wider ethnographic perspective. Topics include: structuralism, language and cognition, linguistic relativity (Sapir-Whorf Hypothesis), ethnography of speaking.

313 Sociolinguistic variation
Classes Sem 1: 2 seminars/wk
Assessment essay, other written assignment, exam


314 Educational linguistics
Classes Sem 2: 2 seminars/wk
Assessment written assignment, class

The relation of linguistics to education. Language teaching: teaching English as a second or foreign language; teaching English as a mother tongue; teaching languages other than English; language across the curriculum. The development of oral and written skills. Sociolinguistic factors. Testing, assessment and examinations. Classroom discourse.

315 Cross-cultural communication
Classes Sem 2: 2 seminars/wk

Issues in cross-cultural communication; information structure, context, speech act theory, ethnography of communication, ethnomethodology, politeness theory and notions of face, cultural relativity. Cross-cultural differences and similarities in the treatment of silence, turn-taking, sequencing, speech acts, non-verbal communication and politeness. Case studies and critiques.

316 Computer applications in linguistics
Dr Walsh
Classes Sem 2: 2 seminars/wk
Assessment written assignment, report, programming task, class

Computers play an increasingly significant role in the study of language and linguistics. This course introduces students to the many uses of computers with specific reference to linguistics: computer lexicography; storage and handling of text corpora; analysis of speech signals — to name just a few. Training in techniques for access to sources on language and linguistics throughout the world: local and international library catalogues; specialised message lists; FTP sites and the World Wide Web. Other Linguistics courses (like phonetics, field methods, historical linguistics and semantics) will rely on some basic knowledge of computers and their uses, such as can be gained from this course.
317 Language acquisition
Dr Borowsky
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 first hand experience in studying the emergence of language.

318 Introduction to Chinese linguistics
Dr Simpson
Prereq Linguistics 211GL
Coreq Linguistics 212GL or 211LSC
Classes Sem 2: 2 seminars/wk
Assessment written assignments, tutorial paper, essay, class
The course will focus on the structure and social context of a Chinese language (Mandarin in 1996). The place of the particular Chinese language within the family of Chinese languages will be discussed, both synchronically and diachronically. Under ‘social context’ will be discussed location of speakers, status of language, attitudes towards language, writing systems, and pragmatics. Under ‘structure’ will be discussed phonetics, phonology, morphology, syntax, lexical semantics, cross-sentence linking and information structuring. The course will also introduce students to different approaches to functional work (including both West Coast functionalism and systemic functional grammar) to generative work (including Government-Binding and Lexical Functional Grammar).

319 Phonological theory
Dr Borowsky
Prereq 211GL
Classes Sem 2: 2 seminars/wk
Assessment essay, other written assignment

320 Social semiotics: text in context
Assoc. Prof. Martin
Prereq Linguistics 211LSC and 212LSC
Classes Sem 1: 2 seminars/wk
Assessment written assignment, class

321 Advanced phonetics
[Not offered in 1996]
Prereq 211GL
Classes (2 lec & 1 tut)/wk
Assessment written assignment, class

322 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.

323 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

324 Morphology
Classes Sem 2: 2 seminars/wk
Assessment written assignment

325 Semantics and pragmatics
Dr Simpson
Prereq Linguistics 212GL or 211LSC
Classes Sem 2: 2 seminars/wk
Assessment essay, other written assignment
326 Advanced systemics: theory and practice
[Not offered in 1996]

327 Computational linguistics
Classes Sem 2: 2 seminars/wk
The role played by formal linguistic theory in the fields of computational linguistics. The need for explicitness. Programming languages.

328 Structure and use of a language other than English
In-depth study of a non-Indo-European language. Brief overview of the LOTE in relation to its linguistic history and current setting. Summary presentation of phonological, lexical, morpho-syntactic and semantic systems followed up by the study of these systems in use in a range of text material. Selected sociolinguistic issues relevant to the LOTE offered in a particular year (e.g. language standardisation, orthography design, language shift and maintenance).

329 Field methods
Dr Simpson
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.

330 Advanced Issues in syntax
[Not offered in 1996]
Prereq Linguistics 212GL

331 Issues in functional grammar
[Not offered in 1996]
Prereq Linguistics 211LSC and 320

332 Issues in functional semantics
[Not offered in 1996]

333 Advanced historical linguistics
[Not offered in 1996]
Prereq Linguistics 323
Classes Sem: (2 lec & 1 tut)/wk
Assessment written assignment, class

Linguistics IV Honours
See earlier advice about the structure of the course.

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. See the Table of courses, (Part A has the details about courses in Mathematics and Statistics, Part B covers courses in Statistical Methods) for particulars about courses.

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 to equip 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 351 4533; fax 351 4534.

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.

100 Level courses
Mathematics (Life Sciences) 101 12 units
First-year office (5th Floor, Carslaw Building)
Classes Yr: (4 lec & 2 tut)/wk
Assessment two 2hr exams, 4 assignments/sem, computer project, 3 class quizzes

Content
This is a one-year course in Mathematics intended to give a rounded view of mathematics and particularly designed for students intending to major in the life and social sciences. Topics covered include differential and integral calculus, linear algebra and statistics.
There are comprehensive details of the Mathematics (Life Sciences) 101 course in the First Year Mathematics Course Handbook.

Assumed knowledge
Knowledge equivalent to the 2-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.

General Statistical Methods 101 12 units
First-year office (5th Floor, Carslaw Building)
Classes Yr: (3 lec & 1 tut)/wk
Assessment one 3hr exam/sem, assignments


Mathematics 101 12 units
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 also includes theory and mathematical techniques which are useful in other subject areas. It is one of the two qualifying courses for all higher level mathematics courses.

There are comprehensive details of the Mathematics 101 course in the First Year Mathematics 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 bridging course conducted by the School in February.

Mathematics (Advanced) 101 12 units
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. It is one of the two qualifying courses for all higher level mathematics courses.

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 First Year Mathematics Course Handbook, distributed at the time of enrolment.

200 Level courses
Applied Mathematics 201 16 units
Dr Ivers
Classes Yr: (8hr of lec, tut & computer lab)/wk
Assessment generally one 2hr exam/option, assignments

This course consists of options which are taught at either the O or A level. Most students take the O level options, but A level options may be substituted. Each student must take two course options per semester. An option consists of 4 contact hours per week (usually 3 lectures plus one tutorial). Full details of course structure, content and examination procedures are provided in the Second Year Mathematics Course Handbook available from the School at the time of enrolment.

O level options: vector calculus and complex variables; matrix applications; mathematical computing; dynamical systems; Fourier series, ordinary and partial differential equations; optimisation; mechanics of deformable media.

A level options: multivariable analysis; Lagrangian dynamics; mathematical computing; mechanics of deformable media and waves; mathematical methods.

Applied Mathematics (Advanced) 201 16 units
Dr Ivers
Classes Yr: (8hr of lec, tut & computer lab)/wk
Assessment generally one 2hr exam/option, assignments

Entry to the Advanced course usually requires a Credit or better in either of the prerequisite courses. The options are listed under Applied Mathematics 201 above. Students in the Advanced course must take at least three options at the A level. All further information can be found under Applied Mathematics 201.

Mathematical Statistics 201 16 units
Dr D'Abrera
Classes Sem 1: (5 lec, 1 tut & one 2hr prac)/wk; Sem 2: (4 lec, 1 tut & one 2hr prac)/wk
Assessment two 1.5hr exams/sem, assignments, prac

This course is both a self-contained one-year course and the basis for a degree specialising in statistics. The course is presented in four modules. Full details are provided in the Second Year Mathematics Course Handbook available from the School at the time of enrolment.

Modules: probability and distribution theory; exploratory data analysis; hypothesis testing; estimation and dependence.
**Mathematical Statistics (Advanced) 201  16 units**  
Dr D’Abrera  
*Classes Yr: (5 lec & 1 tut & one 2hr prac)/wk  
Assessment two 1.5hr exams/sem, extra 2hr exam (Sem 2), assignments, prac*  

Entry to the Advanced course usually requires a Credit or better in either of the prerequisite courses. It covers all of the material of Mathematical Statistics 201 together with extra lectures in second semester on the mathematical theory of probability. Full details are provided in the *Second Year Mathematics Course Handbook* available from the School at the time of enrolment.

**Advanced Statistical Methods 201  8 units**  
Prof. Robinson  
*Classes Sem 2: (4 lec, 2 tut, two 1hr computer prac)/wk  
Assessment two 2hr exam, assignments, prac*  

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 *Second Year Mathematics 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 201  16 units**  
Ms Britton, Dr Nelson  
*Classes Yr: (8hr of lec, tut & computer lab)/wk  
Assessment generally one 2hr exam/option, assignments*  

This course consists of options which are taught at either the O or A level; the A options are generally somewhat more abstract and go deeper into the subject. Most students take the O level options, but A level options may be substituted.  

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. Full details of course structure, content and examination procedures are provided in the *Second Year Mathematics Course Handbook* available from the School at the time of enrolment.  
*O level options:* discrete mathematics; vector calculus and complex variables; matrix applications; analysis; Fourier series, ordinary and partial differential equations; inner product spaces and group theory.  
*A level options:* multivariable analysis; linear algebra; analysis; differential equations, group theory.

**Mathematical Statistics (Advanced) 201  16 units**  
Ms Britton, Dr Nelson  
*Classes Yr: (8hr of lec, tut & computer lab)/wk  
Assessment generally one 2hr exam/option, assignments*  

Entry to the Advanced course usually requires a Credit or better in either of the prerequisite courses. The options are listed under Pure Mathematics 201 above. Students in the Advanced course must take at least three options at the A level. All further information can be found under Pure Mathematics 201.

### 300 Level courses

#### Applied Mathematics

These courses consist of options which are taught at either the O or A level, some taught separately, others in common (A/O level). The A options are more demanding and are given more credit. Each option consists of two lectures per week, plus tutorial and assignments, or their equivalent.

Students taking either of the Applied Mathematics 350 courses choose at least six options whilst those taking the Applied Mathematics 301 course choose at least four options. Only Applied Mathematics 350 is offered as an Advanced course. Full details of course structure, content and examination procedures are provided in the *Third Year Applied Mathematics Course Handbook* available from the School at the time of enrolment.

The Applied Mathematics 350 courses are equivalent to the Applied Mathematics 3 courses in the BSc program. BA students intending to proceed to Applied Mathematics IV Honours must complete an Applied Mathematics 350 course at the Credit level or better. Other BA students are strongly recommended to take an Applied Mathematics 350 course for a more comprehensive qualification in mathematics.

**Applied Mathematics 350  24 units**  
Dr Macaskill  
*Classes Yr: (6 lec & 3 tut)/wk  
Assessment generally one 2hr exam/option, assignments*  

Most students take the O level options, but A level options may be substituted.  
*O level options:* Lagrangian dynamics; application of PDEs and waves; signal processing; financial mathematics.  
*A level options:* mathematical methods; fluid dynamics; advanced mathematical computing; Hamiltonian dynamics and Hamilton-Jacobi theory.  
*A/O options:* mathematical computing; nonlinear systems and biomathematics.

**Applied Mathematics (Advanced) 350  24 units**  
Dr Macaskill  
*Classes Yr: (6 lec & 3 tut)/wk  
Assessment generally one 2hr exam/option, assignments*  

The options are listed under Applied Mathematics 350 above. Students in the Advanced course must take at least four options at the A level.

**Applied Mathematics 301  16 units**  
Dr Macaskill  
*Classes Yr: (4 lec & 2 tut)/wk  
Assessment generally one 2hr exam/option, assignments*  

The options are listed under Applied Mathematics 350 above.

#### Mathematical Statistics

These courses consist of modules which are taught at either the O or A level. Students enrolling in Mathematical Statistics 350 take six modules at the O
level. In Mathematical Statistics (Advanced) 350, students take the same six modules plus a further module on Markov processes in Semester 2. Students enrolling in Mathematical Statistics 301 take only four modules. Full details of course structure, content and examination procedures are provided in the Third Year Mathematical Statistics Course Handbook available from the School at the time of enrolment.

The Mathematical Statistics 350 courses are equivalent to the Mathematical Statistics 3 courses in the BSc program. BA students intending to proceed to Mathematical Statistics IV Honours must complete a Mathematical Statistics 350 course at the Credit level or better. Other BA students are strongly recommended to take a Mathematical Statistics 350 course for a more comprehensive qualification in mathematical statistics.

Mathematical Statistics 350  24 units
Dr Peiris
Classes (6 lec, 3 tut & one 2hr prac)/wk
Assessment three 2hr exam/sem, assignments, prac
Modules: distribution theory; linear models; time series analysis; inference; multivariate analysis; design of experiments.

Mathematical Statistics (Advanced) 350  24 units
Dr Peiris
Classes Sem 1: (6 lec, 3 tut & one 2hr prac)/wk; Sem 2: (6 lec, 3 tut & one 2hr prac)/wk
Assessment three 2hr exams in Sem 1, four 2hr exams in Sem 2, assignments, prac
Modules: distribution theory; linear models; time series analysis; inference; multivariate analysis; design of experiments; Markov processes.

Mathematical Statistics 301  16 units
Dr Peiris
Classes Yr: (4 lec & 2 tut)/wk, one 2hr prac/fn
Assessment two 2hr exams/sem, assignments, prac
Semester 1: distribution theory; linear models
Semester 2 options: inference; multivariate analysis; design of experiments.

Pure Mathematics
These courses consist of options which are taught at either the O or A level, some taught separately, others in common (A/O level). Each consists of two lectures per week, plus tutorials and assignments. The A options are more demanding and are given more credit.

Students taking either of the Pure Mathematics 350 courses choose at least six options whilst those taking the Pure Mathematics 301 course choose at least four options. Only Pure Mathematics 350 is offered as an Advanced course. There is considerable flexibility in the choice of options, and mixtures of O and A are encouraged. Some options are offered in the evening. Full details of course structure, content and examination procedures are provided in the Third Year Pure Mathematics Course Handbook available from the School at the time of enrolment.

The Pure Mathematics 350 courses are equivalent to the Pure Mathematics 3 courses in the BSc program. BA students intending to proceed to Pure Mathematics IV Honours must complete a Pure Mathematics 350 course at the Credit level or better. Other BA students are strongly recommended to take a Pure Mathematics 350 course for a more comprehensive qualification in mathematics.

Pure Mathematics 350  24 units
Dr Howlett, Ms Henderson
Classes Yr: (6 lec & 3 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; differentiable analysis.

A/O option: history of mathematical ideas.

Pure Mathematics (Advanced) 350  24 units
Dr Howlett, Ms Henderson
Classes Yr: (6 lec & 3 tut)/wk
Assessment generally one 1.5hr exam/option, assignments
The options are listed under Pure Mathematics 350 above. Students in the Advanced course must take at least four options at the A level.

Pure Mathematics 301  16 units
Dr Howlett, Ms Henderson
Classes Yr: (4 lec & 2 tut)/wk
Assessment generally one 1.5hr exam/option, assignments
The options are listed under Pure Mathematics 350 above.

Honours courses
Applied Mathematics IV Honours
Dr Luckock
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. The final decision for entry rests with the Head of School.

Mathematical Statistics IV Honours
Prof. Seneta
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 final decision for entry rests with the Head of School.

Pure Mathematics IV Honours
Assoc. Prof. Walters

Those wishing to take Pure Mathematics IV Honours are asked to speak to the Fourth Year course coordinator during third year. 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.

Introduction

Medieval Studies is administered by a Faculty Committee. The Coordinator for 1996 is Assoc. Prof. J.H. Pryor, Department of History (Brennan Building, room 774, telephone 351 2840, fax 351 3918, e-mail John.Pryor@History.su.edu.au).

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.

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 80.
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. At present, there are no ‘core’ 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.

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. In September/October each year, the Coordinator issues a brochure which lists all available ‘units’, courses, and options for the following year.)

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.

