The University of Sydney

Faculty of Arts

Undergraduate Handbook
1997

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.

Faculty of Arts Undergraduate Handbook 1997
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Semester and vacation dates 1997

Semester	Day	1997
First Semester and lectures begin	Monday	3 March
Easter recess		
Last day of lectures	Thursday	27 March
Lectures resume	Monday	7 April
Study vacation – 1 week beginning	Monday	16 June
Examinations commence	Monday	23 June
Second Semester and lectures begin	Monday	28 July
Mid-semester recess		
Last day of lectures	Friday	26 September
Lectures resume	Tuesday	7 October
Study vacation – 1 week beginning	Monday	10 November
Examinations commence	Monday	17 November

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The courses normally available to students in the Faculty of Arts are listed in the Table of Courses and also in the entries under Courses of Study in this Handbook. Students should note that not all courses may be offered in a given year.

Message from the Dean



Welcome to the University of Sydney and especially to the Faculty of Arts. You will often have heard that the idea of a university involves a community of scholars, which includes both teachers and students within the bonds of scholarship, teaching and learning and research. The University of Sydney, and within it the Faculty of Arts, embraces that long tradition, but adds to it a set of values and practices which reach out to the broader community, locally, nationally and internationally. The University does this through the students who enrol in our courses and their aspirations to participate in an outstanding scholarly and vocational environment in a pre-eminent university. It also does this through academics' national and international linkages with the professions, arts, literature, industry, community-based organisations and governments as the makers of social, cultural and public policy, fulfilling our responsibilities as educators, researchers and in community service.

The Faculty of Arts, to which I welcome most warmly commencing and continuing students, is both a community of scholars and an integral part of the wider community. In choosing to study in the fields of the humanities, social sciences, languages, literature, music, in the Bachelor of Arts degree or in combination with other degrees in Law, Science, Commerce, Social Work, Music, or Theology, you have entered or continued studies which are not only imbued with the spirit of learning for its own intrinsic human, social and cultural values, but which are as vocationally relevant as any more apparently professional fields of scholarship.

A dualism exists in popular thinking between, on the one hand, learning for its own intrinsic pleasure — the thirst for knowledge and understanding both of the contemporary world and of the past which has shaped our contemporary societies, diverse cultures, languages, literatures and artistic expression; and on the other hand, learning which is seen as vocationally and professionally oriented. This is a mistaken dualism. Scholarship concerned with acquiring, understanding and applying knowledge, involving rigorous analysis and critical inquiry, interpretations of the structures, processes and meanings of human life and our social and cultural connectedness, the development of new ideas and new ways of understanding and shaping our current and future circumstances, is thoroughly relevant and 'useful' in the worlds of employment in the professions, government, business, industry and the community sector. The contributions made and yet to be made by the humanities, languages and social sciences in the social and cultural development of Australia and our region are as significant as the contributions made by science, technology and commerce. Indeed, the interconnections of all these arenas of human endeavour are necessary to ensure the best distribution of high living standards and the quality of social and cultural life to which we all aspire. In studying in the Faculty of Arts in the University of Sydney, you are participating therefore not only in a long and proud tradition, but also in the creation of a vibrant future.

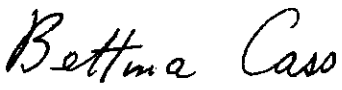
You are joining a body of more than 6200 students, comprising around 4700 undergraduates and 1500 postgraduates, with an academic staff of about 275 and 90 general staff. Students come from a diversity of background: Australian and overseas born, of English and non-English speaking backgrounds, domestic and international students, students of Aboriginal and Torres Strait Islander background, school leavers and older students who have begun or completed other forms of vocational or higher education, with a range of employment experience, all creating a richness in the student population which contributes to intellectual and scholarly debates in formal tutorials and seminars and in informal discussions.

The courses which you have the opportunity to study in your Arts degree are located not only within departments and inter-departmental centres in the Faculty itself; but also in other departments outside of Arts, specifically in Science, Economics and Education. In this way, the University and its courses transcend barriers, provide opportunities for studies in depth and breadth, provide the chance for specialisation in your preferred disciplinary fields of European, Asian, Middle Eastern or classical languages, history (ancient and modern), anthropology, philosophy, English, linguistics, sociology, fine arts, music, archaeology, government, economics, mathematics, psychology, geography and others, and also to combine interests in interdisciplinary programs like Aboriginal Studies, Women's Studies, European Studies, Religious Studies, Celtic Studies and Performance Studies (amongst others). Your future may see you take a fourth year to do an honours degree, enter post-

graduate research or course work in this or another university in Australia or overseas, move into a diverse range of occupations and professions, and, we hope, set the pattern of 'life-long' learning which adds such richness to life. On graduation, you will join about 52 000 Arts graduates in the wider society who retain, in different ways, a sense of identification with the Faculty of Arts.

What does the Faculty consist of and how can you find your way around it? It consists of the Faculty Office and its administrative functions which link you to the central University and also to the departments, schools and inter-departmental centres listed in this handbook, where lectures and tutorials and numerous informal meetings, academic and social, take place. To find your way, both in the geographic and scholarly sense, heads of departments and other academic staff, departmental secretaries and other administrative staff are a mine of information about their own departments and much more. 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 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 or courses are best addressed to the department or centre concerned. Personal matters which affect your studies may need to be addressed to the Dean or one of the Associate Deans. The University Counselling Service is also available to help you with any difficulties which might arise in coping with the demands of university life.

We urge you to involve yourself in the life of your departments or centres, the life of the Faculty and of clubs and societies in the wider University. Studying Arts on this campus offers a unique opportunity to become part of the community of scholars, to benefit from and to contribute to the richness and vigour of its discussions and debates, to benefit from the excellence of the libraries and museums, to discover a world of learning which is personally, socially and culturally enriching and entirely practical for your future place in employment, further studies and community life.



Bettina Cass
Dean

Introduction

The *Faculty of Arts Undergraduate Handbook* is intended as a complete working guide to the Faculty's undergraduate programs. It lists the staff in each department, and has a section on career opportunities for Arts graduates. It includes the formal degree regulations coupled with Faculty policy and general information, 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 Departments (if your query is about a particular course) or at the Faculty Office in 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.

Noticeboards should be consulted

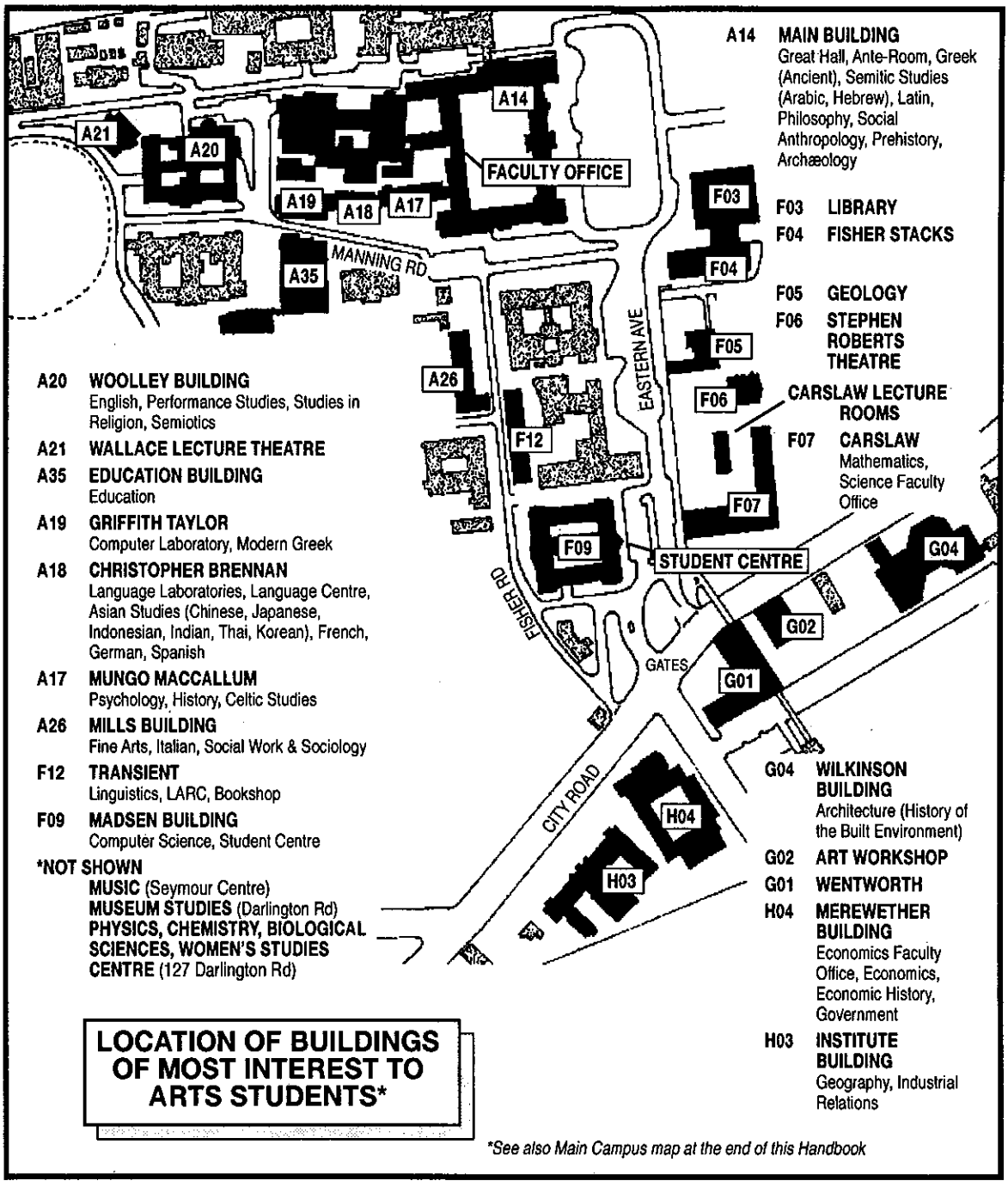
The information given in the chapter on courses of study is based on material supplied by the departments in May 1996. All intending students are therefore advised to consult the noticeboards of the different departments at the beginning of the first semester, in case there have been changes in course requirements or changes in textbooks. All re-enrolling students should consult Departments in September and October when determining their courses for the next year.