Typical Medieval Studies degree structures

(1) Major in Medieval Studies

<table>
<thead>
<tr>
<th>History 102 (Medieval)</th>
<th>English 101</th>
<th>Hebrew B 101 &amp; B102 (Modern)</th>
<th>Latin B 101</th>
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<tr>
<td>History 201 and 202</td>
<td>English 201</td>
<td>Medieval Studies 201</td>
<td>Latin B 201</td>
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<tr>
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(2) Major in Medieval Studies

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<th>Course</th>
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<td>English 101 and 103</td>
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<td>English 201</td>
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<tr>
<td>History 102 (Medieval)</td>
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<td>Medieval Studies 201</td>
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<td>Medieval Studies 207</td>
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<tr>
<td>Philosophy 101</td>
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<td>Latin B 101</td>
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<td>Medieval Studies 202</td>
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(3) Honours in Medieval Studies

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<td>History 201 and 202</td>
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<td>Medieval Studies 291</td>
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Modern Greek

For courses in the Department of Modern Greek, see under Greek, Modern.

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. All music courses are conducted over the full year, including 6- and 8-unit courses.

Junior courses

Four full-year 6-unit courses are offered in the following areas:
(i) music from a critical, literary, and analytical perspective (Music 101);
(ii) advanced musicianship skills (Music 102);
(iii) basic musicianship skills (Music 103); and
(iv) ensemble performance (Music 105).

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.

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 year-long and must be made by the beginning of Semester 1. Results are given at the end of the year, even if the work is completed in Semester 1.

N.B. Students may count no 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 351 2923, fax 660 6093.
The Bachelor of Music degree

Students who wish to include performance or composition as a major part of their studies should apply through the Universities Admissions Centre for admission to the Bachelor of Music course, which provides individual tuition in these areas. The BMus degree requires a minimum of three years' study at pass level and four at honours level. The BMus course is designed to prepare students to begin a career in music, but it is not the only pathway to this goal: many graduates enter a music profession with a BA or BEd degree. Consult the Board of Studies in Music Handbook 1996 for more information about the BMus degree.

Junior courses

**Music 101**  
6 units  
Prof. Boyd, Dr Gummow, Dr Routley, Prof. Sculthorpe, Mr Souter, Ms Weiss  
Classes Yr: 2 lec/wk during 21 weeks  
**Assessment** three 1500w essays  
N.B. It is recommended that students have some experience in reading music notation (at least the ability to follow a simple piano score as you listen)  
A study of music in which there are two main objectives:  
(i) to teach students how to understand music from a critical, analytical, and literary perspective; and  
(ii) to improve their skills in writing music essays.  
A range of topics is covered including the following: Australian music since European settlement, Australian Aboriginal music, Improvisation and ornamentation, Cabaret, Modernism in music, Indonesian music, Monteverdi. Lectures on writing the music essay are given before the first essay is due.

**Music 102**  
6 units  
Ms Evans  
Classes Yr: (1 lec & 1 tut)/wk  
**Assessment** 9 composition exercises, several aural tests in class  
The analysis of fundamental compositional concepts in a wide range of western and non-western musical styles. Aural training in tutorials complements this analytical study.

**Music 103**  
6 units  
May not be taken by students who are eligible to take Music 102  
Mr Souter, Ms Beilharz  
Classes Yr: (1 lec & 1 tut)/wk and 2 computer tut/sem  
**Assessment** 8 composition exercises, analysis exercises, several aural tests in class  
N.B. It is recommended that students have some experience in reading music notation (at least the ability to follow a simple piano score as you listen)  
The exploration of basic compositional techniques in a variety of styles, supported by a study in basic aural and notational skills including aural dictation, score reading, and analysis. Practica Musica. Regular private practice of aural skills using the Macintosh computer application. Practica Musica is an essential part of the course.  
Essential text  
*Practica Musica* student disk (Ars Nova)

Senior courses

**Music 201**  
3 seminars from Schedules A and C.  
8 units  
**Music 202**  
3 seminars from Schedules A and C.  
8 units  
**Music 203**  
3 seminars from Schedules A and C.  
8 units  
**Music 204**  
3 seminars from Schedules A and C.  
8 units  
**Music 290**  
16 units  
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: 1hr/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**  
3 seminars from Schedules A, B, and C.  
8 units  
**Music 302**  
3 seminars from Schedules A, B, and C.  
8 units  
**Music 303**  
3 seminars from Schedules A, B, and C.  
8 units  
**Music 304**  
3 seminars from Schedules A, B, and C.  
8 units  
**Music 390**  
16 units  
Music 390 comprises:  
* Musicology (equivalent to 3 seminars — see Schedule C)  
* 3 other seminars from Schedule C.

**Music IV Honours**  
Coordinator: Prof. Boyd  
Music IV Honours comprises:
• 5 seminars from Schedules B and C
• a 15 000w 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 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.

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.

Aural training
Mr Souter
Classes Yr: 7hr/sem
Assessment 3 class tests and 2 short tests at the computer, class attendance and participation
The use of the aural training application Practica Musica in the Department’s Computer Lab is an essential part of this course.
There are introductory tutorials in the Computer Lab at the beginning of the course, then in each semester a module of six weekly classes. The purpose of classes is:
(i) to train students in areas in which the computer is weak — harmonic recognition (including figured bass) and listening techniques using a range of musical media on recorded excerpts;
(ii) to give students practice in sight-singing and rhythm clapping; and
(iii) to assess students’ progress.
Essential text
Practica Musica student disk (Ars Nova)

Australian Aboriginal music 1
Dr Gummow
Classes Sem 1: 1hr/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.

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.

Concepts 1
Ms Evans
Classes Sem 1: (1 lec & 1 tut)/wk
Analysis of fundamental compositional concepts in a wide range of Western and non-Western musical styles. Aural training tutorials complement these studies.

Concepts 2
Ms Evans
Prereq Concepts 1
Classes Sem 2: (1 lec & 1 tut)/wk
Analysis of compositional techniques in a variety of styles. (To complete this seminar students take Music 102 in Semester 2).

History and criticism: the Classical period
Dr Routley
N.B. This seminar is a prerequisite for the seminar Shenkerian Analysis
[Not offered in 1996]

History and criticism: the Romantic period
Dr Routley
Classes Sem 2: 1hr/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.

Indonesian music 1
Ms Weiss
Classes Sem 1: 1hr/wk
Assessment one 2000w essay and several listening assignments
The traditional musics of several regions. Urban Indonesian popular music. Issues of gender, colonialism and the development of a national culture.

Introduction to electronic and computer music
Mr Franklin
Classes Sem 1: 1 hr/wk
Assessment by submission of a recording (on cassette or DAT) of a 5-minute composition for electronic media, together with copies of all documentation (including working disks)
Basic familiarity with computers is desirable, but not essential. Students will be introduced to the basic concepts of electronic and computer music, with the emphasis on hands-on experience with computers, instruments and recording equipment in the Department’s electronic music studio.
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
Berg's Wozzeck and Lulu
Dr Hardie
Classes Sem 2: 1lec/wk
Assessment one 3000w essay, class participation

Berg's two great operas and their place in his repertoire and in 20th-century music.

**Computer applications in musical scholarship**
Equivalent to 2 seminars
Mr Franklin
Classes Sem 1: one 2hr lec/wk
Assessment 2 of the following 4 options

1. preparation of a musicological paper using Word, PageMaker, and Finale
2. compilation of a music-related database using a HyperCard stack programmed by the student
3. presentation of a MIDI-performable transcription of a composition using Finale.
4. Digital recording and preparation of soundfiles suitable for multi-media presentation or musicological transcription.

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. E-mail and network communications.

**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.

**Human movement analysis**
Ms Page
Classes Sem 1: 1 hr/wk
Assessment class exercises, 2500w essay
The components of human movement and how they combine with other performance elements. By studying spatial and temporal usage, and the linguistic and wider cultural values of the body, students learn how to develop culturally relevant explanations of actions.

**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 *Quem quaeritis* trope, with detailed analyses of several 12th- and 13th-century examples such as *Filius Gedronis* and *Ludus Danielis*.

**Medieval dances and dance songs**
Ms Evans  
*Classes* Sem 1: 1hr/wk  
*Assessment* one essay, and either a composition or an analysis  

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.

**Readings in analysis and criticism**
Dr Routley, Dr Gummow  
4th year and postgraduate students only  
*Classes* Sem 2  
See Department for course details

**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.

**Stravinsky**
Emeritus Professor Platt  
*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 20th century.

**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 Christians 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 Sephardic music in the Middle East and various Mediterranean regions.

**Schedule C**
These seminars are taught and assessed at honours level, although they may be taken as part of all Senior courses.

**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 two 5min pieces: the first in the form of edited sequences, working materials, and cassette or DAT recordings; the second as a live performance and cassette or DAT recording, together with copies of MAX patches and descriptions of synthesiser 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. [May not be offered in 1996]

**Australian Aboriginal music 2**
Dr Gummow  
*Prereq* Aboriginal Music 1  
*Classes* Sem 2: 1hr/wk  
*Assessment* one essay  

An introduction to key aspects of Aboriginal music from the mid-eastern coastal region of Australia. Social and ceremonial contexts, musical form, texts, dance and recording contexts. Students are given the opportunity of working with field recordings.

**Computer music composition 1**
Dr Monro  
*Classes* Sem 1: 1hr/wk  
*Assessment* practical exercises, documented composition project  

Digital sound synthesis, in particular digital ‘scores’ and ‘orchestras’, synthesis methods (additive, FOF, and others), analysis and re-synthesis using Fourier methods, digital filtering, realisation of complete pieces. No knowledge of computer programming is assumed.

**Computer music composition 2**
Dr Monro  
*Prereq* Computer music composition 1  
*Classes* Sem 2: 1hr/wk  
*Assessment* practical exercises, documented composition project  

Digital sound manipulation, with an emphasis on creating new sounds from existing sounds by digital signal processing techniques. Delay lines and waveguide filters. Pitch shifting. Stretching in time (phase vocoder), spectral manipulations, digital mixing, realisation of complete pieces.

**Concert performance 1**
Ms Evans
Prereq permission of the Head of Department based on an assessment of performing ability.

Classes Yr: two 40min 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 45 minutes in the Department’s Wednesday and Thursday Lunchtime Concert Series in the Great Hall, MacLaurin Hall and Old Darlington School. The lecturer provides a written critique and advice at each performance. At the start of the course guidance is given concerning the writing of program notes.

Concert performance 2
Prereq Concert performance 1
As for Concert performance 1.

Concert performance 3
Prereq Concert performance 2
As for Concert performance 2.

Conducting
Dr Routley
Prereq permission of the Head of Department
Classes Sem 1: (6 hr & 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.

[May not be offered in 1996]

Ensemble performance 1
Dr Routley, Ms Weiss, Mr Kempster
Prereq departmental audition
Classes Yr: 2-3hr rehearsal/wk, several public performances
Assessment: contribution to rehearsals and performances, attendance (75%), program notes (25%)

Participation in one of the Department’s performance ensembles: the Central Javanese Gamelan, the Pro Musica Choir, or the Sydney University Symphony Orchestra.

Ensemble performance 2
Prereq Ensemble performance 1
As for Ensemble performance 1.

Ensemble performance 3
Prereq Ensemble performance 2
As for Ensemble performance 2.

Extended instrumental techniques
Mr Shanahan
Classes Sem 2: 1hr/wk
Assessment: a 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.

Field method 1
Dr Gummow
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
Dr Gummow
Prereq Field Method 1
Classes Sem 2: 1hr/wk
Assessment: one assignment

Students will experience the field work process, including planning, interviewing, and recording.

Harmony and analysis: the Classical period
Dr Routley, Mr Souter
[Not offered in 1996]

Harmony and analysis: the Romantic period
Dr Routley, Mr Souter
[Not offered in 1996]

Indonesian music 2
Ms Weiss
Prereq Indonesian Music 1
Classes Sem 2: 1hr/wk
Assessment: one essay and a class presentation

An exploration of several performance traditions in Java and Bali such as wayang, kulit, gambuh, the singer/dancer tradition. The analysis of indigenous theoretical treatises in translation. Students are encouraged to research their areas of interest independently.

Issues in ethnomusicology
Dr Gummow, Ms Weiss
Classes Sem 2: 1.5hr class/wk
Assessment: 2500w essay and a listening test (or assessment by negotiation with the lecturer)

Gender, ideology, politics, and sexuality.

Keyboard seminars
These seminars are concerned with the training of harmonic, aural, reading and improvisatory skills at the keyboard. Each seminar consists of a series of 12 weekly classes of groups of four students in the Computer Lab. Students taking these seminars should have regular access to a keyboard. Keyboard seminars may be taken at any level in either semester. Fourth-year students may take only Keyboard 2, 3, 4, 5, and 6.

Mr Souter
Classes Sem 1 or 2: 1 tut/wk
Assessment: end-of-semester exam and class participation

The training of harmonic, aural, reading and improvisatory skills at the keyboard.

Elementary keyboard
Students take Harmonisation of Melody and two 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) improvisation.

Keyboard 1
Prereq either Elementary keyboard or a standard in keyboard

Music
playing approximately equivalent to AMEB Fourth Grade. Not offered for Music IV Honours or BMus Honours

Options as for Elementary keyboard.

**Keyboard 2, 3, and 4**

*Prereq* the preceding Keyboard course in the sequence

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**

*Prereq* the preceding Keyboard course in the sequence

Students take four sections from this list:

(i) transposition;
(ii) figure bass realisation;
(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.

**Music paleography 1**

Dr Hardie

Classes Sem 1: 1 hr/wk

*Assessment* several transcription assignments

A study of the notation of European music from the 9th to the 17th centuries.

**Music paleography 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.

**Orchestration 1**

Mr Shanahan

Classes Sem 1: 1 hr/wk

*Assessment* 3 orchestration exercises

The basic principles and techniques of orchestration.

**Orchestration 2**

Mr Shanahan

Classes Sem 2: 1 hr/wk

*Assessment* 3 orchestration exercises

The basic principles and techniques of 19th- and 20th-century orchestration.

**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: 1.5 hr/wk

*Assessment* one essay, one practical test on appropriate instruments with short explanatory essays, class participation

Performance practice in the 19th and 20th centuries and its social context.

This seminar is available in 1997 and 1999 only. In alternate years The History of Performance Practice is offered.

**Schenkerian analysis**

Dr Routley

*Prereq* Harmony and analysis: the Classical period and Harmony and analysis: the Romantic period

*Assessment* 8 analyses

Heinrich Schenker's method of the analysis of tonal music as applied to small structures.

**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.

**The history of performance practice**

Equivalent to 2 seminars

Ms Evans

*Prereq* permission of the Head of the Department, based on performing ability

Classes Yr: one 2 hr lec/wk

*Assessment* one essay, 2 practical tests on early instruments with short explanatory essays, class participation

The history of performance practice using primary source materials from the 16th to the mid-18th centuries. This course will alternate year by year with Nicholas Routley's course Performance Theory, which treats performance practice in later styles. Either this seminar or The History of Performance Practice is required of performance students as part of BMus Studies 101.

N.B. This seminar is offered in 1996 and 1998 only. In alternate years Performance Theory is offered.

**Transcription 1**

Ms Weiss

Classes Sem 1: 1 hr/wk

*Assessment* 3 transcription projects

The process of transcription involves notation, analysis, and interpretation. Through understanding a variety of notation systems and transmission processes, students will gain a deeper understanding of the decisions they make when they are transcribing.

**Transcription 2**

Ms Weiss

*Prereq* Transcription 1
Through transcription students will explore the nature of musical mode in improvisatory systems, focusing on raga, maqam, modal jazz and pathet.

Semester 1

**Histories of theatre and performance**

This course situates western theatre practice in a wider performance context by drawing on anthropological perspectives and on non-European (especially Asian) practices. Students are introduced to some of the key periods in the history of theatre and performance and learn to read and analyse written texts and other documents (visual, architectural, etc.). The course is also concerned with theoretical and methodological issues arising from theatre historiography and intercultural studies.

Semester 2

**Performance process**

This course examines the elements of performance in mainstream practice: the place of the text, the impact of space and visual elements, the work of the actor in rehearsal and performance, and the role of the spectator in the construction of meaning. The lectures are supplemented by a 2-hour workshop each week in which analytical concepts are explored in practice, and the course is structured around a professional performance project, part of which will be observed by students.

**Performance Studies 301**

*16 units*

*Coordinator* Assoc. Prof. Fitzpatrick

*Assessment* Two 3000w essays, take-home exam, class test

In 1996 only students taking Performance Studies 301 attend the same lectures as Performance Studies 201 (see above). Separate tutorial and workshop groups will be arranged for 301 students. This arrangement is valid only for 1996, the first year Performance Studies 201 has been offered.