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.**





A14 MAIN BUILDING
Great Hall, Ante-Room, Greek (Ancient), Semitic Studies (Arabic, Hebrew), Latin, Philosophy, Social Anthropology, Prehistory, Archæology

F03 LIBRARY

F04 FISHER STACKS

F05 GEOLOGY

F06 STEPHEN ROBERTS THEATRE

CARSLAW LECTURE ROOMS

F07 CARSLAW
Mathematics, Science Faculty Office

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 & Sociology

F12 TRANSIENT
Linguistics, LARC, Bookshop

F09 MADSEN BUILDING
Computer Science, Student Centre

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

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

LOCATION OF BUILDINGS OF MOST INTEREST TO ARTS STUDENTS*

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



1 Staff[1]

FACULTY

Dean
Bettina Cass, AO, BA PhD *U.N.S.W.*, FASSA

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

Associate Deans
Aedeen Cremin, MA *N.U.I.* PhD
Tim Fitzpatrick, BA PhD
Helen Fulton, BA PhD
Moira Gatens, BA *U.N.S.W.* PhD
Penelope Gay, BA *Melb.* PhD *Lond.* MA
Rosemary Huisman, BA PhD
Mabel Lee, BA PhD
Paul Patton, MA DU *Paris*
Ros Pesman, PhD *Lond. & Syd.*
Anne Reynolds, BA PhD
Richard Waterhouse, MA PhD *Johns H.* BA

Faculty Secretary (Assistant Registrar)
Catherine Crittenden, DipEd *N.E.* MA

Senior Administrative Officer
Terry Heath, BA

Administrative Officers
Suzan Fayle, BA *U.N.S.W.*
Gerald Griffin (Finance Officer)
Naomi Ramanathan

Administrative Assistants
Raksha Chand, BAppSc *S.A.*
Lynn Greenwood, BA *Bucks C.H.E.*
Virginia Munro, BA
Rages Palanisamy
Eve Teran, BSc
Lyndal Tupper
Helen Wright

DEPARTMENTS AND SCHOOLS

Department of Anthropology

Professor of Anthropology
Diane J. Austin-Broos, MA *A.N.U. & Chic.* PhD *Chic.*
Appointed 1995

Associate Professor
Paul Alexander, MA *Otago* PhD *A.N.U.*

Senior Lecturers
*Richard D. Basham, BA *George Washington* MA PhD *Calif.*
Gillian Cowlishaw, BA PhD (part-time)
Daryl K. Feil, BA *Calif.* PhD *A.N.U.*
Peter D. Hinton, MA PhD
Vivienne Kondos, BA *W.Aust.* PhD
J. Lowell Lewis, BA *Col.* PhD *Wash.*
Alan L. Rumsey, MA PhD *Chic.*

Lecturers
Ghassan Hage, MA *Nice* PhD *Macq.*
Michael Jackson, BA *Vic.* MA *Auck.* PhD *Camb.* (part-time)
Neil Maclean, BA *Monash* PhD *Adel.*
Jadran Mimica, BA *Zagreb* PhD *A.N.U.*
Franca Tamisari, BA PhD *Lond.*

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

Administrative Assistants
Maria Cortes
Vicky Woo

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, MA *Camb.* BA
Noel K. Weeks, BSc *N.E.* MA PhD *Brandeis* BD ThM *Westminster Theol. Sem.*

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

Honorary appointments
Honorary Associates
Richard A. Bauman, BA LLB *S.A.* PhD *Witw.*, FAHA
Robert K. Sinclair, MA *Camb.* BA DipEd

Honorary Research Associates
Jonathan Barlow, BA PhD
Leonie Hayne, BA *Qld* MA

Archaeology

CLASSICAL AND NEAR EASTERN

Professors
Arthur and Renee George 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*, FAHA FSA
Appointed 1991

Associate Professor
Jean-Paul Descoeudres, PhD *Basel*, MISR Corr.MDAI FAHA

Lecturers
Alison V. Betts, PhD *Lond.*
Edward Robinson, BA PhD

Senior Technical Officer
Russell J. Workman

ARC QEII Research Fellow
Judith McKenzie, BA PhD

Honorary appointments
Emeritus Professors
Alexander Cambitoglou, AO, BA *Salonika* MA *Manc.* PhD *Lond.* DPhil *Oxf.*, FAthensArchaeolS FAHA FSA Corr.MDAI Corr.MAthensAcad
Basil Hennessy, AO, DPhil *Oxf.* BA, FAHA FSA

*Head of Department/School
[1]Staff as known at June 1996

PREHISTORIC AND HISTORICAL

Reader
J. Peter White, BA *Melb.* MA *Camb.* PhD *A.N.U.*, FAHA

Associate Professor
Roland J. Fletcher, MA PhD *Camb.*

Senior Lecturers
John K. Clegg, MA *Camb. & Syd.* CertEd *Camb.*
Aedeen Cremin, MA *N.U.I.* PhD

Lecturer
Sarah M. Colley, BA PhD *S'ton*

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

ARC Research Fellow
Judy Furby, BA PhD *U.N.S.W.*

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

Honorary Research Associates
Penelope M. Allison, BA *Cant.* MA PhD
Valerie J. Attenbrow, BA PhD
Judy M. Birmingham, MA *St.And. & Lond.*
Robin M. Derricourt, MA PhD *Camb.*
Richard Fullagar, BA PhD *LaT.*
Jeanette Hope, BSc PhD *Monash*
Sugandha Johar, BSc *Indore.* MA *Benares Hindu* PhD *Pune*
Estelle Lazer, BA PhD
Miles B. Lewis, BA *Melb.* PhD *Camb.*, FAHA FRAIA FRSA
James R. Specht, MA *Camb.* PhD *A.N.U.*
Robin Torrence, AB *Bryn Mawr* 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

Lecturer
Suzanne MacAlister, BA PhD

Honorary appointments
Honorary Associate
Emeritus Professor William Ritchie, BA PhD *Camb.*
Bruce Marshall

School Administration

Administrative Officer
Margaret Gilet

Administrative Assistants to the School
Robyn Doohan, MA (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)

School of Asian Studies

Chinese Studies

Professor of Chinese Studies
Helen Dunstan, BA *Oxf.* PhD *Camb.*
Appointed 1997

Associate Professor
Mabel Lee, BA PhD

Senior Lecturer
Tony Prince, BA PhD

Lecturers
John Keenan, BA *Ohio*
Lily Lee, BA *Nanyang* PhD
Simon Patton, BA PhD *Melb.*

Honorary appointments
Honorary Research Associates
Raymond Hsu, PhD *Camb.*
Liu Wei Ping, BA *Amoy* PhD
Agnieszka D. Syrokomla-Stefanowska, BA PhD

Indian Studies

Lecturer (half-time)
Peter Oldmeadow, BA LittB PhD *A.N.U.*

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

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
John Clark, BA *Lanc.* CertFineArt *Croydon* PhD *Sheff.*
Hiroko Kobayashi, BA *Saitama* MA PhD
Duk-Soo Park, BA *Chung-Ang* MA *Arizona* PhD *Hawaii*
Elise Tipton, BA *Wellesley* EdM *Boston* MA *Wesleyan* PhD *Indiana*

Lecturers
Yasuko Claremont, BA *Tamagawa* MA DipEd PhD
Deborah Field, BA *N'cle(N.S.W.)* MA *A.N.U.*
Kazumi Ishii, MA DipEd *Doshisha*
Nerida Jarkey, BA *A.N.U.* PhD
Sang-Oak Lee, BA *Seoul National* PhD *Ill.*
Colin R. Noble, BA DipEd DipCS *Regent Coll.* MA
Seiko Yasumoto, BA *Meiji & Pace* MA *Col. & Macq.*

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

Southeast Asian Studies

Professor
*Peter John Worsley, DLitt *Ley.* BA
Appointed 1972

Senior Lecturers
Anthony Day, BA *Harv.* MA PhD *C'nell*
Michael J. van Langenberg, BA PhD

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

Associate Lecturers
Keith Foulcher, BA PhD
Nilwan Jiraratwatana, BSc *Kasetsar*

ARC Research Fellows
Kate O'Brien, BA PhD
Raechelle Rubenstein, BA PhD

Honorary appointments
Honorary Research Associates
Barbara Leigh, BA PhD
Rudy C. de Iongh, Drs *Utrecht*
Marcus Susanto, Drs *Gajah Mada* MEd DipEd
Adrian Vickers, BA PhD

School Administration

Administrative Officer
Sarah Gornall, MA *Macq.* DipEd

Administrative Assistants
Adam Barrie, BA *Canberra*
Flora Fan, BA *Chinese H.K.* MEd DipEd *H.K.* MLib DipIM-Lib *U.N.S.W.*
Valerie McMullan
Michael Prince, MA MCogSc *U.N.S.W.*

Department of English

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

McCaughey 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 1993

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

Associate Professors
Geraldine R. Barnes, PhD *Lond.* BA
Penelope Gay, BA *Melb.* PhD *Lond.* MA
Jennifer M. Gribble, MA *Melb.* BPhil *Oxf.*
Brian F. Kiernan, MA DipEd *Melb.*
Adrian C.W. Mitchell, BA *Adel.* MA PhD *Qu.*

Senior Lecturers
Donald Anderson, BA PhD
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
Rosemary Huisman, BA PhD
Ivor Indyk, PhD *Lond.* BA
Robert L.P. Jackson, MA *Auck.* PhD *Camb.*
Alex I. Jones, MA LLB
Axel Kruse, BA DipEd *W.Aust.* MA *Tas.*
Kate Lilley, PhD *Lond.* BA
Anthony P. Miller, BA *W.Aust.* MA *Camb.* PhD *Harv.*
Simon S. Petch, 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 PhD *Macq.*
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

Associate Lecturers
Melissa Hardie, BA PhD
Peter Marks, BA *U.N.S.W.* PhD *Edin.*

Administrative Officer
Marion P. Flynn, BA

Administrative Assistants
Janine Oldfield (part-time)
Pat Ricketts
Milly Vranes, BA
Lee Watt
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
Anne H. Alton, MA *Calg.* PhD *Tor.*
Judith Barbour, MA PhD
Philippa M. Bright, MA DipEd
Gavin Edwards, PhD *Camb.* MLitt *Brist.*
Judith Johnston, BA PhD
Alan G. Kennedy, BA LLB MA
Gary R. Simes, BA PhD

Power Department of Fine Arts[1]

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

Director of the Power Institute of Fine Arts and Power Professor Of Contemporary Art
Terence E. Smith, BA *Melb.* MA PhD

Senior Lecturers
R. Michael Carter, BA DipEd *Lond.* MA *Birm.* PhD *Leeds*
*Alan R. Cholodenko, AB *Prin.* JD AM PhD *Harv.*
A. Julian Pefanis, PhD *Melb.* DipAD *Sur.* DipEd *Melb.State Coll.*

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, BEd(Art & Craft) *Melb.C.A.E.* PhD

Associate Lecturers
Keith Broadfoot, BA PhD
Jennifer Milam, BA *Col.* MA PhD *Prin.*

Administrative Officer
Jennifer Reeks, BA

Administrative Assistant to Head of Department and Professor
Christine Costello

[1]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).