From 1997 onwards, students taking 301 will be asked to choose 4 options (each of 2 hours per week for one semester) from around 7 options offered each year. The options to be offered in any year will be taken from the following list.

- Contemporary critical theories and performance
- Culture and performance
- Embodiment
- European theories of the theatre
- Flexible performance: the Commedia dell’Arte
- Intercultural performance
- Mask performance
- Performance analysis
- Performance criticism, the culture and the performance event
- Performances of Asia
- Ritual theatre
- Space in performance
- Text and performance
- The audience and the performer
- Theories of the actor

N.B. From 1997 onwards the entry requirement for Performance Studies 301 will be Performance Studies 201. Students intending to take Performance Studies 301 in 1997 must complete Performance Studies 201 in 1996.
Performance Studies 390  8 units
Coreq Performance Studies 301
Classes Yr: 2 seminars/wk

Students take Rehearsal/Performance Analysis in Semester 2, together with one other seminar course selected from the Honours pool (see Performance Studies IV below).

Rehearsal/Performance Analysis
Assessment one 3000w essay, fieldwork

This course is structured around a performance project involving professional actors and director. Students observe and analyse rehearsal process, document rehearsals and performance, and analyse the final performance. The object throughout is to provide experience in practical analysis and the opportunity to reflect upon the theoretical and methodological bases of the discipline of Performance Studies.

Performance Studies IV Honours
Coordinator Dr Gay

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 for one semester (approximately 5000 words in essays/seminar papers will be required for each course);
• participation in a weekly workshop, led by a practising theatre artist, exploring aspects of performance making;
• fieldwork (a 3-4 week placement in a theatre company to 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 1996
Performances of Asia
Dr Day, Ms Weiss (Department of Music)
Classes Sem 1

This course examines a variety of Asian performance traditions and the role of Asian theatre in the new ‘interculturalism’. Attention will be paid to questions of western theory and methodology in the study of non-western performance.

Theories of the actor
Dr Gay
Classes Sem 1

(a) A historical survey of theories of the actor and acting from the Greeks to late 19th century; (b) a critical examination of the dominant 20th century theories: Stanislavsky, bio-mechanics, Brecht, ‘therapeutic’ theories, non-Western influences on contemporary theory and practice.

Embodiment
Dr Lewis
Classes Sem 2

Theories which rethink the mind/body distinction, so long dominant in Western academia, have abounded in many disciplines in the last twenty years. An initial interest in bodies and conceptions of bodies has given way, in many cases, to a focus on the process of human embodiment, seen as an existential problem. This course will examine a spectrum of embodiment theories (especially European and American phenomenologies, but also poststructuralist and feminist ideas) which have been applied to performance practices, broadly conceived, in a range of sociocultural settings. A serious engagement with these approaches will lead to a problematics of the theory-practice dichotomy itself.

Fieldwork placements will be arranged by the Theatre Projects Coordinator at the Centre for Performance Studies. Intending students should discuss their interests with the Course Coordinator and with Dr Allen as early as possible in the year.

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 5432, 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 (Dr Buckle, Room S443 phone 351 2205).

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 jacaranda tree) at the following times during Orientation Week:
Wednesday 21 February
  Surnames A-H  10 am-4 pm
Thursday 22 February
  Surnames I-R  10 am-4 pm
  All evening students  4.30-6.30 pm
Friday 23 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.

Grades
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.

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 tut paper, one essay

An introduction to central themes and methods in political philosophy. The course will divide into two halves: an introduction to the beginnings of political philosophy in Plato's Republic; and an examination of the social contract theories of Thomas Hobbes and his critics, which aimed to provide a fresh start in political thought based on the insights and methods of modern science. The course aims to provide an introduction to some major philosophical works, and also to show the wider questions a political theory must answer in order to be properly philosophical.

Textbook
Readings will be available from the Department of General Philosophy. Tapes will be available from Fisher Library.

Epistemology 1
Dr Heathcote
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment one tut paper and 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 acquisining 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 tut paper and one 2hr exam

An introduction to problems concerning the general character of reality. Topics will include nature and supernature, space and time, life, mind and matter, freewill and morality.

Textbook
Notes available from the Department of Traditional and Modern Philosophy. Tapes will be available from Fisher Library.

Elementary logic
Dr Bacon
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 2hr exam, classwork

Criteria of valid reasoning: extensive practice applying rules of deduction to draw correct conclusions from given premises couched in a special symbolic language. Both sentence connectives and quantifiers will be covered.

Textbook
J.B. Bacon Basic Logic (available from the Department of Traditional and Modern Philosophy)

Option Pool B

Aesthetics
Lecturer to be arranged
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 available from the Department of Traditional and Modern Philosophy

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 (Vorstehen); 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
Philosophy 103 comprises any two components from Option Pools A or B not taken for Philosophy 102.

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.

Regardless of when the options are taken, 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 Table of Courses. 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
   Origins of modern political philosophy
   Presocratics

Epistemology, metaphysics and logic:
   Elementary logic
   Intermediate logic
   Philosophical logic
   History and philosophy of science A
   History and philosophy of science B
   Philosophy of language
   Kinds of objectivity
   Hume and the problem of causation
   Philosophy of mind
   Philosophy of religion
   Post-metaphysical ethics: Levinas
   Heidegger and Gadamer
   Classical phenomenology
   Literary forms of philosophy

Moral, social and political philosophy:
   History of ethics
   Moral psychology

*Options are classified into three groups, or 'programs': History of Philosophy; Epistemology, Metaphysics and Logic; Moral, Social and Political Philosophy.
Philosophy of law
Critical feminist theory
Philosophy of economics
Theories of modernity A
Theories of modernity B
Marx: history, society and the individual
Nietzsche
Heller
Fate, luck and choice
Distributive justice

Students taking Philosophy 203 can also choose the additional option: The 6 schools of Classical Indian philosophy. (For details consult School of Asian Studies.)

The list is provisional only. Before enrolling, consult the booklet obtainable from the Traditional and Modern Philosophy Office.

History of philosophy program

(1) Descartes and seventeenth-century Continental philosophy
Dr Gaukroger
Classes: Sem 1: 2 hr/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:
S. Gaukroger Descartes: An Intellectual Biography (Oxford U.P.)
J. Cottingham (ed.) The Cambridge Companion to Descartes (Cambridge U.P., paperback)

(2) Locke and empiricism
Dr Buckle
Classes Sem 2: 2 hr/wk
Assessment: essay and exam

John Locke is the founding father of modern English-language philosophy. The course will examine major themes in his epistemology and metaphysics, and consider the responses it generated, particularly in the work of Leibniz, Berkeley, and Hume. Some attention will also be given to Locke’s application of these views to religion and morals, and to their French connections.

Textbook

(3) Plato and Aristotle
Dr Benitez
Classes: Sem 2: 2 hr/wk
Assessment: essay & exam

An examination of the major philosophical themes to be found in the works of Plato and Aristotle, with close attention to a few central works. The course emphasizes understanding the ways these philosophers think rather than learning a body of doctrine. Main readings for Plato will be Meno, Symposium, Parmenides. For Aristotle: Categories, Metaphysics, On the Soul.

Textbook
R.E. Allen Greek Philosophy: Thales to Aristotle 3rd edn (Macmillan)

(4) Origins of modern political philosophy
Dr Buckle
Classes Sem 1: 2 hr/wk
Assessment: essay & take-home exam

An examination of early modern social contract theory, and its critical reception. The main focus of the course will be John Locke’s political theory, its sources and meaning, and the sharply divergent interpretations to which it has given rise (as liberalism, or Protestant social theory, or ‘possessive individualism’). We will also consider the theory’s historical fate: its transformation, in the hands of the French and Americans, into a theory of natural rights; and the significance of Hume’s critique of contractual theory, which paved the way for modern utilitarianism.

Textbooks
J. Locke Two Treatises of Government ed. Laslett (Cambridge U.P. paperback)

Other materials available from the Department of General Philosophy

(5) Presocratics
Dr Benitez
Classes Sem 1: 2 lec/wk
Assessment: essay and exam

A critical examination of the first developments in philosophy among the early Greeks, including the quasi-philosophical speculation of the epic poets and emphasising two emerging traditions of philosophy in Ionia and the Italian peninsula, respectively. The main emphases are the origin of thought about being and the development of different philosophical methods through the activities of criticism and response prevalent among the Presocratics. These activities are particularly well exhibited in the argumentative challenges of Parmenides and Zeno, and the responses made by fifth-century B.C. thinkers. The historical perspective of the course is intended to exhibit the legacy of the Pre-Socratics in subsequent philosophy.

Textbook
J. Barnes Early Greek Philosophy (Penguin paperback)

Epistemology, metaphysics and logic program

(1) Elementary logic
Dr Bacon

For details see Philosophy 102.
(2) Intermediate logic
Dr McDermott
Prereq Elementary Logic
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 propositional and predicate calculi.

Textbook
Mendelson Introduction to Mathematical Logic (van Nostrand)

(3) Philosophical logic
Dr Bacon
Prereq Elementary logic (see teacher if lacking)
Classes Sem 1: 2 lec/wk
Assessment exam & exercises

Necessity and possibility formalised: ‘possible worlds’ and the metaphysical implications of intentional semantics.

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 History and Philosophy of Science Department)

(6) Post-metaphysical ethics: Levinas
Dr Byers
Classes Sem 1: 2hr/wk
Assessment 2 essays

An investigation into the thought of Emmanuel Levinas, who presents ethics, rather than metaphysics, as ‘first philosophy’. The course examines the major themes of Levinas’ philosophy, spelling out the implications of the ‘overcoming of metaphysics’ for traditional systems of ethics; it then examines the meaning of Levinas’ claim that responsibility henceforth obliges thought to refer not to the true but to the good. The course also examines Levinas’ obligation to, and critique of, Husserl and Heidegger, as well as his influence on Derrida.

Textbooks
E. Levinas The Levinas Reader ed. Sean Hand (Blackwell, 1989)
Other readings will be available from the Department of General Philosophy

(7) Heidegger and Gadamer
Dr Redding
Classes Sem 1: 2hr/wk
Assessment 2 essays

An introduction to the project of ‘Philosophical Hermeneutics’ as sketched by Martin Heidegger in his major early work Being and Time, and developed by his former student Hans-Georg Gadamer in his Truth and Method. Heidegger and Gadamer are taken as initiating a distinctive twentieth-century version of the postkantian project of a philosophy which attempts to free itself from ‘dogmatic’ metaphysics. While the course will concentrate primarily on key sections of these two texts, we will also look at some of the relations of such a conception of hermeneutics to earlier thinkers as well as to other recent movements in philosophy.

Textbook
Readings will be available from the Department of General Philosophy

(8) Philosophy of language
Dr Bacon
Classes Sem 2: 2hr/wk
Assessment essay & exam

How the structure of language enables us to convey meaning: implications for metaphysics and the philosophy of mind. (Elementary Logic is a helpful but not necessary prior study.)

Textbook
Readings available from the Department of Traditional and Modern Philosophy

(9) Kinds of objectivity: reality and observation in the philosophy of science
Dr Price
Classes Sem 1: 2hr/wk
Assessment essay & take-home exam

1 Not available to students taking History and Philosophy of Science 201 or 202.
Science has traditionally been interested in distinguishing the objective features of reality from the subjective appearances of things. It has also been interested in ensuring that the claims it makes are as objectively well justified as possible. These two interests have tended to pull in opposite directions, however. The first urges us to seek the reality behind the appearances, while the second warns us not to try to go beyond what is directly observable. This course looks at some of the ways in which this tension has been influential in the philosophy of science in the past two hundred years, with particular emphasis on twentieth-century material. A major theme is the relationship between theory and observation in science. The course concludes with a brief discussion of two areas of science in which observation has been thought to be particularly problematic, namely the social sciences and quantum mechanics.

Textbook
Readings will be available from the Department of Traditional and Modern Philosophy

(10) Hume and the problem of causation
Dr Heathcote
Classes Sem 1: 2hr/wk
Assessment: take-home exam & essay

Hume argued that we could have no knowledge of the causal connections between events, and that therefore causation was nothing more than the regular succession of events. But did Hume really believe this? Recent work suggests that his view was neither so simple nor so unequivocal. This course will examine Hume’s views on causation and will look at the recent challenges to the Humean orthodoxy. It will also examine the recently developed alternatives to Hume’s account and discuss their prospects.

Textbook
Readings available from the Department of Traditional and Modern Philosophy

(11) Philosophy of mind
Dr Price
Classes Sem 2: 2 lec/wk
Assessment: essay & take-home exam

An introduction to modern theories of the nature of mind, and some important contemporary issues in the philosophy of mind. Topics will include responses to dualism over the past fifty years (behaviourism, functionalism, and identity theories); the language of thought hypothesis; and the problem of consciousness and the subjective quality of experience.

Textbooks
W.G. Lycan (ed.) Mind and Cognition: A Reader (Blackwell, paperback)

(12) Classical phenomenology
Dr Byers
Classes Sem 2: 2hr/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
E. Husserl The Crisis of European Sciences and Transcendental Phenomenology (Northwestern U.P.)

(13) Literary forms of philosophy
Dr Schildknecht
Classes Sem 2: 2 lec/wk
Assessment: essay and take-home exam

(14) The philosophy of religion
Dr Reid
Classes Sem 1: 2hr/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
Michael Peterson et al. Reason and Religious Belief (O.U.P., 1991)

Moral, social and political program

(1) Theories of modernity A
Dr Grumley
Classes Sem 1: (2hr lec & 1 optional tut)/wk
Assessment: one essay & one take-home exam

This course will survey a range of classic nineteenth-century attempts to theorise the nature of the newly emerging modern world. Hegel, Marx, de Tocqueville and Nietzsche will be used as paradigmatic attempts to explain the essence of this new society. Through these thinkers a recurring range of features and themes will be examined. These include the problem of meaning after the collapse of tradition, the rise of secularism, capitalism, industrialism, democracy, bureaucratisation and individualism— their features, antinomies and problems. The course is intended to be an introduction to the thinkers concerned while focusing in each case on their thoughts on modernity.

Textbook
Readings available from the Department of General Philosophy

(2) Theories of modernity B
Dr Grumley
Classes Sem 2: (2hr lec & 1 optional tut)/wk
Assessment: take-home exam, one essay

This course follows on from Theories of modernity A
but may be taken as a separate course. Some themes established in the earlier course will be pursued into the twentieth century while others emerge. We will see how even the old themes and issues are now appropriated by new theoretical frameworks. Approaches examined will include those of Weber, the Frankfurt School, and Foucault. Themes include rationalisation, the administered society, the culture industry, the disciplinary society, the dissatisfied society, the ‘end’ of the individual, normalisation of subjectivity and the modern sense of contingency.

Textbook
Readings available from the Department of General Philosophy

(3) History of ethics
Dr Bacon
Classes Sem 1: 2 lec/wk
Assessment exam & essay

The nature of duty and the good, how we ought to live, and what is valuable in life. A spotty survey of Western normative ethical theory from the 4th century B.C. to the 19th century A.D.

Textbook
A.J. Melden Ethical Theories 2nd edn rev. (available from the Department of Traditional and Modern Philosophy)

(4) 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)

(5) Humanity and animality
Dr Russell
Classes Sem 2: 2hr/wk
Assessment assignment and essay

There have been many philosophical attempts to distinguish humans from non-human animals. Some of the key ones will be discussed in the first part of the course. In the second section, the focus will be on ethical issues related to animals: investigating what a tenable ethical position could be, the ethics of vegetarianism, and scientific experimentation on animals.

Textbook
Readings will be available from the Department of General Philosophy

(6) Critical feminist theory
Dr Gatens
Classes: Sem 2: 2hr/wk
Assessment: essay plus take-home exam

This course will consider three dominant themes in contemporary feminist philosophy: critiques of liberalism; feminist ethics; and feminist responses to postmodernism. The course will assume a reasonable familiarity with feminist theory.