Administrative Assistant (part-time)
Maini Petersen, HighCert Painting & Printmaking *E.Syd.Tech.Coll.*

Power Research Library of Contemporary Art
Research Librarian
John H. Spencer, BA DipEd DipLib *U.N.S.W.*

Librarian
Peter J. Wright, BA GradDipLibSci *Kuringai C.A.E.*

Slide Librarians
Colette Hoeben, BA GradDipMuseumStudies *Deakin*
Vicki Parish, DipPainting, Drawing and Design *Julian Ashton Art School* DipProfArt Studies, *City Art Inst.* BA

Honorary Associate
Robyn M. Cooper, DPhil *Sus.* MA

Department of French Studies

McCaughey Professor of French
Angus Andrews Martin, DU *Paris* BA DipEd, FAHA
Appointed 1991

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

Senior Lecturers
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
Annick Bourvéau, DipEd *Melb.* GradDip *Perth* DEA *Paris*
Alice Caffarel, Diplome d'Etudes Universitaires en Langues étrangères appliquées *Bordeaux* BA
Patrick Durel, CFEN LèsL MèsL *Rouen*
Norman Gabriel, MA *Monash* BA DipEd
Bronwyn Winter, LèsL MèsL *Paris III* RSADipTEFLA *Lond.*

Queen Elizabeth II Fellow
Bernadette A. Masters, MA PhD

Administrative Assistants
Anne de Broglio
Dorothée Douxami

Department of Geography

McCaughey Professor of Geography
Vacant

Associate Professors
John Connell, BA PhD *Lond.*
Andrew D. Short, MA *Hawaii* PhD *Louisiana State* BA
*Robin F. Warner, BA *Birm.* PhD *N.E.*

Senior Lecturers
David E.M. Chapman, MEngSc *U.N.S.W.* BA PhD
Peter J. Cowell, BA PhD
Deirdre Dragovich, MA *Adel.* PhD
Philip Hirsch, BA *Oxf.* MPhil *Dund.* PhD *Lond.* (on leave)

Lecturers
Stephen J. Gale, MA *Oxf.* PhD *Keele*
A. Jamie Gough, BA DPhil *Oxf.* MPhil *Lond.*

Associate Lecturer
Samantha Graham, BCom *U.N.S.W.*, MSc *Edin.*

Chief Cartographer
John E. Roberts

Cartographer
Peter Johnson

Senior Technical Officers
Nelson Cano, BAppChem *Buenos Aires*
Karen Lease, BSc *Minn.*
Graham Lloyd

Administrative Assistants
Veronica Ngai, BB *H.K.* MBA *U.N.S.W.*
Sue Ferris

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

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

Research Affiliates
Christoper Devery, BA PhD
John Hudson, MSc
Robert Jones, ME MSc DIC, MIEAust
Philip Tilley, BA CertEd *Birm.* DPhil *Bonn* MSc

Department of Germanic Studies

Professor of German
Vacant

Associate Professor
*John M. Clifton-Everest, BA *Durh.* PhD *Lond.*

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

Associate Lecturers
Andrea Bandhauer, DrPhil *Innsbruck*
Kirsten Huter, MA *Hamburg*

Administrative Assistant
Helen Simic

Honorary appointment
Emeritus Professor
Gero von Wilpert, PhD *U.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*
Helen G. Nelson, BA *W.Aust.* MA PhD
*Martin J. Painter, MA *Sus.* PhD *A.N.U.*
Rodney E. Tiffen, BA PhD *Monash*
Linda Weiss, BA *Griff.* PhD *Lond.*

Senior Lecturers
Deborah Brennan, MA *Macq.* BA PhD
Ernest A. Chaples, MA *Mass.* PhD *Kentucky*
Robert F. Howard, BA *N.E.* PhD *A.N.U.*
Diarmuid Maguire, BA *N'cle(U.K.)* MA *Johns H.* MA PhD *C'nell*
Barbara Page, MEc
Randal G. Stewart, BA *Qld* PhD *A.N.U.*
Lex Watson, BA

Lecturer
Felix Patrikeeff, BA *Essex*

Associate Lecturers
Christopher Green, BA MSSc *Qld*
Paul Rutherford, BA *Deakin*

Administrative Officer
Jennifer McCallan, BA *Open*

Administrative Assistants
Jackie Biggs
Betty Leone, BSc *Macq.* BMus *U.N.S.W.*
Maria Robertson

Senior Research Assistant
Kathy Dempsey, BBSc *LaT.* MA

Research Assistant
Wendy Lambourne, BSc *Melb.* MA GradDipIntLaw *A.N.U.* GradDipInfServ *R.M.I.T.*

Department of Modern Greek

Sir Nicholas Laurantus Professor
*Michael John Jeffreys, MA *Camb.* PhD *Lond.*
Appointed 1983

Senior Lecturers
Vrasidas Karalis, BA PhD *Athens*
Alfred L. Vincent, MA PhD *Camb.*

Lecturers
Anthony Dracopoulos, BEc *Macq.* MA
Panayota Nazou, BA PhD

Administrative Assistant
Kathy Papanikolaou

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

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 FRAHS
Appointed 1987

Reader
Jim C. Masselos, PhD *Bom.* BA

Associate Professors
*Stephen R. Garton, 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
Shane White, BA PhD

Senior Lecturers
Anthony E. Cahill, MA *Oxf.* BA
Iain A. Cameron, MA *Glas.* PhD *R'dg*
Robert E. Dreher, BA *Colgate* MA PhD *Wis.*
L. Bruce Fulton, MA *Manit.* PhD *Tor.*
Judith W. Keene, BA DipEd *N.E.* MA PhD *Calif.*
Jan Kociumbas, BA *Melb.* PhD
Kenneth K. Macnab, BA *N.E.* DPhil *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 *Monash* PhD *Melb.*
John O. Ward, BA *Melb.* MA PhD *Tor.*
Richard White, BA DipEd
John Yue-wo Wong, BA *H.K.* DPhil *Oxf.*, FRHistS
Zdenko Zlatar, BA *DePaul* MA PhD *Ill.* CommInt des Études HistSlaves *Paris*

Lecturers
Rikki Kersten, BA *Adel.* DPhil *Oxf.*
Glenda Sluga, MA *Melb.* DPhil *Sus.*

ARC Research Fellow
Grace Karskens, MA

Administrative Officer
Henry G. Storey

Administrative Assistants
Bronwyn Hutchinson
Robyn Martin
Joan Patrick
Shane Samuelson
Liani Solari

Honorary appointments

Honorary Associates
R.A. Bauman, BA LLB *S.A.* PhD *Witw.*, FAHA
Peter J. Cochrane, BA *LaT.* PhD *Adel.*
Emeritus Professor B.E. Mansfield, MA
R.K. Sinclair, MA *Camb.* BA DipEd
M.D. Stephen, MLitt *Camb.* BA
Graham J. White, DipEd *N.E.* BEc PhD

Department of Italian

Professor
Giovanni Carsaniga, DottLett DipScNormSup *Pisa*, FAHA
Appointed 1990

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

Senior Lecturer
Anne Reynolds, BA PhD

Lecturers
Suzanne Kiernan, BA PhD
Diana V. Modesto, MLitt *N.E.* MA PhD
Antonia Rubino, DottLett *Firenze* MA PhD DipEd

Associate Lecturers
Paola Marmini, DottLett *Bologna* MPhil
Nicoletta Zanardi, MA DottLett *Bologna*

Italian Government Lettore
Annalisa Pirastu, DottLingLettStr *Cagliari*

Administrative Assistant
Joyce Allegretto

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

Honorary Appointments
Honorary Research Associates
James Hatty, BE *Melb.* BA MPhil
Denzil Kelly, BA *Wales* MA
Silvio Trambaiolo, DottLett *Padova* MA

Department of Linguistics

Professor
*William A. Foley, BA *Brown* MA PhD *Berkeley*, FAHA
Appointed 1988

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

Senior Lecturers
John P. Gibbons, BA *Exe.* MA *Lanc.* CertEd *Lond.* PhD *R'dg*
Michael J. Walsh, PhD *A.N.U.* BA

Lecturers
Toni Borowsky, BA *Witw.* PhD *Mass.*
Roderick Gardner, MA *Lond.* PhD *Melb.*
Scott Kiesling, BA *Penn.* MA PhD *Georgetown*
Christopher Manning, BA *A.N.U.* PhD *Stan.*
Jane Simpson, BA *A.N.U.* PhD *M.I.T.*

Administrative Officer
Diane Ferari (part-time)

Administrative Assistants
Simon Barker (part-time)
Virginia Mayger

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

School of Mathematics and Statistics

Professors
Edward Norman Dancer, BSc *A.N.U.* PhD *Camb.*, FAA
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 (fractional)
Peter Robert Wilson, BA MSc *Melb.* PhD, FRAS

Readers
John J. Cannon, MSc PhD
Donald I. Cartwright, PhD *Ill.* BSc
Jonathan Hillman, BSc *W.Aust.* AM *Harv.* PhD *A.N.U.*
Tzee-Char Kuo, BS *Natnl Taiwan* PhD *Chic.*
King-Fai 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.*
William G. Gibson, MSc *Cant.* PhD *U.N.S.W.*
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.*
Robert B. Howlett, BA PhD *Adel.*
Charles Macaskill, BSc PhD *Adel.*
Gordon P. Monro, BSc *Monash* PhD *Brist.*
Nigel R. O'Brian, MA *Camb.* PhD *Warw.*
William D. Palmer, MLitt 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
Sandra C. Britton, BSc *U.N.S.W.* MA
Howard J. D'Abrera, PhD *Calif.* BSc
Daniel Daners, PhD *Zürich*
Humphrey M. Gastineau-Hills, MSc PhD
Jenny Henderson, DipEd *Flin.* MSc
Alexander V. Iltyakov, MSc PhD *Novosibirsk*
David I. Ivers, BSc PhD
Anwar Joarder, MSc *Dhaka* MSc PhD *W.Ont.*
Hugh Luckock, BSc *Auck.* PhD *N'cle(U.K.)*
Mary R. Myerscough, DPhil *Oxf.* MSc
Adrian M. Nelson, PhD *Lond.* BSc
Adam Parusinski, MSc *Gdansk* PhD *Jagiellonian*
Laurentiu Paunescu, MSc *Bucharest* PhD
M. Shelton Peiris, DipMath MSc *Peradeniya* PhD *Monash*
Mary C. Phipps, MSc
Vladislav Zheligovsky, DipSci PhD *Moscow*

Associate Lecturers
Mark J. Craddock, BSc PhD *U.N.S.W.*
Stephen W. Goulter, BSc *Cant.* MSc DipOR *Well.*
Matthew Hardman, BSc
Xuezhong He, BSc *Ningxia* MSc *Hebei* PhD *Flin.*
Jennifer Kearns, BSc *U.N.S.W.* BA *Macq.*
Jennifer S. Law, BSc
Michael Stewart, BSc MA
Vinsensia Suhana, BSc *Auck.* BSc *Flin.*
William R. Unger, MSc PhD
Diana W. Warren, BSc

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

Senior Research Associate
Barbu-Rudolf Berceanu, PhD *Bucharest*

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

ARC Postdoctoral Research Fellow
Andrew L. Matacz, BAppSc *Curtin* BSc *W.Aust.* PhD *Adel.*

Postdoctoral Fellows
Piergiulio Katis, BSc

Stephen G. Lack, BSc
Shusen Yan, MS *S.China Uni.Tech.* PhD *Wuhan Inst.*

ARC Research Associate
Harm Voskuil, PhD *Groningen*

Senior Research Assistants
Bruce C. Cox, BSc
Allan K. Steel, BA

Research Assistants
Aaron Avagliano, BMath *W'gong*
Gregory Cave, BSc
Yan Li, BSc PhD *N'cle(N.S.W.)*

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
Sonia Morr

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

Honorary Associates
David C. Edelman, MPhil PhD *Col.* SM *M.I.T.*
Stephen Glasby, BSc PhD
David E. Rees, MSc PhD
Ross H. Street, BSc PhD

Honorary Research Associate
Michael S. Johnson, BSc PhD

Department of Music

Professors
*Anne E. Boyd, AM DPhil *York* BA
Appointed 1990

Professor in Musical Composition (Personal Chair) and Sydney Moss Lecturer in Music
Peter J. Sculthorpe, OBE AO, MusBac HonDMus *Melb.* HonDLitt *Tas.* HonDLitt *Sus.*
Appointed 1991

ARC Pofessorial Fellow (Professor)
Richard Charteris, BA *Well.* MA PhD *Cant.* ATCL, FAHA

Associate Professors
Allan Marrett BA *Well.* MA *Lond.* PhD *Camb.*
Nicholas Routley, MA MusB PhD *Camb.*

Senior Lecturer
Winsome Evans, OAM BEM, BMus LTCL

Lecturer
Graham Hardie, MMus *Melb.* PhD *C'nell* LRAM

Associate Lecturer
Tony Souter, BMus BA LMus (part-time)

Administrative Assistants
Christine Miles, BA
Michele Morgan, BA *Qld*

Technical Officer
Peter Mumford, BSc

Concert Coordinator
John Peterson, MMus

Music Librarian
Alan Pert, GradDipLib *C.C.A.E.* BEc

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

Personal Chair in Philosophy
György Markus, DipPhil *Moscow* CandSciPhil *Hungarian Acad.Sci.*
Appointed 1994

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

Lecturers
Stephen Buckle, MA *Macq.* PhD *A.N.U.*
Damian Byers, BA *Macq.* PhD *Melb.*

Administrative Assistants
George Leung
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 *Wabash* MA PhD *Yale*
Stephen W. Gaukroger, BA *Lond.* MA PhD *Camb.*, FAHA
Huw Price, BA *A.N.U.* MSc *Oxf.* PhD *Camb.*

Senior Lecturers
Adrian Heathcote, BA *Adel.* PhD *LaT.*
Michael McDermott, BA PhD

Lecturer
Jean Curthoys, BA (half-time)

Visiting Lecturer
B.J. Copeland, BA *Exe.* BPhil & DPhil *Oxf.*

Administrative Assistant
Veronica Leahy

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

Department of Psychology

Professors
Robert Alan Boakes, BA *Camb.* PhD *Harv.*
Appointed 1989

Stephen W. Touyz, BSc PhD *Cape T.* BSc *Witw.*
Appointed 1996

Readers
Dale M. Atrens, BA *Windsor* MA *Hollins Coll.* PhD *Rutgers*

Ian S. Curthoys, BA PhD *Monash*
Lazar Stankov, 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
R.F. Soames 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, MA PhD
Terence McMullen, BA PhD
Joel B. Michell, BA PhD
John M. Predebon, BA PhD
David E. Schotte, BA *Delaware* MSc PhD *Virginia*
Robyn L. Tate, BA MPsychol *U.N.S.W.* PhD *N'cle(N.S.W.)*
Alison M. Turtle, MA, FAPsyS
Michael B. Walker, BSc *W.Aust.* BA *Adel.* DPhil *Oxf.*

Lecturers
Pauline M. Howie, BA PhD *U.N.S.W.*
Iain S. McGregor, MA *Oxf.* PhD
Rick van der Zwan, BSc PhD
Stephanie P. Whitmont, BA PhD MPsychol

Associate Lecturers
Laurel Bornholt, BA *Melb.* PhD *Macq.*
Robert Buckingham, BA *Cant.* MA *Auck.*
Margaret Charles, BA PhD
James Dalziel, BA
Fiona Hibberd, BA
Agi O'Hara, BA
Agnes Petocz, BA PhD
Sandra Rickards, BA
John Soyland, MA *Adel.* PhD *Camb.*
Lynne Sweeney, BA PhD(Clin) *Calif.*

Honorary Clinical Supervisors
Gregory Aldridge, MPsychol
Theresa Alting, MA *Melb.*
Sally Arpadi, BA MPsychol *U.N.S.W.*
Gary Banks, BA MPsychol PPsychol *W.Aust.* MBA *Macq.*
Christopher Basten, BA MClinPsychol
J.E. Benson, BA MPsychol
A. Blaszczynski, MA DipPsych PhD
Carol Boland, BA MClinPsychol
Phillipa Bowden, BA MPsychol
Linda Chamberlain, MPsychol
Diana Caine, BA *N.E.* MSc *Melb.*
Bob Duncan, BE BA MPsychol *U.N.S.W.*
Julib Erskine, BA MPsychol PhD *U.N.S.W.*
Jill Faddy, BA DipPsychol
Megan Forbes, BSc *U.N.S.W.* MA MPsychol
Eleanor Galt, BA DipPsychol
Jonathan Gaston BSc MPsychol *U.N.S.W.*
Lean Giarratano, BA MPsychol
Timothy Hannan, BA MPsychol
David Harding, MClinPsychol
Brian Kearney, BA MPsychol
Deborah Knight, BA MPsycol
E.W. Kobylinska, MA DipPsychol *Poland* MPsychol PhD
Roy Laube, BSc MA *Loyola*
Barbara Liddle, BPharm BA MPsychol
Nicholas Marlowe, BA PhD *A.N.U.*
Geoffrey Marshall, MSoc DipClinPsychol *N.Z.*
Kaye Matthews, BA MClinPsychol
Helen McCathie, BA MPsychol
Antonia McKinnon, MA DipPsychol
Michael McMahon, MA MPsychol
Rosalyn Montague, DipT MEd BA MPsychol *U.N.S.W.*
Gena Naomi, MA
Brian Joseph O'Arady, BSc MPsychol *U.N.S.W.*
Kevin O'Sullivan, PhD
Olivier Piguet, BA MClinPsychol
Jon Plapp, PhD
Gail Purkis, BSc *U.N.S.W.* DIpPsychol
Fernando Roldan, PhD
Dieter Schlosser, BSc *U.N.S.W.* MPsychol
Marie-Leonie Sequeira, DipPsychol
Melissa Staples, BA MPsychol
Gill Stott, BA MClinPsych *Flin.*
Carolyn Tow, BSc *Lond.* MPsychol
Fazileh Zolfaghari, PhD

Administrative Officers
Sandra Cheng, BBus *U.T.S.*, CPA
Kathy Pearce, BA *U.N.S.W.*

Administrative Assistants
Annette Davies
Cindy Li
Ursula Raetze

Animal House Manager
Darek Figa

Manager, Computing and Laboratory Support
John Holden

Computer Systems Officers
S.Y. Kho
Yoichi Takayama, MSc *Tohoku* PhD *Niigata*

Senior Technical Officers
Warren Davies
Raja Vijayenthrian

Technical Officers
Andrew Allen
Trevor Sams
Kerry Smith

Honorary appointments
Emeritus Professors
Richard Annells Champion, MA *Iowa*
Philip Ley, BA *Manc.* PhD *Liv.* DipPsychol *Lond.*
John Philip Sutcliffe, MA PhD

Honorary Clinical Senior Lecturers
Phyllis N. Butow, BA *Macq.* MPsychol *A.N.U.* MPubHealth PhD
Olga Katchan, BA
Michael Nicholas, BA PhD
George Oliphant, BA PhD
Michael Young, BA *Macq.* MPsychol PhD *U.N.S.W.*

School of Studies in Religion

Professor
Personal Chair in the History of Ideas
Garry W. Trompf, BA DipEd *Melb.* MA *Monash & Oxf.* PhD *A.N.U.*
Appointed 1994

Lecturer
Tony Swain, BA PhD
Peter Oldmeadow, BA LittB PhD *A.N.U.* (half-time)

Associate Lecturer
Carole Cusack, BA PhD

Lecturers (part-time)
Victoria Barker, BA *Adel.* PhD
John Cooper, BA *N.E.* MA

Ruth H. Dicker, BSc DipEd
Michael Giffin, BA MLitt *N.E.* BTh *Syd.Coll. Divinity* PhD *W.Aust.*
Gerald P. Gleeson, BTh *Catholic Inst.Syd.* MA *Camb.* PhD *Louvain*
Mark Harding, BA *Tas.* BTh *A.C.T.* BD *Lond.* MA *Macq.* PhD *Prin.*
Charles Hill, STD *Angelicum Rome* LSS Biblical *Rome* MA
Ruth Lewin, BA *Tel Aviv* DipEd(IDF)
Felicity McCutcheon, BA *Lond.* PhD *U.N.S.W.*
Kathleen V. O'Connor, BA *Qld* PhD *U.N.S.W.*, MAPsS
John W. Pryor, BA BD *Lond.* MA *Camb.* ThD *Aust.Coll.Theol.*
Donald G. Saines, BTH *A.C.T.* PhD *Birm.*
Erin G. White, BA *N.E.* MA *Lanc.* PhD

Administrative Assistants
Lynette Leslie
Michelle Shete, BA *Canberra*

Emeritus Professor
Eric J. Sharpe, MA *Manc.* TeolD *Uppsala*, FAHA

Department of Semitic Studies

Professor
Rifaat Yassa Ebied, BA *Ain Shams*, FRAsiaticS FAHA
Appointed 1979

Associate Professor
Ahmad M.H. Shboul, AM, LèsL *Damascus* PhD *Lond.*, FRAsiaticS FRIAP

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

Lecturer
Ian Young, BA PhD

Lecturers (fractional appointments)
Antoinette Collins, BA PhD
Leanne Piggott, MA MPhil *Oxf.*

Administrative Assistant
Nancy Hickson

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

ARC Fellow
Alan G. Walmsley, MA *Auck.* PhD

Honourary Research Associate
Lena Cansdale, PhD
Alan D. Crown, MA *Leeds* PhD, FRIAP

Department of Social Work,Social Policy and Sociology

Professor
Stuart John Rees, BA DipSocStud CertSocCasework *S'ton* PhD *Aberd.*
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.* MScSoc *U.N.S.W.*
*Michael D. Horsburgh, MSW *U.N.S.W.* BA DipSocWk