Textbook
Readings will be available from the Department of General Philosophy

(7) Philosophy of economics
Dr Byers
Classes: Sem 1: 2hr/wk
Assessment: 2 essays

The discipline of economics has become a very powerful mechanism for articulating value within society and determining social priorities and policies; it is also the discourse through which nations articulate their aspirations and claim their place within the global community. However, the philosophical issues raised by the practice and discourse of economics are ignored by most economists, social commentators and bureaucrats. This course examines the epistemological and ontological presuppositions of new-classical economics. It investigates the implications of economics as a way of knowing social reality, and considers the status of ‘economic reality’ (by examining, for example, the status and role of aggregates such as ‘GDP’). It also seeks to understand the reasons why neo-classical economics, in particular, has been so resilient in the face of various forms of criticism, and suggests that its robustness is due to its status as a genuine ‘postmodern’ discourse.

Textbook
Readings available from the Department of General Philosophy

(8) Philosophy of law
Dr Benitez
Classes: Sem 2: 2hr/wk
Assessment: one essay and one exam

This course takes up the following issues in the philosophy of law: (1) law and liberty; (2) legal obligation; (3) punishment; (4) law and morality; and (5) the nature of law. We shall begin with discussion concerning freedom of expression, which will lead naturally to questions about the duty of people to obey the law. Following that, we shall consider the 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. This leads to consideration of the relationship between law and morality in general and the question of where, if anywhere, the limits of law are to be found. We will then be in a better position to evaluate the claims of legal positivism, legal realism and natural law theory.
Textbooks
Additional readings available from the Department of Traditional and Modern Philosophy

(9) Marx: history, society and the individual
Prof. Markus
Classes Sem 1: 2hr/wk
Assessment 2 essays

Many of the basic ideas and concepts used in present-day discourses about society originated with Marx: the social construction of needs and subjectivity, alienation and fetishism, classes and ideology, etc. The course presents a critical analysis of the philosophical foundations of his theory of history and society.

Textbook
R.C. Tucker (ed.) *The Marx-Engels Reader*

(10) Nietzsche
Lecturer: to be advised
Classes Sem 2: 2hr/wk
Assessment: consult school

An examination of the central philosophical ideas of the late nineteenth-century thinker Friedrich Nietzsche.

(11) Heller
Dr Grumley
Classes Sem 1: 2hr/wk
Assessment 2 essays

A treatment of some major themes in the social philosophy of Agnes Heller. After some cursory treatment of Heller's early work and Marxist problematic, the bulk of the course will be devoted to key aspects of her critique of the post-modern condition. These include her theory of radical needs, concept of radical philosophy, dictatorship over needs, theory of history, and theory of modernity.

(12) Fate, luck and choice
Dr Benitez, Prof. Lee
Classes Sem 2: 2hr/wk
Assessment: consult school

The revival of Classical Greek ethics is due largely to new studies of ancient tragedy and to the reappraisal of philosophical works in the light of the poets’ vision. We will consider several of the primary works on which new accounts of the Classical outlook have come to be based. Of special importance will be views about the roles played by external and internal factors in considering the value of human life.

Textbooks
Sophocles *Electra, Philoctetes, Antigone*
Euripides *Electra, Bacchae, Helen*
Plato *Protagoras, Symposium*
Aristotle *Nicomachean Ethics*

(13) Distributive Justice
Dr M. McDermott
Classes Sem 2: 2hr/wk
Assessment essay & exam

Selected topics in the theory of distributive justice; the apparently conflicting goals of liberty and equality; the moral basis of the obligation to compensate those one harms; obligations to future generations. This is a course in normative ethics (not conceptual analysis).

Textbook
Readings will be available from the Department of Traditional and Modern Philosophy

The following third year courses will be available:

**Philosophy 301, 302, 303, 304 each 8 units**

**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. Regardless of when the options are taken, 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 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:
- Plato and Aristotle
- Kant
- Hegel, subjectivity and society
- Origins of analytic philosophy.

(ii) Your second and third year courses must together include at least one option from each program.*

(iii) 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
- Hegel, subjectivity and society
- Origins of analytic philosophy
- Origins of modern political philosophy
- Plato and Aristotle
- Presocratics

**Epistemology, metaphysics and logic:**
- Classical phenomenology
- Hume and the problem of causation
- Elementary logic

*Options are classified into three groups, or ‘programs’: History of Philosophy; Epistemology, Metaphysics and Logic; Moral, Social and Political Philosophy.*
Intermediate logic
Kinds of objectivity
Philosophical logic
Philosophy of mind
Philosophy of physics 1
Philosophy of physics 2
Philosophy of religion
Post-metaphysical ethics: Levinas
Heidegger and Gadamer
Conditionals
Wittgenstein
Philosophy of language
Metaphysics
Nature of experiment
The nature of the self (pre-honours seminar)
Literary forms of philosophy
Sense and reference: Frege and Derrida

Moral, social and political philosophy:
- Theories of modernity A
- Theories of modernity B
- Philosophy of economics
- Art and society
- History of ethics
- Philosophy of law
- Marx: history, society and the individual
- Distributive justice
- Critical feminist theory
- Humanity and animality
- Nietzsche
- Heller
- Moral psychology
- Morality and modernity
- Fate, luck and choice

Students taking Philosophy 303 or 304 can also choose the following options:
- Philosophy and phenomenology of religion (for details consult the School of Studies in Religion)
- History and philosophy of medicine: scientific controversies (for details consult the History and Philosophy of Science Unit)

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: 2hr/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) Hegel, subjectivity and society
Dr Redding
Classes Sem 1: 2 lec/wk
Assessment: essay and take-home exam
An examination of Hegel's much misunderstood theory of subjectivity and of the relation of individual subjects to society, taking in some ideas from his Phenomenology of Spirit but concentrating mainly on the text Elements of the Philosophy of Right. We will focus on Hegel's attempts to combine aspects of romantic 'contextualist' and liberal 'atomistic' approaches to subjectivity and society with his concepts of intersubjective 'recognition', 'Sittlichkeit', and 'spirit'.
Textbook:

(3) Origins of analytical philosophy
Prof. Campbell
Classes Sem 1: 2hr/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

(4) Origins of modern political philosophy
For details see 200 level.

(5) Plato and Aristotle
For details see 200 level.

(6) Presocratics
For details see 200 level.

Epistemology, metaphysics and logic program

(1) Classical phenomenology
For details see 200 level.

(2) Post-metaphysical ethics: Levinas
For details see 200 level.

(3) Heidegger and Gadamer
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.
Is the world iffy? A sentence like 'If Hitler had invaded in 1940, Britain would have been defeated' seems to be about non-actual events. But many philosophers hold that the only genuine facts are facts about the actual course of events. Must we acknowledge conditional facts as well? Is there a might-have-been reality, as well as actual reality? This course looks at a variety of theories about the truth conditions of conditional sentences.

Textbook
Readings will be available from the Department of Traditional and Modern Philosophy

(10) Metaphilosophy
Dr Heathcote
For details see Philosophy IVT Honours.

(11) Philosophical logic
For details see 200 level.

(12) Nature of experiment
Prof. Campbell and Dr. Rasmussen
Classes Sem 2: 2hr/wk
Assessment essay & exam

Topics in the history and philosophy of experimentation, including traditions in experimental research, the role of instruments and experimental technique in the development of knowledge, the interplay of technical and conceptual innovation, the vindication of technique, artefacts and error, subjectivity and the personal equation, the logics of design and interpretation.

Textbook
Readings available from the Department of Traditional and Modern Philosophy

(13) Philosophy of mind
For details see 200 level.

(14) Philosophy of physics 1: from mechanism to relativity
Dr Gaukroger
Classes Sem 1: 2hr/wk
Assessment take-home exam & essay

Matter, space and time have been conceived in very different ways since the 17th century. This course — which assumes an interest in physical theory but does not presuppose a physics or maths background — 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. We shall look at early attempts to construe matter as being completely inert, and at how Newton showed how this could not work. This led to the construal of matter in terms of force, and attempts to think in terms of a substance pervading space (the 'ether') which was distinct from matter yet physically active. We shall look at how this idea develops in the form of field theory (Faraday and Maxwell) and at how the failure of the Michelson/Morley experiment to detect an ether led Einstein to think of this physically active realm as space itself (or, more strictly speaking, space-time). Space and time came to be connected in a novel way in Einstein’s theory of Special Relativity, and dynamics and kinematics come to be connected in a novel way in General Relativity, and we shall examine just what is involved here. Finally, by looking at recent theories that some spatial dimensions ‘curled up’ in the very early history of the universe, we shall look at why General Relativity cannot be successful in the attempt to construe matter and force in terms of properties of 4-dimensional space-time.

Textbook
Readings available in class

(15) Philosophy of physics 2: modern physics
Dr Price
Classes Sem 2: 2hr/wk
Assessment: take-home exam & essay

A discussion of some of the main philosophical issues arising from developments in physics since the late nineteenth century. Topics include the philosophical foundations of special and general relativity, the interpretation of quantum mechanics, and problems of time asymmetry. As far as possible we work with reading material written for non-physicists, which generally presupposes no more than average high school mathematics. However, third year students are encouraged to combine this course with Philosophy of Physics I.

Textbook
Reading material will be distributed in class

(16) Philosophy of religion
For details see 200 level.

(17) Wittgenstein
Mr Reinhardt
Classes Sem 1: 2hr/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
(18) Pre-Honours Seminar: The nature of the self
Dr Heathcote Dr Byers
Classes Sem 2 2hr/wk
Assessment 2 essays

This course will look at the philosophical problem of the self. It will begin with a consideration of its empiricist origins in Locke and Hume, and go on to discuss more recent developments in that tradition, particularly in the work of Derek Parfit. The course will move from issues of the psychological constitution of the self to the question of how personal identity could be represented neurologically, and will look at the way these issues are treated by Oliver Sacks. The course will then raise the question of the fundamental ontology of the person, by examining the claim made by phenomenology that identity as such is never complete but in a process of ongoing constitution. Heidegger's analysis of care and anxiety will be the central point of discussion here. The course will conclude by investigating the issue of successful and unsuccessful synthesis of identity, looking at the analysis of the disintegration of identity in various psychotherapeutic case histories presented by Ludwig Binswanger and Medard Boss.

Textbook
Readings will be available from the School of Philosophy

(19) Literary forms of philosophy
For details see 200 level.

(20) Sense and reference: Frege and Derrida
Dr Schildknecht
Classes Sem 1 2lec/wk
Assessment essay and take-home exam
Textbook
To be announced

Moral, social and political program
(1) Theories of modernity A
For details see 200 level.

(2) Theories of modernity B
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) Art and society: W. Benjamin and T. Adorno
Prof. Markus
Classes Sem 1 2hr/wk
Assessment two essays

Walter Benjamin and Theodor Adorno are among the most significant and influential theorists of modern art. The course examines their aesthetic views, with specific attention to their respective conceptions of the relation between art and mass culture, on the broader basis of their critical theory of modern society.

Textbooks
W. Benjamin Illuminations
W. Benjamin Reflections
T. Adorno and M. Horkheimer Dialectic of Enlightenment
T. Adorno Prisms

(9) Distributive Justice
For details see 200 level.

(10) Humanity and animality
For details see 200 level.

(11) Nietzsche
For details see 200 level.

(12) Marx: history, society, and the individual
For details see 200 level

(13) Heller
For details see 200 level.

(14) Morality and modernity
Dr Buckle
Classes Sem 2 2hr/wk
Assessment essay & take-home exam
Modern moral theory is characterised by a cluster of concepts and problems which reflect a distinctive starting point: the individual agent (or person) and that agent's reasons for acting in one way rather than another. This starting point is neither neutral nor inevitable but, once accepted, shapes the moral terrain into a dispute between rights theories and utilitarianism. It also undermines morality itself by rendering the idea of obligation problematic. This course will examine the sources and significance of this modern starting point, its shaping effect on modern moral philosophy, and its role in obscuring the meaning of ancient and medieval moral theories.

Textbook
Readings will be available from the Department of General Philosophy

(15) Fate, luck and choice
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 General Philosophy.

The entry requirements for Philosophy IVG are: students must have passed six Senior level Philosophy courses including 3 at 300 level 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; and students must complete at least four options from the History of philosophy program by the end of Philosophy IV.

Courses
See list of courses below under Philosophy IVT Honours: no restriction on choice.

Philosophy IVT 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 at least 3 at 300 level 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: Semester 1
As in the past, the fourth year seminar will be given by a Visiting Professor to the Department.

(1) The First Person
Prof. Pears
For details see the IV/PG booklet available from the Department of Traditional and Modern Philosophy.

First semester courses
(2) Hegel, subjectivity and society
Dr Redding
For details see 300 level.

(3) Origins of analytic philosophy
Prof. Campbell
For details see 300 level.

(4) Post-modern political theory
Dr Patton
An examination of some recent attempts to apply the concerns of Nietzschean and post-structuralist philosophy to political theory. Authors to be considered will include William Connolly, Mark Warren, Iris Young and William Corlett. Some knowledge of Nietzsche and recent French philosophy, as well as classical political theory, will be assumed.

(5) Mind and world
Dr Redding, Dr Price

(6) Kant
Dr Patton
For details see 300 level.

(7) Habermas
Dr Grumley
A detailed reading of Habermas’ major early eighties work The Theory of Communicative Action. Participants will work through each of the two volumes of this study chapter by chapter discussing the logic of the theory of communicative rationality and its relation to Habermas’ wider project.

(8) Art and society
Prof. Markus
For details see 300 level.

(9) Aristotle: Nicomachean Ethics
Dr Benetez
Classes Sem 1: 2hr/wk
Assessment 1 essay
A close study of the text with special attention to the following themes: eudaimonism, moral virtue, moral psychology.
Textbook
Aristotle Nicomachean Ethics trans. Ostwald (Bobbs-Merrill)

(10) Ayer and Quine
Dr McDermott
Positivist views about meaning and Quine’s attack on them.

(11) Sense and reference: Frege and Derrida
Dr Schildknecht
For details see Philosophy IVG Honours booklet.

Second semester courses
(12) Conditionals
For details see 300 level.

(13) 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

(14) Philosophy of physics 2: modern physics
Dr Price
For details see 300 level.

(15) 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

(16) Wittgenstein
Mr Reinhardt
For details see 300 level.

(17) Nature of experiment
Prof. Campbell, Dr Rasmussen
For details see 300 level.

(18) Indigenous rights and political theory
Dr Patton
An examination of issues raised within contemporary political theory by the question of political, cultural and land rights specific to indigenous populations.

(19) Morality and modernity
Dr Buckle
For details see 300 level.

[Physics content]

The School of Physics provides undergraduate courses in physics in a three-year sequence.

Location
Physics Junior Courses 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, enquiries can be made at the First Year Office, Room 202, Physics Building. Student advisers for later year courses 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 Office.

Physics — Junior courses
Lecturer in charge: Mrs R.M. Millar, Head of First Year Physics

Junior Physics courses are offered at two levels: Physics 101 (Advanced) and Physics 101. Both provide a sound foundation for further studies in Physics. Physics 101 (Advanced) is available to students with a TEP of 95 or better or a 2-unit HSC Physics mark of 90 or better. It proceeds faster than Physics 101, covering further and more difficult material.

Students who have not previously studied physics are advised to find (for example in a state, municipal, school or university library) and read (not study) one or more of the following books before the beginning of First Semester.
I. Asimov *Understanding Physics* (Dorset, 1988)

Physics 101
12 units
Classes Yr: (3 lec/tut & 3 prac)/wk
Assessment one 3hr exam/sem; lab & assignments

In the Junior course Physics 101 students choose between two options in each semester. In the first semester the available options are labelled ’fundamental’ and ’regular’. The fundamental option is for those students who have not studied physics before or who have had major difficulty with the subject at HSC level. Students who have scored 65 marks or better in 2-unit Physics or the equivalent should enrol in the regular option.

In the second semester the available options are the Environmental and Life Science option and the Physical and Technological option. The choice of option will depend on the interests of the student and intended career path.

Students can move from either option in Semester 1 to either option in Semester 2.

Within each of the four options of the course there are three 4-week modules.

Content of the modules
Fundamental: language of physics, mechanics, waves.
Regular: mechanics, fields and flow, waves.
Environmental and life sciences: electromagnetism, properties of matter, atoms and nuclei.
Physical and technological sciences: electromagnetism, thermal, quantum and materials physics.

Laboratory work
Each option has an associated course of thirteen 3-hour sessions covering various components which vary slightly between the options but which include
some or all of mechanics, electrical circuits, optics, measurement, computational physics and a number of problems and experiments.

Textbooks
L. Kirkup *Experimental Methods* (John Wiley, 1994)

**Physics (Advanced) 101** 12 units

*Classes Yr: (3 lec/tut & 3 prac)/wk*
*Assessment one 3hr exam/sem; lab & assignments*

This course has three 4-week modules in each semester.
- Semester 1: mechanics, fields and flow, waves and chaos.
- Semester 2: electromagnetism, thermal physics, quantum, material physics and superconductivity.

**Laboratory work**

Each option has an associated course of thirteen 3-hour sessions covering various components which vary slightly between the options but which include some or all of mechanics, electrical circuits, optics, measurement, computational physics and a number of problems and experiments.

Textbooks
L. Kirkup *Experimental Methods* (John Wiley, 1994)

**Physics 201** 16 units

*Dr Tango*
*Classes Yr: (3 lec, 3 prac & 2 microlab)/wk*
*Assessment two 2.5hr exam/sem, 4 assignments/sem, 2 prac reports, microlab (report & test)/sem*

The lecture course in Physics 201 is offered in the three strands: advanced, technological and environmental physics. Some of the lecture material is common to two or more strands, and all three strands will qualify a student for Physics 350.

Students who have achieved a credit or better in Physics 101 or Physics 101 (Advanced) or equivalent are eligible for the advanced physics strand which includes electrodynamics, optics, quantum physics (including an introduction to solid state physics and particle physics), astronomy and circuit theory.

The technological strand is designed for students majoring in the physical and engineering sciences. The lectures cover the following topics: electronic properties of matter, optics for communications and sensing, quantum physics (with applications to solid state and particle physics), astronomy and circuit theory.

The environmental physics strand includes lecture courses on energy transport in the environment, optics for communications and sensing, astronomy, measurement and remote sensing of the environment, and quantum physics (with an introduction to spectroscopy).

Computational physics is taught in two-hour sessions in a PC-based computing laboratory throughout the year. An introductory session is held in the first week of first semester for students who are not familiar with programming with the personal computer. The material for this course is drawn from one of the concurrent lecture courses (currently optics and quantum physics). Students work in teams of three. Each team does a short project in the last two sessions and submits a short report. There is also a one-hour test which is administered individually.

**Assessment**

Experimental Physics is taught as a laboratory course of three-hour sessions and includes experiments in the areas of instrumentation, quantum physics and properties of matter and environmental sensing. The course is based on mastery of the material, with marks awarded on completion of each experiment. Assessment is also based on reviews of the students' logbooks and written reports on selected experiments.

Full details of course structure, content and assessment are provided in the handbook *Information for Students* available at the time of enrolment.

Textbooks
D. J. Griffiths *Introduction to Electrodynamics* (Prentice Hall, 1989)
J. O‘Byrne (ed.) *Experimental Physics Notes* (School of Physics)

**Physics 350** 24 units

*Lecturer in charge: Dr Brand*
*Classes Yr: (4 lec, 6 prac & 2 microlab)/wk for part year; (5 lec & 7 prac)/wk for part year*
*Assessment (one 2hr & one 3hr exam)/sem, weekly assignments & prac & one 4000w essay*

The lecture course is divided into core topics, and several options.

**Core topics:** quantum mechanics (which may be taken with an applied or a theoretical orientation), thermal physics, computational physics, special relativity.

**Options:** include energy physics, astrophysics, modern optics, solid state physics, plasma physics, nuclear physics, acoustics and ultrasonics. Not all options will be offered every year.

**Politics**

See under Government and Public Administration.

**Prehistory**

See under Archaeology, Classics and Ancient History.
timetable, which will indicate the lecture times 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.

Entry requirements
The entry requirements are set out in the Table of
Courses.

Honours
In order to enrol in Honours in Psychology, students
must qualify for the Pass degree and meet the entry
requirements for Psychology IV Honours. 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.

<table>
<thead>
<tr>
<th>Psychology 101</th>
<th>12 units</th>
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<tbody>
<tr>
<td>Classes Yr: (3 lec, one 1hr tut &amp; one 1hr demonstration/wk) Assessment Sem 1: one 3hr exam, one 1000w essay, tut test; Sem 2: one 3hr exam, one 1500w prac report, tut test; 6hr of experimental participation/yr</td>
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</table>

Registration with the department should take place in
the orientation period. Details will be posted on
departmental noticeboards. Psychology 101 students register by going to the Carslaw Building during orientation and collecting a personalised computer-generated timetable, which will indicate the lecture times and the tutorial group to which they have been allocated.

The course is a general introduction to the main
topics and methods of psychology, and is the basis for
advanced work as well as being of use to those not
proceeding with the subject. The course covers the
following areas: subject matter and methods of
psychology; basic statistics and measurement;
behavioural neuroscience; sensory processes; social
psychology; personality theory; human development;
human mental abilities; learning, motivation and
abnormal psychology; visual perception; cognitive
processes.

Textbook

Psychology 201

| Classes Yr: (4 lec & up to 4hr tut/prac)/wk |
| Assessment two 2hr exams, essays, prac, reports/sem |

Psychology 201 deals with material on both basic and
complex psychological processes and covers the
following topics:

Psychological statistics

| Classes Yr: (1 lec & 1 tut)/wk |
| Assessment one 1hr exam, quiz/sem |

Personality

| Classes Sem 1: (1 lec & 1 tut)/wk |
| Assessment one 1hr exam |

Individual differences

| Classes Sem 1: (1 lec & 1 tut)/wk |
| Assessment one 1hr exam |

Behavioural neuroscience

| Classes Yr: (1 lec & 1 prac)/wk for 8 wk |
| Assessment one 40min exam |

Perception

| Classes Sem 1: (1 lec & 1 prac)/wk for 5 wk; Sem 2: (1 lec & 1 prac)/wk for 4 wk |
| Assessment one 20min exam/sem |

Learning

| Classes Sem 2: (1 lec & 1 prac)/wk for 9 wk |
| Assessment one 40min exam, prac report |

Social psychology

| Classes Sem 2: (1 lec & 1 tut)/wk |
| Assessment one 1hr exam, one 1000w essay |

Cognitive processes

| Classes Sem 2: (1 lec & 1 prac)/wk |
| Assessment one 1hr exam, one prac report |

Textbooks
To be announced

Psychology 350

| Classes Yr: (4 lec & up to 6hr of tut/prac)/wk |
| Assessment (two 3hr exams, essays, prac reports)/sem |

Classes
The course consists of four lectures and up to six hours
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 wishing
to proceed to the Graduate Diploma in Psychology
must complete Measurement and Psychometrics, Statistics and Research Design and three options each semester.

Students not wishing to proceed to Psychology IV Honours must complete four 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 45min exam, one 1500w essay, tut paper

**Cognitive processes: recognition, search and memory**
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, prat reports

**History and philosophy of psychology**
(required of students wishing to proceed to Psychology Honours)
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, tut paper

**Intelligence**
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, one prac report, tut paper

**Learning and motivation**
Classes (1 lec & up to 2hr of tut or prac)/wk
Assessment one 45min exam, prat report

**Measurement and psychometrics**
(required of students wishing to proceed to Psychology Honours or the Graduate Diploma in Psychology)
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, prat report

**Social psychology**
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, prat report

**Theoretical bases of development**
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, one 1500w essay

**Second semester**

**Behavioural neuroscience**
Classes (1 lec & up to 2hr of prat or tut)/wk
Assessment one 45min exam, prat report

**Child abnormal psychology**
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, one 1000w essay, tut paper

**Developmental issues**
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, assignment

**Environmental and organisational psychology**
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, one prac report

**History and philosophy of psychology**
(required of students wishing to proceed to Psychology Honours)
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, one 2500w essay, tut paper

**Human performance**
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, prat report

**Language and communication**
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, assignment

**Perceptual systems**
Classes (1 lec & 1 up to 2hr of tut or prac)/wk
Assessment one 45min exam, prat report

**Personality**
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, assignment

**Statistics and research design**
(required of students wishing to proceed to Psychology Honours or the Graduate Diploma in Psychology)
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, prat report

**The nature/nurture controversy in psychology**
Classes (1 lec & 1 tut)/wk
Assessment one 45min 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 restricted resources for research supervision, 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, two seminar courses and, two method courses. The areas of psychology in which these activities may occur depend on the interests and specialities of staff members.

Reference lists will be supplied by staff handling the numerous special fields that are available.

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The School of Studies in Religion combines the former Department of Religious Studies and the School of Divinity in the University of Sydney. The School of Studies in Religion is located within and administered by the Faculty of Arts.

The School aims to provide an open, serious, scholarly and critical study of religion. It offers the widest possible range of courses and its methods of study on religion include history, philosophy, psychology, phenomenology, sociology, theology and biblical scholarship.
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.

For entry to Religious Studies IV Honours, students must have completed requirements for the Pass degree, including Credit results 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 351 2349) or from the Secretary (telephone 351 3650), Room N421, John Woolley Building.

Religious Studies 101 and 102 each 6 units
101 Introduction to the history of religions (A)
Dr Swain
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment one 1hr 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.

102 Introduction to the history of religions (B)
Dr Swain
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 1hr exam, one 2000w essay, one tut paper

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.

Senior courses
Religious Studies 201, 202, 203, 204, 205, 206, 207, 208, 290, 390 each 8 units
Classes Sem: (2 lec & 1 tut)/wk
Assessment 3000w essay and/or exam

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 The Hindu tradition (A) 8 units
Prof. Sharpe
Sem 1

This course examines historically the origins and development of religion on the Indian subcontinent, from the Indus Valley civilisation to the medieval period. Beginning with the archaeological evidence from Mohenjo-Daro and Harappa and the earliest Vedic scriptures, it goes on, via the teachings of the Upanishads, to trace the emergence of the orthodox (astika) and the unorthodox (nastika) religious and philosophical systems, among the former Samkhya, Yoga and Vedanta, and among the latter Jainism and Buddhism. Attention is also paid to the epic and dramatic tradition embodied in the Mahabharata and the Ramayana, and in the major Puranas. The synthesis of epic and philosophy in the Bhagavad Gita will be an object of special study, and this text (in translation) will be examined in detail. Lastly in the course, time will be devoted to the teaching of later Vaisnava and Saiva bhakti schools in both north and south India.

4 The Hindu tradition (B) 8 units
Prof. Sharpe
Sem 2

This course covers the years from about 1800 to 1947, a period in which India was largely under British rule, and in which Hinduism was subjected to a widespread Western influence, to which it reacted in a variety of ways. It will begin by considering the nature and extent of that influence in the early nineteenth century, and the earliest reactions to it on the part of Ram Mohun Roy and the Brahms Samaj. The bulk of the course will be taken up with the contribution of Hindu leaders and reformers to its patterns of thought and practice. Leaders studied will include Dayanand Sarasvati, Ramakrishna, Vivekananda, Tilak, Aurobindo, Tagore, Gandhi and Radhakrishnan. The phenomenon of secularisation will also be considered as it affects Hindu religious life and conduct, with particular reference to such phenomena as caste, family life and the status of women and the Harijans.

5 Christianity (A) 8 units
Prof. Trompf and others
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.

6 Christianity (B) 8 units
Prof. Trompf and others
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.

7 New Testament Studies (A) — Jesus in his times 8 units
Dr Pryor
Sem 1
1. Political and religious background to Jesus: (a) Palestine 200 BCE — 100 CE in politics; (b) Second Temple Judaism — Pharisees, Sadducees, Essenes, 'Messianic' expectation, radicalism.
2. Quest of the historical Jesus: (a) 19th century quest; (b) Weiss and Schweitzer; (c) The New Quest — Kaesemann, Bornkamm; (d) the third phase.
3. Recovering the Jewish Jesus: (a) Vermes; (b) Horsley; (c) Borg; (d) Crossan, etc.
4. The aims of Jesus: (a) development in his thinking; (b) social reform or eschatology? (c) Jews alone, or future gentiles? (d) aspects of his teaching; (e) trial and death.

8 New Testament Studies (B) — early Christian communities and their beliefs 8 units
Dr Pryor
Sem 2
1. The expansion of early Christianity in the First Century: (a) the evidence of Acts and its evaluation; (b) other early Christian evidence.
2. The Apostle Paul and his Churches: (a) influences upon Paul's thinking; (b) the Corinthian churches; (c) the church in Galatia.
3. Matthean Christianity: (a) Matthew's gospel and his sources; (b) Matthew's community concerns; (c) Matthew's distinctive theology.
4. Johannine Christianity: (a) John and gospel tradition; (b) John and Judaism; (c) John's distinctive theology.

9 The Zoroastrian and Gnostic traditions 8 units
Prof. Trompf and others
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 Sasanians; 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-Broit
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?

12 Religion and Gender: an Introduction 8 units
Dr White and others
Sem 1
The course introduces students to a variety of feminisms and considers specific examples of modern thought in this regard in relation to major western religions such as Christianity, Islam and Judaism as well as in some new forms of spirituality, and in Aboriginal Australia.

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. Allport, Spilka, Godin, Vergote).

16 Literature, religion and the arts 8 units
Assoc. Prof. Tulip and others
Sem 2

The course involves a multi-disciplinary approach to the modern understanding of religion and culture. Beginning with theorists from Coleridge onwards to Kevin Hart, attention will be given to select literary texts of the nineteenth and twentieth centuries together with key points in music, painting and the other 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.

Religious Studies 290 8 units
Classes Yr: one 2hr seminar/wk
Assessment one 3000w essay, examination and tutorial papers

A range of contemporary methodological and theoretical issues are explored through an investigation of the importance of the body in various religious traditions. Particular attention is given to the themes of the body of the cosmos, desire, pollution, healing and decay.

Religious Studies 390 8 units
Classes Yr: one 2hr seminar/wk
Assessment one 3hr exam, one 5000w essay

Problems of method in the study of religion
(a) Recent history of the non-confessional 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 IV Honours
Classes seminars
Assessment two 3hr exams, thesis, three assignments

Phenomenology of religion: aims and approaches
Part A: A 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.
Part B: A guided reading course leading to a sub-thesis.

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.

Courses in other departments
The courses mentioned below may be taken as options by students enrolled in a Religious Studies course if the Head of the School of Studies in Religion and the Lecturer in the proposed course both approve:


Results will be recorded as 'Religious Studies'.

Sanskrit

See under Asian Studies.

Course coordinator Dr R. Huisman (English)

Teaching staff Professor A. Boyd (Music), Dr A. Cholodenko (Fine Arts), Mr J. Clegg (Archaeology), Professor M. Clunies Ross (English), Dr J. Day (Asian Studies), Associate Professor T. Fitzpatrick (Italian), Professor W. Foley (Linguistics), Dr T. Fry (Fine Arts), Dr H. Fulton (English), Dr B. Gardiner (English), Dr M. Gavens (Philosophy), Dr S. Gaukroger (Philosophy),
Dr P. Gay (English), Ms F. Grauby (French Studies), Dr Gummow (Music), Dr P. Hinton (Anthropology), Dr R. Huisman (English), Dr L. Jayamanne (Fine Arts), Dr D. Kelly (English), Mr A. Kruse (English), Dr L. Lewis (Anthropology), Dr K. Lilley (English), Professor R. MacLeod (History), Associate Professor G. McAuley (French Studies), Associate Professor J. Martin (Linguistics), Dr P. Patton (Philosophy), Dr J. Pefanis (Fine Arts), Dr S. Fetch (English), Dr P. Pether (Faculty of Law), Dr H. Price (Philosophy), Dr J. Quinn (English), Associate Professor M. Sankey (French Studies), Dr J. Simpson (Linguistics), Associate Professor T. Smith (Fine Arts), Dr T. Swain (Studies in Religion), Dr M. Walsh (Linguistics), Mr G. Williams (English)

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.

Students intending to study in Semiotics are strongly advised to study at least one foreign language.

Semiotics 301 16 units
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 and two single options or the equivalent. Students must ensure that their course includes study in at least two Departments or Schools within the Faculty of Arts.

All single options are one semester options. Double options may extend over the full-year or be taught within one semester.

Certain options are available only to those students qualified to enrol in Semiotics 390.

Semiotics 303 8 units
Course requirements
Students must complete two additional single options or the equivalent. The options chosen must be taught by two different Departments or Schools within the Faculty of Arts.

Certain options are available only to those students qualified to enrol in Semiotics 390.

Semiotics 390 8 units
Students intending to proceed to Semiotics IV Honours in 1997 must take this course. Students complete two additional single options, or the equivalent.