Senior Lecturers
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* PhD
Robert M. van Krieken, BA PhD *U.N.S.W.*

Lecturers
Sue Goodwin, BA *A.N.U.*
Renée Koonin, MA(Social Work) *Witw.*
Jan Larbalestier, BA PhD *Macq.*
Glenn Lee, MSW *U.N.S.W.* BSocStud
Denise Lynch, BSW *U.N.S.W.* MCrim
M. Lindsey Napier, MA *Aberd.* DipSocStud *Edin.* DipMH *Lond.* MSW
Zita I. Weber, BSocStud PhD
Marie Wilkinson, BSocStud *U.N.S.W.* MSW

Associate Lecturers
Christine Crowe, BA *U.N.S.W.*
Annette Falahey, BA *U.N.S.W.*
Agi O'Hara, BA

Administrative Officer
Janice Whittington, BA

Administrative Assistants
Sylvia Devlin
Nancy Reimer
Mary Yew

Department of Women's Studies

Associate Professor
*Elspeth Probyn, PhD *C'dia*

Lecturers
Alison Bashford, PhD (U/G Coordinator)
Gail Mason, PhD *LaT.*

Administrative Assistant
Pat Davies

OTHER UNITS

Arts Information Technology Unit

Acting Director
Marie-Thérése Barbauz-Couper, LenD MenD *Paris XII*, CDMAV *Sorbonne*, PhD

Network Manager
Jim Dwyer

Computer Support Officers
John Couani
Nigel Oram, BBus GradDipEd *U.S.Q.* GradDipCommercial Computing *Q.U.T.*
Laurence Wong

Computer Systems Officers
Michael Bradshaw
Michelle Lenin

Administrative Assistant
Karen Burke

Celtic Studies

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

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

Language Centre

Director (from 1997)
.....

Director (until 31 December 1996)
Brian A. Taylor, DipAPPLing *Edin.* MA DipEd (on leave in 1997)

Assistant Director and Lecturer in Celtic
Geraint Evans, BA *Lond.* MA *Aberystwyth* (Modern Welsh)

DipMLT Course Coordinator and Lecturer
Renata Natoli, MA(ApplLing) *Macq.* DipMLT (part-time)

Instructors (casual)
Pelayo Molinero LicCi Informacion *U.C. Madrid* (Spanish)
Emilia Saez, LicFil y Letras *Madrid* DrsEd *Leyden* (Spanish)

Associate Lecturers (casual)
Fredericka van der Lubbe, BA MLitt (German Reading Course)
Ana M. Tomaino, BA BEd *U.N.S.W.* (Spanish)

Senior Technical Officer
James Ng

Technical Officers
Paul Cimenti
James Fncke

Computer Officers
Jafta Kooma (half-time) (Phonetics Laboratory)

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

General Library Assistants
Thanakorn Dolhathai, BBA *Ramkhamhaeng*
Barbara Z. Smith, MgrSztuki *Poznan*
Catriona Taylor, CTEFLA *R.S.A./Camb.* BA

Administrative Officer
.....

Administrative Assistant
Christine Cargill (part-time)

Centre for Performance Studies

Director and Associate Professor
Gay McAuley, BA PhD *Brist.*

Associate Professors
Timothy Fitzpatrick, BA PhD
Penelope Gay, BA *Melb.* PhD *Lond.* MA

Senior Lecturers
John A. Day, BA *Harv.* MA PhD *C'nell*
J. Lowell Lewis, BA *Col.* PhD *Wash.* (part-time)

Project Coordinator
Kim Spinks, BA DipLib *U.N.S.W.*

Technical Director
Russell Emerson, BA *U.N.S.W.* DipDesignStudies *U.T.S.*

Administrative Assistant
Marjorie Moffat

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

(A) BA degree regulations

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:

Type of course	Length of study	Unit value
Junior	One semester	6
	Full year	6 or 12
Senior	One semester	4, 6, 8, or 12
	Full year	8 or 16

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

Junior courses

3. 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

4. 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.

(b) The prerequisite for a Senior 200 level language course may be 18 Junior units in the introductory stream.

(c) The prerequisite for a Senior 200 level course in which there is no specific Junior course is at least 18 Junior units from no more than two subject areas.

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

6. Senior semester length courses normally have a value of either 4 or 8 units except that departments and schools in the Faculty of Science may offer 300 level semester length courses with a value of 6 or 12 units.

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

Variation of entry requirements for courses

8. The Faculty may vary the entry requirements for courses for particular candidates in special circumstances.

Grades of degrees

9. The degree is awarded in two grades: pass and honours.

10. In the honours grade there are:

(a) three classes: I, II and III; and

(b) two divisions within class II: (i) and (ii).

11. 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

12. 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

(c) no more than 18 junior units from the same subject area; and

(d) no more than 64 senior units from the same subject area.

The major

13. 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.

14. The major will be shown on the testamur.

Requirements for honours degree

15. 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.

16. 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.

17. 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.

18. 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.

19. 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.

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

Satisfactory progress

21. (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 pass at least 16 units in any year of enrolment shall normally be deemed not to have made satisfactory progress. Therefore, students must remain enrolled in at least 16 units each year, except when they need less than 16 units to qualify for the award of the degree.
(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.
(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)

22. 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 World, Islam and the Middle East, 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.

23. 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, BA/BMus

24. 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.

25. 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.

26. 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 joint resolutions of the Faculties of Arts and Science.

27. 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 joint resolutions of the Faculties of Arts and Economics.

28. 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.

29. A candidate qualifies for the combined degrees of Bachelor of Arts and Bachelor of Music by completing 240 units in the manner prescribed by the

joint resolutions of the Faculty of Arts and the Board of Studies in Music.

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.

(c) In the case of combined degrees, 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 for the two degrees. In this case, the Faculties 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. Candidates may not enrol in any Senior course until they have passed at least 18 Junior units.

34. A candidate may not count a particular course more than once towards the degree or count two courses which overlap substantially in content.

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

36. A candidate may not enrol in courses having a total value of more than 32 units in a semester.

Time limits

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

Suspension

38. 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.

39. Suspensions are not approved for more than two consecutive years.

40. Candidates who have been asked to show cause why they should be permitted to re-enrol in a particular year may not suspend their candidature in that year.

41. Candidates whose candidature has lapsed must be selected for admission again before they can re-enrol.

42. 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.

43. 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

44. The Dean may vary these resolutions for a particular candidate in exceptional circumstances.

Transitional provisions

45. 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 (that is, have been enrolled in every year since 1994) 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, before that, completing 96 units, of which at least 48 must be Senior units. These candidates must obtain written approval from the Faculty of Arts for the courses to be counted to the Bachelor of Arts degree.

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

Joint resolutions of the Faculties of Arts and Science (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) at least 12 Junior units from the Science Discipline Areas of Mathematics and Statistics
   (ii) 24 further Junior units in Science Discipline areas;
   (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 Science Discipline areas taken in accordance with the resolutions of the BSc.

3. 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.

4. 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.

5. 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.

6. 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.

Joint resolutions of the Faculty of Arts and the Board of Studies in Music

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

2. Candidates qualify for the combined degree by completing 240 units including:
   (i) Music 101, 102, 201, 202, 301 and 302;
   (ii) the 60 professional Music units prescribed for the B Mus, as set out in the Table of Courses for the B Mus; and
   (iii) at least 72 senior units from Part A of the Table of Courses for the BA, including a major.

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 Board of Studies in Music 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 Arts. General supervision covers all areas of policy and procedure affecting candidates such as degree rules, course nomenclature, enrolment procedures and the Dean, or Chair of the Board of Studies, 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 BMus or a BA in accordance with the regulations governing these degrees.

7. The Chair of the Board of Studies in Music and the Dean of the Faculty of 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.

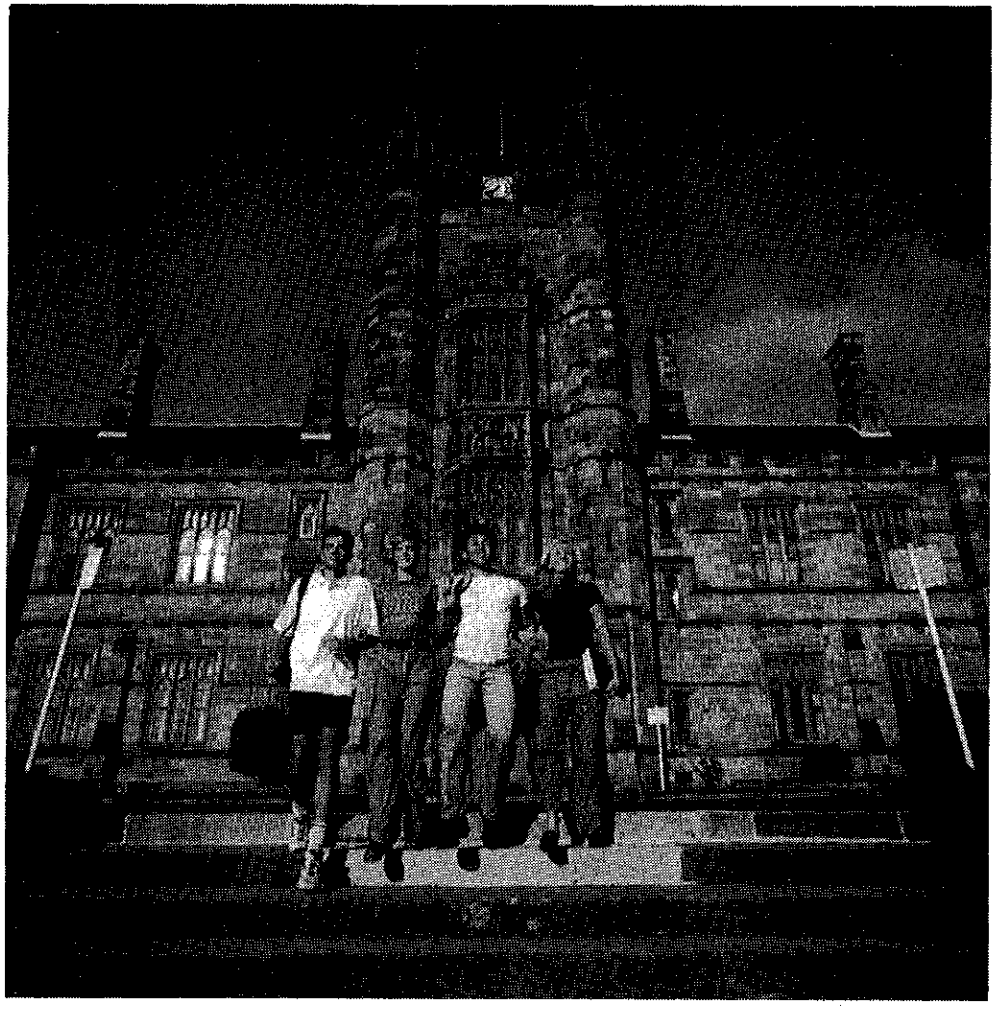


Table of courses and codes for the BA

Note: the University may have to discontinue or vary courses without notice.

Part A

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
Aboriginal Studies						
Aboriginal Studies 201	Senior	8	18 Junior units from no more than two subject areas		Sem 1	AS201
Aboriginal Studies 202	Senior	8	Corequisite Aboriginal Studies 201		Sem 1/Sem 2	AS202
Aboriginal Studies 301	Senior	8	Aboriginal Studies 201 and 202		Sem 1/Sem 2	AS301
Aboriginal Studies 302	Senior	8	Corequisite Aboriginal Studies 301		Sem 1/Sem 2	AS302
Ancient History						
Ancient History 101	Junior	6			Sem 1	AH101
Ancient History 102	Junior	6		*Students intending to proceed to Ancient History IV Honours should consult staff in the Ancient History section of SACAH.*	Sem 2	AH102
Ancient History 201	Senior	8	12 Junior units of Ancient History, History, Economic History or Classical Civilisation (including 6 units of Ancient History)		Sem 1/Sem 2	AH201
Ancient History 202	Senior	8	As for Ancient History 201 Corequisite 8 Senior units of Ancient History		Sem 1/Sem 2	AH202
Ancient History 203	Senior	8	As for Ancient History 201 Corequisite 16 Senior units of Ancient History		Sem 1/Sem 2	AH203
Ancient History 204	Senior	8	As for Ancient History 201 Corequisite 24 Senior units of Ancient History		Sem 1/Sem 2	AH204
Ancient History 290	Senior	8	Credit result in 12 junior units of Ancient History, History, Economic History or Classical Civilisation (including 6 units of Ancient History)		Year	AH290
Ancient History 390	Senior	8	Credit result in 24 Senior units of Ancient History or History including Ancient History 290 or History 290 HSC 2-unit (or equivalent) in an approved ancient language		Year	AH390
Ancient History 391	Senior	8	Corequisite Ancient History 390		Year	AH391
Ancient History IV Honours			Credit result in 48 senior units of Ancient History or History including Ancient History 390	*Entry to the Honours Year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	AH4

Arabic						
Arabic A 101	Junior	12	HSC Arabic 2-unit at a satisfactory standard	*Students are advised to take some units of Arab World, Islam and the Middle East.*	Year	AR101A
Arabic A 201	Senior	16	Arabic A 101		Year	AR201A
Arabic A 301	Senior	16	Arabic A 201		Year	AR301A
Arabic B 101	Junior	12		May not be taken by a student who is eligible to take Arabic A 101.	Year	AR101B
Arabic B 103	Junior	6	Corequisite Arabic B 101		Sem 2	AR103B
Arabic B 201	Senior	16	Arabic B 101 and 103		Year	AR201B
Arabic B 301	Senior	16	Arabic B 201 and 202		Year	AR301B
Arabic IV Honours			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 World, Islam and the Middle East	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	AR4
Arab World, Islam and the Middle East						
Arab World, Islam and the Middle East 101	Junior	12			Year	AB101
Arab World, Islam and the Middle East 201	Senior	8	Arab World, Islam and the Middle East 101	*Two Senior courses are offered each year.*	Sem 1	AB201
Arab World, Islam and the Middle East 202	Senior	8	Corequisite Arab World, Islam and the Middle East 201		Sem 2	AB202
Arab World, Islam and the Middle East 301	Senior	8	Arab World, Islam and the Middle East 201 and 202		Sem 1	AB301
Arab World, Islam and the Middle East 302	Senior	8	Corequisite World, Islam and the Middle East 301		Sem 2	AB302
Archaeology (Classical and Near Eastern)						
Archaeology (Classical) 101	Junior	6			Sem 1	AY101C
Archaeology (Near Eastern) 101	Junior	6			Sem 2	AY101NE
Archaeology (Classical) 201	Senior	8	Archaeology (Classical) 101 and 6 Junior units of Archaeology or Classical Civilisation or Ancient History		Sem 2	AY201C
Archaeology (Near Eastern) 206	Senior	8	Archaeology (Near Eastern) 101 and 6 Junior units of Archaeology or Classical Civilisation or Ancient History		Sem 1	AY206NE
Archaeology (Near Eastern) 208	Senior	8	As for Archaeology (Near Eastern) 206		Sem 2	AY208NE
Archaeology (Classical) 290	Senior	8	Credit result in Archaeology (Classical) 101 Corequisite Archaeology (Classical) 201		Sem 2	AY290C
Archaeology (Near Eastern) 291	Senior	8	Credit result in Archaeology (Near Eastern) 101 Corequisite Archaeology (Near Eastern) 206		Sem 2	AY291NE
Archaeology (Classical) 301	Senior	8	16 Senior units of Archaeology including eight Senior units of Archaeology (Classical)		Sem 2	AY301C

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
Archaeology (Classical) 302	Senior	8	Corequisite Archaeology (Classical) 301		Sem 2	AY302C
Archaeology (Near Eastern) 391	Senior	8	16 Senior units of Archaeology including a Credit result in Archaeology (NE) 291		Sem 2	AY391NE
Archaeology (Classical) IV Honours			(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.*	Year	AY4C
Archaeology (Near Eastern) IV Honours			(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: Ancient History, Archaeology (Prehistoric and Historical), Archaeology (Classical), Classical Civilisation, Greek, Greek and Roman Literature, Fine Arts, Latin (c) HSC 2-unit (or equivalent) in an approved language		Year	AY4NE
Archaeology (Prehistoric and Historical)						
Archaeology (P&H) 101	Junior	6		May be taken with other Junior Archaeology courses. *Students may take no more than 64 Senior units in a subject area*	Sem 1	APH101
Archaeology (P&H) 102	Junior	6			Sem 2	APH102
Archaeology (P&H) 203	Senior	8	12 Junior units of Archaeology including (P&H) 101	Sedentism and Urbanism	Sem 2	APH203
Archaeology (P&H) 204	Senior	8	As for Archaeology (P&H) 203	Stonehenge	Sem 2	APH204
Archaeology (P&H) 205	Senior	8	As for Archaeology (P&H) 203	Urbanisation and Consumerism	Sem 2	APH205
Archaeology (P&H) 208	Senior	8	As for Archaeology (P&H) 203	Philosophy and Ethics	Sem 1	APH208
Archaeology (P&H) 209	Senior	8	As for Archaeology (P&H) 203	Looking at Drawings	Sem 1	APH209
Archaeology (P&H) 211	Senior	8	As for Archaeology (P&H) 203	Digging up the Dreamtime	Sem 2	APH211
Archaeology (P&H) 251	Senior	4	Credit results in Archaeology (P&H) 101 and 102	Excavation Techniques	Sem 1	APH251
Archaeology (P&H) 254	Senior	4	As for Archaeology (P&H)251	Residue Analysis	Sem 1	APH254
Archaeology (P&H) 256	Senior	4	As for Archaeology (P&H) 251	Maps, Satellites and Global Positioning	Sem 2	APH256
Archaeology (P&H) 258	Senior	4	As for Archaeology (P&H) 251	Animal Bones	Sem 2	APH258
Archaeology (P&H) 390	Senior	8	Prerequisite: Credit results in 24 Senior units of Archaeology (P&H), including 290 and a further 8 units of Archaeology Corequisite: 8 Senior units of Archaeology (P&H)	Research Principles	Year	APH390
Archaeology P&H) 392	Senior	8	As for Archaeology (P&H) 390	Data Management	Sem 2	APH392

Archaeology (P&H) IV Honours	Senior		Credit results in 48 Senior units of Archaeology including (P&H) 290 and 390 and a further 24 units of (P&H)	*Entry to the Honours Year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	APH4
Asian Studies						
Modern Asian History and Culture 101	Junior	6		The courses (101 and 102) may also be taken as History courses	Sem 1	AC101
Modern Asian History and Culture 102	Junior	6	Corequisite Modern Asian History and Culture 101		Sem 2	AC102
Asian Studies 201	Senior	8	12 Junior units of Modern Asian History and Culture *or* an Asian language *or* Government, History or Economic History		Sem 1/Sem 2	A201
Asian Studies 202	Senior	8	Corequisite 8 Senior units of Asian Studies		Sem 1/Sem 2	A202
Asian Studies 203	Senior	8	Corequisite 8 Senior units of Asian Studies		Sem 1/Sem 2	A203
Asian Studies 204	Senior	8	Corequisite 8 Senior units of Asian Studies		Sem 1/Sem 2	A204
Australian Literature						
Australian Literature 1900s-1950s	Senior	8	18 Junior units in no more than two subject areas	*Students may take no more than 64 Senior units in a subject area.* *Students intending to proceed to Honours should check the entry requirement for Final Year Honours.*	Sem 2	AL201
Australian Literature 1968 to the present	Senior	8	18 Junior units in no more than two subject areas		Sem 1	AL202
Introducation to Aboriginal Writing	Senior	8	18 Junior units in no more than two subject areas		Sem 1	AL203
Australian Literature 1788-1901	Senior	8	18 Junior units in no more than two subject areas		Sem 2	AL204
Creative Writing: Poetry	Senior	4	16 Senior units of Australian Literature or English		Sem 1	AL301
Creative Writing: Prose	Senior	4	16 Senior units of Australian Literature or English		Sem 2	AL302
Special Author Study: Patrick White	Senior	4	16 Senior units of Australian Literature or English		Sem 1	AL303
Displacement & its Aesthetic	Senior	4	16 Senior units of Australian Literature or English		Sem 2	AL304
Australian Literature 390	Senior	8	Credit average in 16 Senior units of Australian Literature		Year	AL390
Australian Literature IV Honours			48 Senior units of Australian Literature Credit average including Australian Literature 201 202 and 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.* *Students who completed Australian Literature courses before 1996 should consult the Department about entry requirements.*	Year	AL4
Celtic Studies						
Celtic Studies 201	Senior	16	18 Junior units in no more than two subject areas		Year	CE201
Celtic Studies 301	Senior	4	Celtic Studies 201		Sem 1	CE301
Celtic Studies 302	Senior	4	Corequisite Celtic Studies 301		Sem 2	CE302
Celtic Studies 303	Senior	8	Corequisite Celtic Studies 201		Sem 1/Sem 2	CE303
Celtic Studies 304	Senior	8	Corequisite Celtic Studies 201		Sem 1/Sem 2	CE304
Celtic Studies IV Honours			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	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	CE4