301 Core

An introduction to semiotic studies
Students must do both Core (i) and (ii) below.

Core (i)
An introduction to semiotics
Dr Huisman (English)
Classes Sem 1: 2 hr/wk
Assessment 3000-3500w essay
For course description see English Option 6.11-12.

Core (ii) either

Functional grammar and discourse
Assoc. Prof. Martin (Linguistics)
Classes Sem 1: (2 lec, 1 workshop & 1 tut)/wk
Assessment three tutorial exercises & short essay
For course description see Linguistics 211 LSC.

Systemic functional grammar and discourse analysis
Mr Williams (English)
Classes Sem 1 & 2: 1.5hr/wk
Assessment 3000-3500w essay
For course description see English Option 392.26.

Options
All options, unless otherwise specified, are single options.

Some variation in option details (such as semester of classes) may occur; intending students should check with the coordinator or the individual department at the beginning of 1996.

For detailed course descriptions see the appropriate entry under the individual department; note particularly any information on prerequisites.

1. Looking at drawings (Mr Clegg, Archaeology, double option) (not available in 1996)
2. Recent Aboriginal and Maori writing (Professor Webby, Australian Literature) (not available in 1996)
3. Food, language and culture: a thematic examination of the English language and its speakers (Professor Clunies Ross, English) (not available in 1996)
4. Communication and the media (Dr Fulton, English)
5. ‘Sappho in poetry’: women writing, 1760-1960 (Dr Gardiner, English)
6. William Butler Yeats and Irish poetry (Dr Gardiner, English)
7. Language in poetry (Dr Huisman, English)
8. Postmodernism (Mr Kruse, English)
9. American writing 1965-1990: conspiracy, gossip, resistance (Dr Lilley, English)
10. Legal fictions (Dr Fetch, English)
11. Writing (Dr Quinn, English)
12. Poetics and politics of children's literature (Mr Williams, English)
13. Children's language and literacy development (Mr Williams, English)
14. Film studies I: theory of narrative fictional film past and present (Dr Cholodenko, Fine Arts)
15. Film studies II: theory of documentary science fiction and animation film (Dr Cholodenko, Fine Arts)
16. The televisial (Dr Fry, Fine Arts)
17. From silent to sound cinema (Dr Jayamanne, Fine Arts)
18. Contemporary cinema: cross-cultural perspective (Dr Jayamanne, Fine Arts)
19. Theories of the image (Assoc. Prof. Terry Smith, Fine Arts, double option)
20. French poetry (taught in French) (Ms Grauby, French Studies)
21. Meaning and communication in French narrative cinema (taught in French) (French Studies) (may not be available in 1996)
22. Reading theatre texts (taught in French) (French Studies) (may not be available in 1996)
23. Communicative structures in the novel (taught in French) (Assoc. Prof. Sankey, French Studies)
24. Objects, artefacts and the politics of knowledge: museums and their history (Professor MacLeod, History, double option) (may not be available in 1996)
25. Flexible performance: the 'Commedia dell'Arte' (Assoc. Prof. Fitzpatrick, Italian Studies)
26. Syntax (Professor Foley, Linguistics, double option)
27. Semantics and pragmatics (Dr Simpson, Linguistics)
28. Ethnographic analysis of language and speech (Dr Walsh, Linguistics)
29. The origins of modern music: 1883 to 1945 (Professor Boyd, Music)
30. Music in the modern world: 1945 to the present (Professor Boyd, Music) (not available in 1996)
31. Introduction to Aboriginal music I (Dr Gummow, Music)
32. The anthropoplogy of performance (Dr Lewis, Performance Studies, double option)
33. Philosophy and literature (Dr Gatens, Philosophy) (may not be available in 1996)
34. Contemporary French philosophy (Dr Patton, Philosophy) (may not be available in 1996)
35. Philosophy of physics: the rise and fall of mechanism (Dr Gaukroger, Philosophy)
36. Kinds of objectivity: reality and observation in the philosophy of science (Dr Price, Philosophy)
37. Religion and the arts (Dr Swain, Religious Studies)
38. 'Make it new': the American lyric (Dr Gardiner, English)
39. Text to text: literature and cinema (Dr Kelly, English) (may not be available in 1996)
40. Histories of theatre and performance (Performance Studies)
41. Performance process (Performance Studies)
42. Communication and the media
Dr Fulton (English)
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay
For course description see English option 6.13.

4. 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 4.29.

7. Language in poetry
Dr Huisman (English)
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay
For course description see English option 6.08.

8. Postmodernism
Mr Kruse (English)
Classes Sem 2: 1hr/wk
Assessment 2000w essay or take-home exam
For course description see English option 6.16.

Dr Lilley (English)
Classes Sem 2: 2hr/wk
Assessment 2hr exam or 3000w essay
For course description see English option 4.13-14.

10. Legal fictions
Dr Petch (English)
Classes Sem 1: 1hr/wk
Assessment 2000w essay or take home exam
For course description see English option 4.24.

11. Writing
Dr Quinn (English)
Classes Sem 1: 1hr/wk
Assessment two assignments
For course description see English option 6.06.

12. 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 6.09.

13. Children's language and literacy development
Mr Williams (English)
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay
For course description see English option 6.10.

14. Film studies I: theory of narrative fictional film past and present
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).

15. Film studies II: theory of documentary science fiction & animation film
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).

16. The televisual
Dr Fry (Fine Arts)
Classes Sem 1: (2hr lec & 2hr tut)/wk
Assessment 2500w essay, 2500w viewing diary
For course description see Fine Arts option 7.3.

17. From silent to sound cinema
Dr Jayamanne (Fine Arts)
Classes Sem 1: (1 lec, 3hr film screening, 1 tut)/wk
For course description see Fine Arts 7.1(b).

18. Contemporary cinema: cross-cultural perspectives
Dr Jayamanne (Fine Arts)
Classes Sem 2: 3hrs in all/wk
Assessment essay, tut paper, film review
For course description see Fine Arts 7.2(b).

19. Theories of the image
Dr Petanis (Fine Arts)
Classes Sem 2: double option, (1 lec & 2 tut)/wk
Assessment one 3000w essay, one 2000w tut paper
For course description see Fine Arts 10.2.

20. French poetry
Ms Grauby (French Studies)
Note: This course is taught in French
Classes Sem 1: (1 lec & 1 tut/wk)
For course description see French Studies 200/300
French Literature course 803.

21. Meaning and communication in French narrative cinema
Note: The lecture is in French
Classes Sem 1: (1 lec/tut, film screenings)/wk
Assessment classwork, assignment, essay
May not be available in 1996.

22. Reading theatre texts
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.

23. Communicative structures in the novel
Note: This course is taught in French
Assoc. Prof. Sankey (French Studies)
Classes Sem 2: (2 lec & 1 tut/wk)
Assessment class work, assignment, essay
May not be available in 1996.

24. Objects, artefacts and the politics of knowledge: museums and their history
Prof. MacLeod (History)
Classes Sem 1: double option (2 lec & 1 tut/wk) plus field work
Assessment: one 3hr exam, one 3000w essay, one 1000w "exhibition review", arising from a visit to one of Sydney's major museums; 60% for classwork, 40% for exam
May not be available in 1996.

25. Flexible performance: the 'Commedia dell'Arte'
Assoc. Prof. Fitzpatrick (Italian Studies)
Classes Sem 2: 2hr/wk
For course description see Italian Option 19.

26. Syntax
Prof. Foley (Linguistics)
Classes Sem 2: a double option (3 lec & 1 tut/wk)
Assessment written assignment, classwork
For course description see Linguistics 212GI.

27. Semantics and pragmatics
Dr Simpson (Linguistics)
Classes Sem 2
Assessment essay, other written assignment
For course description see Linguistics 325.

28. Ethnographic analysis of language and speech
Dr Walsh (Linguistics)
Classes Sem 1: 2 lec/wk
May not be available in 1996.

29. The origins of modern music: 1882 to 1945
Prof. Boyd (Music)
Classes Sem 1: 1hr/wk
Assessment either (i) two 2000w essays or (ii) one 2000w essay and a shorter essay and a listening journal
For course description see Senior Music Options.

30. Music in the modern world: 1945 to the present
Prof. Boyd (Music)
Classes Sem 2: 1hr/wk
Assessment: either (i) two 2000w essays or (ii) one 2000w essay and a shorter essay and a listening journal
Not available in 1996.

31. Introduction to Aboriginal music I
Dr Gummow (Music)
Classes Sem 1: 1hr/wk
Assessment: one 2000w essay and one listening test
For course description see Senior Music Options.

32. The anthropology of performance
Dr Lewis (Anthropology/Performance Studies)
Classes Sem 1: double option (3 lec & 1 tut/wk)
Assessment essay, exam
For course description see Anthropology.
33. Philosophy and literature
Dr Gatens (Philosophy)
Classes Sem 2: 2hr/wk
Assessment take-home exam plus essay
May not be available in 1996.

34. Contemporary French philosophy
Dr Patton (Philosophy)
Classes Sem 2: 2hr/wk
Assessment two 2000w essays
May not be available in 1996.

35. Philosophy of physics I: the rise and fall of mechanism
(It is advisable that students have studied philosophy and/or physics)
Dr Gaukroger (Philosophy)
Classes Sem 1: 2hr/wk
Assessment take-home exam & essay
For course description see Philosophy 301 epistemology, metaphysics and logic program Option 14.

36. Kinds of objectivity: reality and observation in the philosophy of science
Dr Price (Philosophy)
Classes Sem 1: 2hr/wk
Assessment essay and take-home exam
For course description see Philosophy 201 epistemology, metaphysics and logic program Option 9.

37. Religion and the arts
Dr Swain (Religious Studies)
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 2500w essay
For course description see Religious Studies Option 16.

38. The social production of space
(This course is available only to those who are qualified to enrol in Semiotics 390.)
Dr Hinton (Anthropology)
Classes Sem 1: one 2hr seminar/wk
Assessment one 4000w essay
For course description see Social Anthropology 390/1 Options.

39. Introduction to structural anthropology and semiotic theories of culture
(This course is available only to those who are qualified to enrol in Semiotics 390.)
Classes Sem 1: one 2hr seminar/wk
Assessment one 4000w essay
Not available in 1996.

40. 'Make it new': the American lyric
(This course is available only to those who are qualified to enrol in Semiotics 390.)
Dr Gardiner (English)
Classes Sem 1: 1.5hr/wk seminar
Assessment 3500w essay
For course description see English Option 390.6.

41. Text to text: literature and cinema
(This course is available only to those who are qualified to enrol in Semiotics 390.)
Dr Kelly (English)
Classes Sem 1: 1.5hr/wk seminar
Assessment 3500w essay
May not be available in 1996.

42. Histories of theatre and performance
(This course is available only to those who are qualified to enrol in Semiotics 390.)
Classes 2hr/wk
For course description see Performance Studies Centre.

43. Performance process
(This course is available only to those who are qualified to enrol in Semiotics 390.)
Classes 2hr/wk
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 single options (single options occupy two hours per week for one semester) to be selected from the following pool. Students should discuss the overall balance of their course with the Semiotics coordinator. Additional options may be available.

Students interested in future postgraduate studies in semiotics may wish also to consult with Associate Professor Martin (Linguistics), Postgraduate Adviser for Semiotics.

1. Introduction to structural anthropology and semiotic theories of culture (not available in 1996)
2. The social production of space (Dr Hinton, Anthropology)
3. American literatures: 'red, black, blond and olive' (Dr Gardiner, Dr Anderson, English, double option)
4. 'Make it new': the American lyric (Dr Gardiner, English, Sem 1)
5. Linguistics poetics (Dr Huisman, English)
6. Institutional discourses: analysing law and literature (Dr Huisman, English, Dr Petch English, Dr Pether, Faculty of Law)
7. Text to text: literature and cinema (Dr Kelly, English) (may not be available in 1996)
8. Women's writing 1660-1840: gender, rhetoric, history (Dr Lilley, English)
9. Reanimations: poststructuralism, postmodernism and the moving image (Dr Cholodenko, Fine Arts)
10. Design and television (Dr Fry, Fine Arts)
11. Theories of the image (Dr Petanis, Fine Arts, double option)
12. La représentation du corps dans la littérature du XIXe siècle (Dr Grauby, French Studies)
13. Functional varieties (Assoc. Prof. Martin, Linguistics)
15. Writing (Assoc. Prof. Martin, Linguistics)
16. Semantics and pragmatics (Dr Simpson, Linguistics)
17. Asian theatre (Dr Day, Performance Studies)
18. Shakespeare in Australia, England, North America (Dr Gay, Performance Studies)
19. Histories of theatre and performance (Performance Studies)
20. Performance process (Performance Studies)
21. Contemporary French philosophy (Dr Patton, Philosophy)

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 each fortnight. Papers and reading will be organised around the research projects of the students enrolled in the course. All students must attend this seminar.

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.

A sequence of courses on the Arab World, Islam and the Middle East (Arab and Islamic Culture) provides historical, sociological and cultural perspectives on the Arab and Islamic Middle East through in-depth study of aspects of society, history, politics, culture and thought.

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.

There is also some emphasis on translation skills from and into Arabic, particularly in the A strand.

Arab and Islamic Culture, in addition to providing the student of Arabic with a historical, sociological and cultural context, is also open to other students interested in the history, society and culture of the Arab and Islamic Middle East in West Asia and North Africa.

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
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
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
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
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.

Textbooks
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
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
Classes Yr: 5 class/wk
Assessment exam (or equivalent), essay, continuous assessment
2 hours practical language skills (IMSA)
2 hours literature
1 hour introductory translation skills (from and into Arabic)
Textbooks
J. Bellamy et al. Contemporary Arab Readers, Short Stories; Essays (Michigan U.P.)
For other texts consult the Department

Arabic B 301 and 302 each 8 units
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)
Textbook
For other texts consult the Department

Arabic IV (Hons)
Assessment exam (or equivalent), two 2500w essays, continuous assessment, 10 000w 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
These courses deal with the history, society, politics, thought and culture of the Arab and Islamic Middle East (in West Asia and North Africa) from the rise of Islam to the present. The approach is thematic, historical and sociological. The courses are available to all students who are interested in an in-depth study of this area and its place in the world, particularly students with an interest in history, religion and politics.

Introduction to the Arab World, Islam and the Middle East

Arab and Islamic Culture 101 12 units
Assoc. Prof. Sboul
Classes Yr: 4 class/wk
Assessment one 3hr exam (or equivalent), two 2500w essays, other assignments

Semester 1: Early Arab society and culture in the Middle East
Geographical setting and historical orientations; 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: up to Ottoman times

Semester 2: Arab and Islamic learning, spirituality and art
The scope of classical Arabic learning; Queanic 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; contribution of Arabic-speaking Christian scholars to classical Arab intellectual life; 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. Sboul
Classes Yr: 3 lec and 1 tut)/wk
Assessment one 3hr exam (or equivalent), two 2500w essays, other assignment

The following four semester courses (8 units each) may be taken at second or third year level. The contents of each two-semester combination are at present offered in alternate years.

The contemporary Arab world, society, state and culture

Semester 1: Political and social change in the contemporary Arab Middle East
Classes Sem: (3 lec & 1 tut)/wk
Unity and diversity in the modern Arab world;
Ottoman legacy in the Middle East; colonial encounter: political and cultural impact of the West; state and society in the Arab countries since independence; countries of the Arabian Peninsula: Saudi Arabia, Gulf States and Yemen; Fertile Crescent: Iraq, Jordan, Lebanon, Palestine and Syria; Egypt, Sudan; the Maghrib: Libya, Tunisia, Algeria, Morocco, Mauritania; Pan-Arab regional systems: Arab League, Gulf Cooperation Council, Maghribi Federation; Palestine and the Palestinians; the impact of the Palestinian question and the Arab-Israeli conflict on Arab society and politics; the Arab world and peace prospects with Israel; Lebanon and the Lebanese in perspective: society, civil war, Israeli invasion, Syrian influence, Ta'if accord and after; Arab refugees, exiles and migrants: Lebanese and other Arab immigrants; minorities in the Middle East; water resources and economic problems; impact of oil on the Arab social and political order; the Arab World, Iran, Turkey and Western powers politics in the Middle East; the Gulf War and its impact on the Middle East.