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
Chinese						
Chinese A 101	Junior	12	HSC Chinese 2-unit (or equivalent determined by the department) at a satisfactory standard	*Students are advised to take Modern Asian History and Culture 101.*	Year	C101A
Chinese AB 101	Junior	12	HSC Chinese 2-unit Z (or equivalent determined by the department) at a satisfactory standard	May not be taken by a student who is eligible to take Chinese A 101.	Year	C101AB
Chinese A 201	Senior	16	*Either* Chinese A 101 *or* Chinese AB 101	*Students may take no more than 64 Senior units in a subject area.*	Year	C201A
Chinese A 203	Senior	8	Corequisite 16 Senior units of Chinese A		Sem 1/Sem 2	C203A
Chinese A 204	Senior	8	Corequisite 24 Senior units of Chinese A		Sem 1/Sem 2	C204A
Chinese A 290	Senior	8	Credit result in Chinese A 101, AB 101 or B 201 Corequisite Chinese A 201 *or* B 301		Year	C290A
Chinese A 301	Senior	16	Chinese A 201 *or* B201 and B 203 and B 290 *or* B 301		Year	C301A
Chinese A 303	Senior	8	Corequisite 32 Senior units of Chinese A		Sem 1/Sem 2	C303A
Chinese A 304	Senior	8	Corequisite 40 Senior units of Chinese A		Sem 1/Sem 2	C304A
Chinese A 390	Senior	8	Credit results in A 201 and A 290 *or* B 201 and B 290 *or* B 301 and A 290		Year	C390A
Chinese B 101	Junior	12		May not be taken by a student who is eligible to take Chinese A 101 or AB 101.	Year	C101B
Chinese B 103	Junior	6	Corequisite Chinese B 101		Year	C103B
Chinese B 201	Senior	16	Chinese B 101 and 103		Year	C201B
Chinese B 203	Senior	8	Corequisite 16 Senior units of Chinese B		Sem 1	C203B
Chinese B 204	Senior	8	Corequisite 24 Senior units of Chinese B		Sem 2	C204B
Chinese B 290	Senior	8	Credit result in Chinese B 101 and B 103 Corequisite Chinese B 201 and B 203	*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.*	Year	C290B
Chinese B 301	Senior	16	Chinese B 201		Year	C301B
Chinese B 303	Senior	8	Corequisite 32 Senior units of Chinese B		Sem 1/Sem 2	C303B
Chinese B 304	Senior	8	Corequisite 40 Senior units of Chinese B		Sem 1/Sem 2	C304B
Chinese IV Honours			64 Senior units of Chinese if Chinese B101 has been taken including Credit results in A 390 and either A290 *or* B 290. Otherwise, 48 Senior units of Chinese including Credit results in A290 and A390	*Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.*	Year	C4
Classical Civilisation						
Classical Civilisation 101	Junior	6			Sem 1	CC101
Classical Civilisation 102	Junior	6	Corequisite Classical Civilisation 101		Sem1/Sem 2	CC102
Classical Civilisation 103	Junior	6	Corequisite Classical Civilisation 102		Sem 1/Sem 2	CC103
Classical Civilisation 201	Senior	8	12 Junior units of Classical Civilisation, Ancient History, Archaeology (Classical), Greek, Latin		Sem 1/Sem 2	CC201
Classical Civilisation 202	Senior	8	Corequisite Classical Civilisation 201		Sem 1/Sem 2	CC202

Classical Civilisation 203	Senior	8	Corequisite Classical Civilisation 202		Sem 1/Sem 2	CC203
Classical Civilisation 301	Senior	8	16 Senior units of Classical Civilisation		Sem 1/Sem 2	CC301
Classical Civilisation 302	Senior	8	Corequisite Classical Civilisation 301		Sem 1/Sem 2	CC302
Classical Civilisation 303	Senior	8	Corequisite Classical Civilisation 302		Sem 1/Sem 2	CC303
English						
English 101	Junior	12		Assumed knowledge: HSC English	Year	E101
English 103	Junior	6	Corequisite English 101	2/3-unit.	Sem 2	E103
English 201	Senior	16	English 101	*Students may take no more than 64*	Year	E201
English 203	Senior	8	English 101	*Senior units in a subject area.*	Year	E203
English 204	Senior	8	Corequisite English 203		Year	E204
English 290	Senior	8	Credit result in English 101 Corequisite English 201		Year	E290
English 301	Senior	16	English 201		Year	E301
English 303	Senior	8	English 201		Year	E303
English 304	Senior	8	Corequisite English 303		Year	E304
English 390	Senior	8	Credit average in English 201 and 290 Corequisite English 301	*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.*	Year	E390
English 391	Senior	8	Credit average in English 201 and 290		Year	E391
English 392	Senior	16	Credit average in English 201 and 290 Corequisite English 391		Year	E392
English (Literature since 1500) IV Honours			Credit average in English 301 and 390	*Entry to the Honours year may be restricted by quota.*	Year	E4L
English (English Language and Early English Literature) IV Honours			Credit average in English 391 and 392	*Application for entry must be made by pre-enrolment.*	Year	E4LEL
Fine Arts						
Fine Arts 101	Junior	12		*Students wishing to proceed to post-graduate research work are advised to acquire a good reading knowledge of a language other than English.*	Year	FA101
Fine Arts 201	Senior	8	Fine Arts 101		Sem 1/Sem 2	FA201
Fine Arts 202	Senior	8	Corequisite 8 Senior units of Fine Arts		Sem 1/Sem 2	FA202
Fine Arts 203	Senior	8	Corequisite 16 Senior units of Fine Arts		Sem 1/Sem 2	FA203
Fine Arts 204	Senior	8	Corequisite 24 Senior units of Fine Arts		Sem 1/Sem 2	FA204
Fine Arts 205	Senior	8	Corequisite 32 Senior units of Fine Arts		Sem 1/Sem 2	FA205
Fine Arts 206	Senior	8	Corequisite 40 Senior units of Fine Arts	*Students may take no more than 64*	Sem 1/Sem 2	FA206
Fine Arts 207	Senior	8	Corequisite 48 Senior units of Fine Arts	*Senior units in a subject area.*	Sem 1/Sem 2	FA207
Fine Arts 208	Senior	8	Corequisite 56 Senior units of Fine Arts		Sem 1/Sem 2	FA208
Fine Arts 390	Senior	8	Credit result in 24 Senior units of Fine Arts		Sem 2	FA390
Fine Arts IV Honours			Credit results in 60 units of Fine Arts including 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	FA4

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
French						
French A 101	Junior	12	HSC French 2-unit at a satisfactory standard		Year	F101A
French AB 101	Junior	12	SC French or HSC French 2-unit General or 2-unit Z	May not be taken by a student who is eligible to take French A 101.	Year	F101AB
French A 103	Junior	6	Corequisite French A 101 or AB 101		Year	F103A
French 113	Junior	6		A reading course. May not be taken by a student enrolled in any other French Course.	Sem 2	F113
French AB 103	Junior	6	Corequisite French AB 101		Year	F103AB
French A 201	Senior	16	French A 101 or AB 101	*Students may take no more than 64 Senior units in a subject area.*	Year	F201A
French A 203	Senior	8	Corequisite either (i) A 201 or (ii) B 201 and either B203 or B 204	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.	Year	F203A
French A 204	Senior	8	Corequisite 24 Senior units of French A		Year	F204A
French 290	Senior	8	Credit result in French A 101 or B 201 or Distinction result in French AB 101 Corequisite French A 201	*Students intending to proceed to Honours are advised to check the entry requirements for the Honours year.*	Year	F290
French A 301	Senior	16	*Either* (i) French A 201 *or* (ii) B 201 and either B 203 or B 204		Year	F301A
French A 303	Senior	8	Corequisite 32 Senior units of French A		Year	F303A
French A 304	Senior	8	Corequisite 40 Senior units of French A		Year	F304A
French A 310	Senior	8	As for A301	May not be taken with A 301 or A 311 or A 312 or A 313	Year	F310A
French A 311	Senior	8	As for A 301	May not be taken with A 301 or A 310 or A 312 or A 313	Year	F311A
French A 312	Senior	8	As for A 301	May not be taken with A 301 or A 310 or A 311	Sem 1	F312A
French A 313	Senior	8	French A 312	May not be taken with A 301 or A 310 or A 311	Sem 2	F313A
French 390	Senior	8	*Either* (i) 24 Senior units of French A, including a Credit result in A 201 *or* (ii) Credit results in B 301 and A 203 Corequisite French A 301		Year	F390
French B 101	Junior	12		May not be taken by a student who is eligible to take French A 101 or French AB 101.	Year	F101B
French B 103	Junior	6			Year	F103B
French B 201	Senior	16	French B 101 or AB 101	*B-Stream students intending to proceed to Honours are advised to check the entry requirements for the Honours year.*	Year	F201B
French B 203	Senior	8	Corequisite 16 Senior units of French B		Year	F203
French B 204	Senior	8	Corequisite 16 Senior units of French B		Year	F204B

French 290	Senior	8	Credit result in French A 101 or B 201 or Distinction result in French AB 101 Corequisite French B 301		Year	F290
French B 301	Senior	16	French B 201		Year	F301B
French B 303	Senior	8	Corequisite French B 301		Year	F303B
French B 304	Senior	8	Corequisite 40 Senior units of French B		Year	F304B
French B 310	Senior	8	As for B 301	May not be taken with B 301 or B 311 or B 312 or B 313	Year	F310B
French B 311	Senior	8	As for B 301	May not be taken with B 301 or B 310 or B 312 or B 313	Year	F311B
French B 312	Senior	8	As for B 301	May not be taken with B 301 or B 310 or B 311	Sem 1	F312B
French B 313	Senior	8	Corequisite French B 312	May not be taken with B 301 or B 310 or B 311	Sem 2	F313B
French 390	Senior	8	*Either* (i) 24 Senior units of French A, including a Credit result in A 201 *or* (ii) Credit results in B 301 and A 203 Corequisite French A 301		Year	F390
French IV Honours			Credit results in French A 301, 290 and 390 and *either:* (i) French A 201 *or* (ii) French B 201, *either* B 203 *or* B 204, and A 203	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	F4
Geography						
Geography 101F Physical	Junior	6		*From 1998 Geography may no longer be available as a major in the BA. However, all of these courses will continue to be available in the BA. They will be listed in Part B of this Table.* *Students may take no more than 64 Senior units in a subject area. Students wishing to take more than one stream should seek early advice from the Department.*	Sem 1	GG101
Geography 102S Environmental and Human	Junior	6	Corequisite Geography 101F		Sem 2	GG102
Geography 201F	Senior	8	Geography 101F or 102S		Sem 1	GG201
Geography 202S	Senior	8	As for 201F		Sem 2	GG202
Geography 211F	Senior	8	6 Junior units of Geography		Sem 1	GG211
Geography 212S	Senior	8	As for 211F		Sem 2	GG212
Geography 221F	Senior	8	Geography 102S		Sem 1	GG221
Geography 222S	Senior	8	As for 221F		Sem 2	GG222
Geography 301F	Senior	12	Geography 201F, 202S or 211F		Sem 1	GG301
Geography 302S	Senior	12	Geography 201F, 202S or 211F		Sem 2	GG302
Geography 311F	Senior	12	As for 302S		Sem 1	GG311
Geography 312S	Senior	12	As for 302S		Sem 2	GG312
Geography 321F	Senior	12	Geography 212S, 221F or 222S		Sem 1	GG321
Geography 322S	Senior	12	As for 321F		Sem 2	GG322
Geography IV Honours			Credit results in 40 Senior units of Geography in the same area (i.e. Geomorphology, Environmental or Human)	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	GG4
Geomorphology IV Honours			Credit results in 40 Senior units of Geography (Geomorphology)		Year	GM4
German						
German A 101	Junior	12	HSC German 2-unit (or equivalent determined by the Department) at a satisfactory standard		Year	G101A