**Semester 2: Contemporary Arab thought and culture**

Classes Sem: (3 lec & 1 tut)/wk

The question of 'renaissance' in modern Arab culture and thought; the pioneers: Egyptian and Lebanese thinkers; traditionalism and modernism in Arab culture and thought; cultural and political debates in the contemporary Arab World: Middle East and Maghribi perspectives; attitudes to the past and cultural identity; attitudes to the West; Arab nationalism, pan-Arab and nation-state loyalties; Arab political culture today: religious and sectarian loyalties; secularism versus religious fundamentalism; current Arab debates on Arab future, peace in the Middle East, problems of development, progress, democracy and human rights in the Arab world.

**Islam in the world**

(Not available in 1996)

**Semester 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 intercultural 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 eastern 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. *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.*

**Semester 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', assertion and revolution in the Islamic experience; the Sunni-Shia divergence and the significance of Shi'a ideology in the modern world.*

(b) *Modern Islamic political movements: Ibn' Abd al-Wahhab, Afghanist and his disciples, the Muslim Brethren in Egypt and other Arab countries, Islamic movements in North Africa and the Indian sub-continent.*

(c) *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, the current wave of Islamic 'fundamentalism' and 'radicalism', debates on the 'Islamic threat' and 'conflict of civilisations'.

**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 2000w essay 40%, one essay 10% = 50%
Sem 2: one 2000w essay 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
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
Semester 1
3 hours
The literature of the post exilic period (3 hours)

Biblical Studies 202 8 units
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; Toseph; 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; 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 Shaprut; Dunash ibn Labrat and the Spanish Hebraists, Judah Halevi’s poetry; law and justice — law and morality, commandments, reason and commandment.

Jewish Civilisation, Thought and Culture 201 and 202: the Medieval Period
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-emancipation 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: Rhadarnites 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
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'; Dahir 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; Menasseh Ben Israel's missives; Sefed 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
Classes Sem 1 and Sem 2: (3 lec & 1 tut)/wk
Assessment two 2hr exams (70%), two essays (30%). For option courses, 301A and 302A: one essay (25%), one presentation (25%), continuous computer-based assessment (20%), one 2hr exam (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. Two option courses are also available on Israel in the modern Middle East and the Arab-Israeli conflict.

First semester
Jewish Civilisation, Thought and Culture 301
8 units

Enlightenment and emancipation
Contemporary experience and the transformation of the Jewish community: Hasidic 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. Mendelsohn, 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 Baerck; Abraham Isaac Cook; Mordecai M. Kaplan; Joseph B. Soloveitchik.

OR

Israel in the modern world
The aim of this course is to survey and analyse the main social, political and economic processes and interests which have shaped Israel's position in the modern Middle East and the wider world from state formation to the present. These processes will be studied in the context of the major domestic and foreign policy decisions taken by Israeli leaders in connection with the Middle East and beyond. Topics to be studied include: from the beginnings of Zionist immigration to Palestine to the formation of the state of Israel; domestic and foreign policy issues resulting from the 1948 to 1973 wars, and from 1973 to the present peace process; Israel's relations with the Superpowers.

Second semester
Jewish Civilisation, Thought and Culture 302
8 units

From Jewish nationalism to statehood
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 WWII, Jewish responses to the Nazi regime; the State of Israel; Israel 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.

OR

Conflict and peace in the Middle East: the Arab-Israeli conflict
This course aims to examine the Arab-Israeli conflict, analysing its origins and course up to the present day. It is intended that this course will provide a deeper analysis of the issues relating to the conflict as raised in 301A. Topics to be studied include: a general introduction to 'conflict' study, the origins of the Arab-Israeli conflict, the British Mandate, the Arab-Israeli wars from 1948 to 1973, the peace process from Camp David to Oslo and beyond, prospects for peace.

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8 units

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Jewish Civilisation, Thought and Culture 302
8 units

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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 the Department with HSC Hebrew or its equivalent will enter Hebrew A 101 and are expected to continue their studies in Senior Hebrew A. There are two separate strands in Senior Hebrew A, centred on either classical Hebrew or on modern Hebrew. Students may take either or both strands but may not count more than 82 units of Hebrew for the 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  
*Classes Sem: 4 class/wk*  
*Assessment* A 101 Classical: two 1.5hr exam (60%), continuous assessment (40%)  
A 102 Classical: two 1.5hr 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**  
Semester 1  
**Classical**  
Biblical text (2 hours)  
Classical prose composition and syntax (1 hour)  
History of Hebrew (1 hour)

**Hebrew A 102**  
Semester 2  
**Classical**  
Biblical text (2 hours)  
Qumran Hebrew (2 hours)  
or

**Hebrew A 101**  
Semester 1  
**Modern**  
Modern literary text (1 hour)  
Modern Hebrew conversation and composition (3 hours = Language 2hrs + Grammar 1hr)

**Hebrew A 102**  
Semester 2  
**Modern**  
Modern Hebrew literary text (1 hour)  
Modern Hebrew conversation and composition (3 hours = Language 2hrs + Grammar 1hr)

**Hebrew B 101**  
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**  
Semester 2  
*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.

**Hebrew B (Classical) 103**  
Semester 2  
*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.

**Texts**
(1) C.L.A. Seow *Grammar for Biblical Hebrew* (Nashville, Abingdon Press, 1987)  
(2) *Everyday Hebrew for Tourists* (Tel Aviv, Everyman's Univ.)  
(3) *Sha'ar la-nathil* (newspaper)  
(4) *Audio visual course in reading*  
(5) *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

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 Istinad 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

Classes Yr: 4 class/wk
Assessment four 1.5hr exams, one 200w essay/sem, other assignment
Sem 1: 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:

Hebrew A (Classical) 203
Set classical texts (2 hours)
Ugaritic or Mishna (2 hours)

Hebrew A (Classical) 204
Set classical texts (2 hours)
Inscriptions or Mishna (2 hours)

Texts
Hebrew
Haggai, Zechariah and Malachi in Biblihe Hebraica Stuttgartensia and Mignot 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.

Classes Yr: 2 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 accidence 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

Classes Yr: 5 class/wk
Assessment Sem 1 & 2: one 2hr exam (50%), 1500w essay, (30%), continuous assessment (20%)

These courses are designed to build on the foundations laid in Hebrew B 101 and 102 and introduce the study of Modern Hebrew literature. The practical language course focuses on conversation and composition and includes the reading of selected texts relating to the fields of the archaeology and geography of Israel, Middle East politics and Israeli history.
The courses consist of: Modern Hebrew literature (1 hour per week first semester, 2 hours second semester); practical language studies including conversation, composition and comprehension exercises (4 hours per week first semester, 3 hours second semester). N.B. Courses are year-long.

These courses seen schematically:

**Hebrew B (Modern) 201**
- Literature (1 hour)
- Language (4 hours)

**Hebrew B (Modern) 202**
- Literature (2 hours)
- Language (3 hours)

**Hebrew B (Classical) 203 and 204**
- Set classical texts (2 hours each semester)
- Classical syntax and prose (1 hour)
- Text
  - Hebrew Language
  - Ivrit lastudent ba-universita I (second part)
  - Sifron lastudent ba-universita (2)

**Hebrew B (Classical) 203**
- Set classical texts (2 hours)
- Classical syntax and prose (1 hour)
- Hebrew inscriptions

**Hebrew B (Classical) 204**
- Set classical texts (2 hours)
- Canon and text history (2 hours)

**Hebrew B (Classical) 203 and 204**
- Set classical texts (2 hours each semester)
- Classical syntax and prose (1 hour each semester); a study of the canons and composition history of the Hebrew Bible (2 hours per week second semester). N.B. Courses are year-long.

**Hebrew B (Classical) 203**
- Set classical texts (2 hours)
- Classical syntax and prose (1 hour)
- Hebrew inscriptions

**Hebrew B (Classical) 204**
- Set classical texts (2 hours)
- Canon and text history (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.

**Classified Honours**
- Hebrew (Classical) 303 and 304
  - each 8 units
  - *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**
- 8 units
  - Set classical texts (2 hours)
  - Canon and text history (2 hours)

**Hebrew (Classical) 304**
- 8 units
  - Set classical texts (2 hours)
  - Canon and text history (2 hours)

Text
- Classical Hebrew
- Selections from Biblical poetry: Genesis 49, Exodus 15, Deuteronomy 32: 33, I Kings 8, Psalms (in the Biblia Hebraica Stuttgartensia and Miqraot Gedolot) any edn

**Hebrew (Modern) 301 and 302**
- each 8 units
  - *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**
- 8 units
  - Literature (2 hours)
  - Language (2 hours)

**Hebrew (Modern) 302**
- 8 units
  - Literature (2 hours)
  - Language (2 hours)
Hebrew Language
Ivrit l'asrut be-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.

Classes: Yr: 2 class/wk
Assessment: one 3hr exam (80%), weekly assignment (20%)

This course seen schematically:

First semester
Aramaic (2 hours) or
Syriac (2 hours)
and

Second semester
Aramaic (2 hours) or
Syriac (2 hours)

Hebrew IV Honours
Classes: Yr: 8 class/wk
Assessment: four 3hr exams, one 2000w essay/sem, one 10 000w 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 or Hebrew, 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.

Location
The Department of Social Work and Social Policy which offers courses in Social Policy and Administration and Sociology is in the R.C. Mills Building on the lower floor. Telephone 351 2650.

Social Policy and Administration
Social Policy is the study of a range of policies which affect the social and economic welfare of individuals, families and broader social groupings. The policies studied include those formulated at all levels of government, by non-government welfare organisations and by the private sector. Policies studied include: income support, housing, work and employment, health, family and children's services, youth policies, policies for the aged, urban and regional development.

Social Policy and Administration is a 300 level
Social Policy and Administration 301  

**16 units**

Dr George, Prof. Cass, Assoc. Prof. Horsburgh, Mr Freeland, Mr Pemberton

**Classes** Yr: (1 lec & one 2hr tut)/wk

**Assessment** one 3hr exam, 2 tut papers, 1 essay

In Semester 1, the Australian experience of universal themes in social policy is explored: the legal framework; relationships between family and state; the public/private mix; work, non-work and welfare; and the relationship between institutional and community-based provision.

In Semester 2, the focus shifts to the principles of welfare allocation, setting that analysis into the demographic framework of Australian society and the organisational mechanisms for welfare planning and service delivery. From a philosophical analysis of social justice and principles of allocation, their implications are developed with respect to selected contemporary debates, and to effects on social, occupational and fiscal welfare.

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 also 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. Entry is restricted to new first year students in Arts, Economics (Social Sciences) and Education who achieve a high TER (or equivalent).

**Overlap**

Students are not permitted to take a course which overlaps significantly with previously completed courses, or with courses being taken concurrently.

Sociology 101  

**12 units**

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 and historically informed 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, 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**  

Sem 1  

8 units

**Sociology 202**  

Sem 2  

8 units

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: one 2hr seminar/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
Consult Department

Social inquiry: research methods in sociology

Classes Sem 2: (1lec & 1 tut) /wk
Assessment 3000w essay

In this core unit we introduce students 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.

200 level options

Classes one 2hr seminar /wk
Assessment 3000w essay

Social inequality in Australia

Prof. Cass, Ms Crowe, Dr Larbalestier

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 interest with each other in Australian society.

Sociology of the family

Prof. Cass, Ms Falahay, Dr van Krieken

The family is widely understood as a basic social institution and a 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.

The body and social theory

Ms Crowe, Ms Falahay, Dr Larbalestier

The course explores sociological perspectives on the body and embodiment. We will briefly examine what Shilling refers to as the 'absent presence' of the body in the work of such classical theorists as Marx, Weber and Simmel. Current perspectives on the body build on the limited scope of classical approaches in constituting social actors as embodied subjects. More recent writers attempt to overcome the mind/body, nature/culture dualisms of classical theory (e.g. Bourdieu, Elias). The main focus of the course is on contemporary debate and discussion which sees the body as a central area of investigation and stresses the importance of the body and embodiment, both in relation to self-identity (e.g. Butler, Connell, Goffman) and as a site of increasing control, care, discipline and self-transformation (e.g. Foucault, Turner).

Theories of the body and embodiment are explored in relation to social constructionist (e.g. Foucault, Goffman), foundationalist (e.g. Turner) and materialist/constructivist (e.g. Bourdieu, Martin, Schilling, D.E. Smith) assumptions. Recent approaches to the body and embodiment are examined in relation to current issues of aesthetics, class, consumption, contouring of bodies, death, gender, medical and scientific procedures, pain, pornography, race, self-identity and post-modernity, and the social elaboration of body senses.

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

Youth identities, transitions and policies
Mr Freeland

This option will introduce students to the sociological analysis of young people in contemporary society. It will provide an opportunity to read and analyse ethnographic studies of young males and females in the transition from childhood dependence to adult independence, with a particular focus on the development of identity. Students will become familiar with the major theoretical analyses of youth transitions and youth policies. Sociological studies of young people at risk of not effecting a successful transition will be reviewed, and students will have an opportunity to examine specific problems such as youth unemployment, homelessness, and substance abuse. Finally, students will be introduced to the political sociology of youth policies relating to the school to work transition, unemployment, homelessness, income support, juvenile justice and substance abuse.

Sociology of ageing
Dr George

This course is designed to examine the major areas of sociological theory and research concerning ageing in modern Western societies. It is concerned with the fundamental relationships between state, family and individual and will evaluate the implications of this changing relationship for the provision of social welfare for older people. Topics to be covered include the history and demography of ageing; work and retirement; health and chronic illness; death and dying; race; ethnicity and migration; gender; class and power; cross-national and cross-cultural dimensions.

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, postmodernism). 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 Falahey

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 at 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 industrial 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 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 into society.

**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, Mr Pemberton

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-professions 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.

**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 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 290**  
8 units

**Classical sociological theory**

*Classes*  
Sem 1: one 3hr seminar/wk

*Assessment*  
3500w 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  
Sem 1

**Sociology 302**  
8 units  
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 under Level 300 Options. Each option runs for one semester only, and availability may vary according to staffing and student demand — please consult the Department early in the year for timetable details.
Sociology 303 8 units
Sem 1 or Sem 2
This course consists of an additional option chosen from those listed below.

300 level options
Classes one 3hr seminar/wk
Assessment 1500w tut paper, 3000w essay

Sociology of urbanisation and modernity
Prof. Cass, Dr Larbalesier
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 post modernist 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.

Media in contemporary society
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 post modern 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 reception, advertising and media, sport and media, news reporting and the portrayal of women and family life in media.

Sociology of organisations
Assoc. Prof. Davis, Dr van Krieken
This course examines the central areas of sociological theory and empirical research concerning organisational structure and dynamics, including the history of organisations and the development of bureaucracy, the place of formal organisations in modern societies, the operation of power within organisations, the constitution of organisational subjectivity, and the role of emotions and sexuality within an organisational life. Since Max Weber's work on bureaucracy, the study of the organisation of social life has been central to sociological theory and research, and this course will outline the main perspectives and topics in the sociology of organisations. The course will briefly examine the ideas of Marx and Lenin, and then proceed to the work of Weber on bureaucracy, Michels on the 'iron law of oligarchy', and the development of the Weberian perspective undertaken by Blau, Crozier, Gouldner, Etzioni, Burns and Stalker. We will also discuss the development of managerial and functionalist theories of organisations, including scientific management, Fordism, human relations from the Hawthorne studies onwards and the work of Selznick; the neo-Marxist work of Clegg and Dunkerley on organisations as forms of labour process and modes of control; interactionist perspectives on organisations, especially the work of Goffman on 'total institutions'; Ritzer's work on the 'McDonaldisation of society' and Clegg's on post-modern organisational forms; the recent discussions of emotions, gender and sexuality in organisations, the utilisation of Foucault's concepts of power, discipline and governmentality in the sociology of organisations.

Sociology of the environment
Assoc. Prof. Davis
This course introduces students to the major ways in which debates about the environment have been reflected in the discipline of sociology about industrial societies, and how the discipline has responded to the identification of environmental issues with theory and research. It overview the role of nature in the works of the classical sociologists (the Enlightenment theorists, Marx, Durkheim, Weber, Spencer) and in evolutionary and sociobiological theories. The modern theorists will also be covered briefly (Parsons, Bertalanffy, Frankfurt School) along with the reflexive modernisation theories of Beck and Giddens. The postwar developments that have led to critiques of
modern society (limits to growth, resource depletion, population technology, pollution, global production, economic development, scale) and the new discourse that emerged to conceptualise them (radical ecology, deep ecology, eco-feminism, eco-anarchism, eco-socialism, spiritual ecology, critiques of androcentrism) will be outlined. Key concepts will be isolated for further study ('conservation', 'balanced versus unstable systems', 'global management', 'Gaia', 'evolutionary ecology', 'co-evolution', 'environmental protection') to show the diversity within environmental discourses. The social conditions that led to the emergence of the conservation and ecology movements, their structures, activities and memberships will be looked at nationally and globally. Case studies will be provided for the students to analyse sociologically by linking theory and research on local and national social structures, social movements, and social action in areas such as energy generation, population and fertility control, sustainable development, waste management, pollution control, women and technology.

**Comparative sociology of welfare states**

Prof. Cass

This course examines the central areas of sociological theory and comparative research concerned with the development of power relations and policy contests within, and outcomes of, modern welfare states in capitalist societies. Neo-Marxist, Neo-Weberian, feminist, liberal democratic, social democratic and postmodernist theories of the social, political and economic determinants and outcomes of welfare states are compared and analysed. While examining the overarching frameworks of the relationships between markets, community organisations and social movements of civil society, domestic life and gender relations in families and households on the one hand, and welfare state formations in industrial societies on the other hand, the course also emphasises the heterogeneity of welfare state responses which are products of contested national histories. The contemporary theoretical focus is on the concepts of 'welfare state regime', 'social citizenship', 'social rights' and 'redistributive justice', drawing attention to the interactions between the structures and processes of class, gender and ethnic differences, the representation of 'interests' in welfare state politics, and the development of various welfare systems, using case studies from Australia, the U.K., U.S.A., Western Europe and Scandinavia. These comparative case studies will focus on welfare state policies in respect of employment and unemployment (defining and regulating paid and unpaid work); the policy responses to family and gender relations, childhood and caring work; ageing and disability; contested definitions and the regulation of welfare 'rights' and 'needs' through the life course in contemporary industrial societies, in the context of restructured labour markets, redefined gender relations and family structures, and the growth of welfare rights social movements.

**Sociology of social problems and the welfare state**

Mr Freeland, Dr George

This course will explore the possible social scientific frameworks with which to analyse 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. This 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 a biological construct, the history of both expressions of sexual behaviour and attitudes towards sexuality, and the examinations 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.
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 theory, 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)

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.

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 'post-modernity'.

This course considers key features on understanding and explanation in sociology. It explicates activities of 'understanding' and 'explanation' from the point of view of the practising sociologist, in contrast to considering issues from the perspective of the philosophy of the social sciences.

The course has two main components. The first considers dominant areas of sociological investigation, value relevance inherent in sociological research and processes involved in theory construction. The second component addresses issues, debates and controversies within sociology by way of exemplars. Evolutionary theories, structural functionalism, theories of ideology, exchange theory, deconstructionist and dramaturgical perspectives will be considered. These theoretical approaches will be explored in relation to contemporary research projects concerning class and social mobility, crime, technological changes and issues of agency.

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.

See under Anthropology.
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 civilisation. The courses are offered at the University of Sydney under the supervision of staff in the Department of Spanish and Latin American Studies at the University of New South Wales. Students who satisfactorily complete these courses are eligible to apply to the Faculty for permission to undertake further study at the U.N.S.W. 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 these courses. Sydney students may enrol in Spanish B 101 and Spanish B 201 at the University of Sydney.

Spanish B 101 is available to first year students in the Faculty of Arts who have no substantial prior knowledge of the language. Should the course quota not be filled by First Year Arts students, other students of the University may be eligible to enrol for the course by varying their enrolment in the second teaching week of semester one. Under no circumstances may Spanish B 101 be taken by students who have completed HSC Spanish or have equivalent knowledge of the language. Students with a prior knowledge of Spanish who enrol in Spanish B 101 without checking their eligibility with the Language Centre may subsequently be obliged to withdraw and enrol in another subject.) Students with HSC Spanish or the equivalent may apply to the Faculty of Arts to undertake more advanced courses in Spanish by enrolling at the U.N.S.W. as a cross-institutional student.

Spanish B 201 is available to students in the Faculty of Arts who have completed Spanish B 101 at this University or who have completed the equivalent elsewhere and been granted either credit or advanced standing.

Further enquiries may be directed to the Faculty of Arts Office, telephone 351 3129, or the Language Centre, telephone 351 2683.

It is not possible to take a major or honours in Spanish on the University of Sydney campus.

Since the teaching of Spanish at this University is mainly dependent on external funding, there is always the chance that one or other Spanish course normally offered here may not be available. Please enquire on the telephone numbers above.

Spanish B 201 16 units

Course coordinator: to be determined
Classes Yr: 6 class/wk
Assessment: four 1hr exams/sem, essays, oral work

The course will consist of:
- 4hr/wk language classes
- 1hr/wk language laboratory
- 2hr/wk literature lectures

Thai

See under Asian Studies.

Women's Studies

Teaching staff Dr D. Anderson (English), Dr G. Barnes (English), Dr A. Bashford (Women's Studies), Dr D. Brennan (Government), Professor B. Cass (Social Work and Social Policy), Dr D. Coleman (English), Dr R. Cooper (Fine Arts), Ms J. Curthoys ((Traditional & Modern Philosophy), Dr D. Feil (Anthropology), Dr B. Gardiner (English), Dr P. Gay (English), Dr M. Gatens (General Philosophy), Dr J. Godden (Nursing), Dr R. Huisman (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 G. Meagher (Economics), Dr Marjorie O'Loughlin (Education), Dr S. Petch (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), Dr D. Speed (English), Ms A. Turtle (Psychology), Dr P. van Toorn (English), Dr J. Wallace (English), Dr P. Watson (Classics), Dr E. White (Studies in Religion).

Women's Studies is an interdepartmental course designed to enable students to undertake a broad study of feminist scholarship and gender analysis. Core courses and options examine the situation and experiences of women and the constructions and representations of gender, 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 1996. 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, 290

and 207

Women's Studies 201 is the core course. Women's Studies 202, 203 and 204, each eight units, consist of either one double or two single options taken in a semester. However, students can have much greater flexibility in the choice of options by taking the 16 unit year-long course, Women's Studies 207. Women's Studies 207 includes the core course.

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 IV Honours. It can be taken simultaneously with Women's Studies 390.

Entry requirements
See the Table of Courses.

Women's Studies 201 (Core course)

8 units

First semester

Feminism: an Introduction
Dr Bashford
Classes Sem 1: 3hrs/wk
Assessment four 500w article summaries, one 1500w paper, one 3000w essay

In this course, the social movements and theories which make up feminism will be introduced. By the end of the course, students will have a clear grounding in the fundamental concepts which feminist social, political and cultural theorists have developed, and the central debates which have engaged feminists in the last few decades. The course is divided into four blocks. First we explore debates about equality and difference, between men and women, and between women themselves according to their class, race or ethnicity. Second, debate about the distinction between 'sex' and 'gender' is introduced — what makes a 'man' and a 'woman', 'masculinity' and 'femininity'? Psychoanalytic theories about this are included. A third block is on sexual politics. Finally, in a block on gender, knowledge and power, we look at the intellectual critiques which feminist theory poses: the question of postmodernism and feminism; feminist critiques of 'universal' knowledges and theories of power and resistance.

Women's Studies 202, 203, 204

8 units

Each course comprises one double option or two single options from the following list. If everything being taken is in First Semester students enrol in Semester 1; otherwise they enrol in Semester 2.

Options

First semester

(1) 'Sappho in poetry': women writing, 760-1960
Dr Gardiner (English)
Classes Sem 1: 1lec & 1 tut/wk
Assessment one 2000w essay, or take-home exam
For course description see English 4.28.

(2) Gender studies — double option
Dr Kondes, Dr Fell (Anthropology)
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam
For course description see Social Anthropology.

(3) Politics of the Australian Welfare State — double option
Dr Brennan (Government)
Classes Sem 1: one 3hr seminar/wk
Assessment two papers, exam
For course description see Government.

(4) Feminist theory and sociology
Prof. Cass, Dr Larbalestier (Social Work and Social Policy)
Classes Sem 1: one 3hr seminar/wk
Assessment essay and class presentation
For course description see Sociology.

(5) 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.

(6) Women in medieval literature
Dr Barnes (English)
Classes Sem 1: 1 hr/wk
Assessment one 2000-2500w essay or default exam
Not offered in 1996.

(7) Feminism II
For further details and course description see Philosophy.

(8) Critical feminist theory
Dr Gatens (General Philosophy)
Classes 2hrs/wk
Assessment essay plus take-home exam
For course description see Philosophy.

Second semester

(9) Feminist theology
Dr White
Classes Sem 2: 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.

(10) The political economy of women — double option
Dr Meagher (Economics)
Classes Sem 2: (2 lec & one 1hr seminar)/wk
For course description see Economics.

(11) Feminism I
Dr Curthoys (Traditional and Modern Philosophy)
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one essay
For course description see Philosophy 102.

(12) Women and art history — double option
Dr Cooper (Fine Arts)
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment class work, essay, visual test
For course description see Fine Arts 11.1.

(13) 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.

(14) Women, madness and medicine — double option
Dr Russell (General Philosophy)
Classes Sem 2: (2 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.

(15) 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.

(16) 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 4.26.

(17) 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 350.

(18) Gender, science and the body — double option
Dr Bashford
Classes Sem 2: 3hr/wk
Assessment four 500w article summaries, one 1500w tut paper, one 3000w essay
This course will examine western biomedical sciences in historical perspective, from the Enlightenment to the late twentieth century. Taking the categories and dynamics of gender and race as a central focus, the course will introduce students to feminist critiques of science and to recent scholarship on the body. Topics will include: the gendering of the scientific revolution, Enlightenment ideas about masculinity and femininity; race, gender and nineteenth-century evolutionary biology; hysteria, madness and psychiatry; the historical and cultural construction of hormones and of our understanding of the sexed body; the gender and race politics of new reproductive technologies; medical, feminist and cultural studies of transgender and cosmetic surgery, and eating disorders.

(19) Personal narratives — double option
Dr Russell (History)
Classes (2 lec & 1 tut)/wk
Assessment 3hr exam, 3000w essay, 1000w tut paper
For availability enquire at the History Department.

Women's Studies 207
Comprises the core course, Feminism: an Introduction, together with one double or two single options.

Women's Studies 290
Comprises one double or two single options. Note: enrolment is year-long regardless of when options are taken.

Women's Studies 301, 302, 303, 304, 390
each 8 units and 307
Women's Studies 301 is a compulsory core course. Women's Studies 302, 303, 304 consist of one double or two single options. 301, 302, 303, 304 are semester length courses worth 8 units each. Each consists of one double or two single options. Students will find that the 16 unit year-long course, 307, which includes the core, offers the maximum flexibility in the choice of 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 which consists of 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.

Women's Studies 301 (Core course)
8 units
First semester
For course details, consult Women's Studies.

Women's Studies 302, 303, 303, 304
each 8 units
Each course comprises one double or two single options. If anything is being taken in Semester 2, enrol in Semester 2.

First semester
Options 1-8 as for Women's Studies 202.

Second semester
Options 9-19 as for Women's Studies 202.

Year-long
(20) 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 H3.

First semester
(21) Urbanisation and modernity
Dr Larbalestier (Social Work and Social Policy)
Classes Sem 1: 3hr/wk
Assessment essay and course participation
For course description see Sociology level 300 options.

(22) Adultery and the novel
Dr Anderson (English)
Classes Sem 1: 1hr/wk
Assessment one 2000w essay or take-home exam
Not offered in 1996.

Second semester
(23) Habitat and society
Dr Rubbo (Architecture)
Classes Sem 2: 2hr/wk
Assessment 3 assignments, one of which is based on fieldwork
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.

(24) Women's health
Ms Richters (Public Health)
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.

Students will be assumed to have HSC Mathematics or equivalent.

Women's Studies 390 8 units
First semester
Contemporary Feminist Theory
Dr Bashford (Women's Studies)
Classes Sem 1: 2hr seminar/wk
Assessment total 6000w written requirement
This course in advanced feminist theory focuses on the major debates currently engaging scholars in women's studies. In intensive weekly seminars we shall read and discuss scholarship in the following areas and more: feminism and identity politics — race, gender, sexuality; modernism, postmodernism and feminism; representation; post colonialism and feminism; recent writing on the body and on sexuality; psychoanalytic approaches. This course will also include reading and discussion on feminist methodology and research techniques.

Women's Studies IV Honours
Requirements
All students will take the Women's Studies IV Core Course. In addition they must take the equivalent of two one-semester courses from the list of options. Written requirement approximately 4000-6000 words each. All options are taught in Departments. Each student will write a thesis of 15 000 words. It will be individually supervised by Women Studies staff or by staff from one of the Departments participating in the Women's Studies program.

First semester
Core: See 390 — Contemporary Feminist Theory
Dr Bashford (Women's Studies)
Assessment 8000w written requirement
Options
Whole year
1. Australian women's history
Dr Kociumbas, Dr Russell (History)
Yr: one 2hr seminar/wk
2. Women's writing 1660-1840: gender, rhetoric, history
Dr Barbour, Dr Lilley
Yr: one 2hr seminar/wk
3. Gender and history
Dr Slugs (History)
Yr: one 2hr seminar/wk
4. Women's Gothic (and other) novel sensibilities
Dr Coleman (English)
Sem 1: one 2 hr seminar/wk
5. Gender and work
Ms Jamieson (Industrial Relations)
Sem 1: one 2hr seminar/wk
6. Reading sexuality
Dr Lilley
Sem 1: one 2 hr seminar/wk
Second semester

7. Feminist hermeneutics
Dr White (School of Studies in Religion)
Sem 2: one 2 hr seminar/wk

8. Social contract/sexual contract
Dr Gatens (General Philosophy)
Sem 2: one 2hr seminar/wk

9. Gender, power and difference
Dr Larbalestier (Social Work and Social Policy)
Sem 2: one 2hr seminar/wk

10. Women's health
Ms Richters (Public Health)
Sem 2: one 2hr seminar/wk
Symbolic representations for courses of study

<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>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Double Dutch 1</strong></td>
<td>Assoc. Prof. Holland</td>
<td>Dr Nederland</td>
<td><strong>Classes Yr: (3 lec &amp; 1 tut)/wk</strong></td>
<td><strong>Assessment</strong> one 3hr exam, two 2000w essays/sem, 4 tut papers/sem</td>
<td>/wk per week</td>
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<tr>
<td><strong>8766 Star Wars 5</strong></td>
<td>Dr Lazer Ms Gunn</td>
<td>Prereq 7653 Coreq Intro. Media Manipulation</td>
<td><strong>Classes</strong> Sem 1: (2 lec &amp; 3 tut/prac)/wk; Sem 2: (2 lec &amp; 2 tut/prac)/wk</td>
<td><strong>Assessment</strong> one 3hr exam/sem, classwork</td>
<td>/wk per week</td>
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**Prereq**
assumed knowledge
prerequisite (you must have passed the indicated prerequisite before you start the course)

**Coreq**
corequisite (you must enrol in this course at the same time unless you have already passed it)

**Type of class contact/assessment**
class .................. class contact of any form
lab .................. laboratory
lec .................. lecture
prac .................. practical
tut .................. tutorial
exam .................. examination
tut paper .................. tutorial paper

**Duration**
hr .................. hour
Sem 1 .................. Semester 1
Sem 2 .................. Semester 2
Yr .................. throughout the year

**Examples**

**Classes**
Sem 1: 1 class/wk
Yr: (2 lec & 3 tut/prac)/wk
Sem 2: 3 lec/wk & 1 tut/fn

**Assessment**
one 3-hour exam
two 3-hour exams/sem
one 2000w essay, one 3000w essay, two 2000w essays/sem, 4 tut papers/sem
the course (one 3000w & two 2000w essays)/sem

one class work session each week during Semester 1
two lectures and three tutorials or practicals weekly, throughout the year
three lectures per week and one tutorial per fortnight, during Semester 2

one 3000- and two 2000-word essays per semester

one 3000-word essay for the course, two 2000-word essays per semester and four tutorial papers for
Notes