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
German A 103	Junior	6	Corequisite German A 101	May not be taken after A 201.	Year	G103A
German A 201	Senior	16	German A 101		Year	G201A
German 203	Senior	8	Corequisite German A 201 or B 201		Year	G203
German 290	Senior	8	Either credit result in German A 101 or Distinction result in German B 101 Corequisite German A 201 or B 201		Year	G290
German A 301	Senior	16	German A 201		Year	G301A
German 303	Senior	8	Corequisite German A 301 or B 301		Year	G303
German 390	Senior	8	Credit result in German A 201 or Distinction result in B 201 Corequisite German A 301 or B 301		Year	G390
German B 101	Junior	12		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.*	Year	G101B
German B 103	Junior	6	Corequisite German B 101	May not be taken subsequent to B 101.	Year	G103B
German B 201	Senior	16	German B 101 and *either* Prerequisite German B 103 *or* Corequisite German 203		Year	G201B
German 203	Senior	8	Corequisite German A 201 or B 201		Year	G203
German 290	Senior	8	Either credit result in German A 101 or Distinction result in German B 101 Corequisite German A 201 or B 201		Year	G290
German B 301	Senior	16	German B 201		Year	G301B
German 303	Senior	8	Corequisite German a 301 or B 301		Year	G303
German 390	Senior	8	Credit result in German A 201 or Distinction result in B 201 Corequisite German A 301 or B 301		Year	G390
German IV Honours			In 1997: Credit results in A 301 or B 301 and in 16 units from 203, 204, 303, or 304. In 1998: Credit results in 48 Senior units of German including 390 *and* A301 or B301. From 1999: Credit results in 48 Senior units of German including 290, 390 and either A301 or B301		Year	G4
Government						
Government 101	Junior	6		*Students may take no more than 18 Junior units from the same subject area.*	Sem 1/Sem 2	GO101
Government 102	Junior	6			Sem 1/Sem 2	GO102
Government 103	Junior	6		*Not all courses will be offered in 1997. Consult the Department.*	Sem 1/Sem 2	GO103
Government 104	Junior	6			Sem 1/Sem 2	GO104
Government 105	Junior	6			Sem 1/Sem 2	GO105

Government 106	Junior	6			Sem 1/Sem 2	GO106
Government 107	Junior	6			Sem 1/Sem 2	GO107
Government 108	Junior	6			Sem 1/Sem 2	GO108
Government 109	Junior	6			Sem 1/Sem 2	GO109
Government 110	Junior	6			Sem 1/Sem 2	GO110
Government 201	Senior	8	12 Junior units of Government	*Students may take no more than 64 Senior units in a subject area.*	Sem 1/Sem 2	GO201
Government 202	Senior	8	Corequisite Government 201		Sem 1/Sem 2	GO202
Government 203	Senior	8	Corequisite Government 202		Sem 1/Sem 2	GO203
Government 204	Senior	8	Corequisite Government 203	*From 1998, Government may no longer be available as a major in the BA. However, all of these courses will continue to be available in the BA. They will be listed in Part B of this Table.*	Sem 1/Sem 2	GO204
Government 290	Senior	8	Credit results in Government 101 and 102 Corequisite Government 201 and 202		Sem 1	GO290
Government 301	Senior	8	16 Senior units of Government		Sem 1/Sem 2	GO301
Government 302	Senior	8	Corequisite Government 301		Sem 1/Sem 2	GO302
Government 303	Senior	8	Corequisite Government 302		Sem 1/Sem 2	GO303
Government 304	Senior	8	Corequisite Government 303		Sem 1/Sem 2	GO304
Government 390	Senior	8	Credit results in Government 201, 202 and 290 Corequisite Government 301 and 302		Year	GO390
Government IV Honours			Credit results in Government 101, 102, 201, 202, 290, 301, 302 and 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	GO4
Greek						
Greek A 101	Junior	12	HSC Classical Greek 2-unit (or equivalent determined by the department) at a satisfactory standard		Year	GK101A
Greek A 201	Senior	16	Greek A 101		Year	GK201A
Greek 290	Senior	8	Credit results in Greek A 101 *or* B (Classical) 101 *or* B (New Testament) 111 and B (New Testament) 113 Corequisite Greek A 201 or Greek B 201		Year	GK290
Greek A 301	Senior	16	Greek A 201 or B 301		Year	GK301A
Greek 390	Senior	8	Credit average in 24 200-level units of Greek, incl. 290 Corequisite Greek A 301 or B 301		Year	GK390
Greek B (Classical) 101	Junior	12		Students may take either Greek B (Classical) 101 or Greek B (New Testament) 111. May not be taken by a student who is eligible to take Greek A 101.	Year	GK101BC
Greek B (New Testament) 111	Junior	12			Year	GK111BN
Greek B (New Testament) 113	Junior	6	Corequisite Greek B (New Testament) 111		Sem 2	GK113BN
Greek B 201	Senior	16	Greek B (Classical) 101 *or* Greek B (New Testament) 111 and 113 *or* Greek C201 and C203		Year	GK201B
Greek B 301	Senior	16	Greek B 201		Year	GK301B
Greek C201	Senior	8	Corequisite Ancient History 290, History 290, Archaeology (Classical) 201, Latin A290, B290, Philosophy 201 or Medieval Studies 290	May not be taken by a student who has completed a Junior course in Greek	Year	GK201C
Greek C203	Senior	4	Corequisite Greek C201		Sem 2	GK203C

Subject Area	Level	Unit Value	Entry Requirement	Notes	Availability in 1997	Course Code
Greek IV Honours			Credit results in 60 units of Greek including 390 and either A301 or B301	*Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.*	Year	GK4
Modern Greek						
Modern Greek A 101	Junior	12	HSC Modern Greek 2-unit (or equivalent determined by the Department) at a satisfactory standard		Year	MG101A
Modern Greek A 201	Senior	16	Modern Greek A 101		Year	MG201A
Modern Greek A 290	Senior	8	*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		Year	MG290A
Modern Greek A 301	Senior	16	Modern Greek A 201 or B 301		Year	MG301A
Modern Greek A 390	Senior	8	Credit results in Modern Greek A 290 and *either* A 201 *or* B 301		Year	MG390A
Modern Greek B 101	Junior	12		Neither B 101 nor B 103 may be taken by a student who is eligible to take Modern Greek A 101.	Year	MG101B
Modern Greek B 103	Junior	6			Year	MG103B
Modern Greek B 201	Senior	16	Modern Greek B 101		Year	MG201B
Modern Greek B 203	Senior	8	Modern Greek B 101	May not be taken by a student who has completed or is undertaking Modern Greek B 103 or A 101 or B 201.	Year	NG203B
Modern Greek B 301	Senior	16	Modern Greek B 201	*Students intending to proceed to Fourth Year Honours should check the entry requirements.*	Year	MG301B
Modern Greek IV Honours			Credit results in Modern Greek A 301 and A 390	*Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.*	Year	MG4
Greek and Roman Literature						
Greek and Roman Literature 201	Senior	8	18 Junior units in no more than two subject areas		Sem 1/Sem 2	GRL201
Greek and Roman Literature 202	Senior	8	Corequisite Greek and Roman Literature 201		Sem 1/Sem 2	GRL202
Greek and Roman Literature 301	Senior	8	Greek and Roman Literature 201 and 202		Sem 1/Sem 2	GRL301
Greek and Roman Literature 302	Senior	8	Corequisite Greek and Roman Literature 301		Sem 1/Sem 2	GRL302

Hebrew						
Hebrew A 101	Junior	6	HSC Hebrew 2-unit (or equivalent determined by the department) at a satisfactory standard		Sem 1	H101A
Hebrew A 102	Junior	6	Corequisite Hebrew A 101		Sem 2	H102A
Hebrew A (Modern) 201	Senior	16	Hebrew A 101 and 102	*Students may take no more than 64 Senior units in a subject area.*	Year	H201AM
Hebrew A (Classical) 203	Senior	16	Hebrew A 101 and 102		Year	H203AC
Hebrew (Classical) 290	Senior	8	Credit results in Hebrew A 101 and 102 or B 101 and 103 Corequisite Hebrew A (Classical) 203		Year	H290C
Hebrew (Modern) 301	Senior	16	Hebrew A (Modern) 201 or B (Modern) 201 with satisfactory completion of vacation reading		Year	H301M
Hebrew (Classical) 303	Senior	16	Hebrew A (Classical) 203 or B (Classical) 203 with satisfactory completion of vacation reading		Year	H303C
Hebrew (Classical) 390	Senior	8	Credit result in Hebrew (Classical) 290 Corequisite Hebrew (Classical) 303		Year	H390C
Hebrew B 101	Junior	6		May not be taken by a student who is eligible to take Hebrew A 101.	Sem 1	H101B
Hebrew B (Modern) 102	Junior	6	Corequisite Hebrew B 101		Sem 2	H102BM
Hebrew B (Classical) 103	Junior	6	Corequisite Hebrew B 101		Sem 2	H103BC
Hebrew B (Modern) 201	Senior	16	Hebrew B 101 and 102		Year	H201BM
Hebrew B (Classical) 203	Senior	16	Hebrew B 101 and 103		Year	H203BC
Hebrew (Classical) IV Honours			Credit results in Hebrew A 101 and 102 or B 101 and 103 and 16 Senior units of Classical Hebrew plus a further 28 units from Hebrew (Classical or Modern), Jewish Civilisation Thought and Culture, Arabic or Biblical Studies	*Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.*	Year	H4C
Hebrew (Modern) IV Honours			Credit results in Hebrew A 101 and 102 or B 101 and 102 and 16 Senior units of Modern Hebrew plus a further 28 units from Classical Hebrew, Jewish Civilisation Thought and Culture, Arabic or Biblical Studies	*Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.*	Year	H4M
History						
History 102	Junior	12		Medieval	Year	HY102
History 103	Junior	12		Early Modern European	Year	HY103
History 104	Junior	12		Modern European	Year	HY104
Modern Asian History and Culture 101	Junior	6			Sem 1	AC101
Modern Asian History and Culture 102	Junior	6	Corequisite Modern Asian History and Culture 101		Sem 2	AC102
History 120	Junior	6	Corequisite 12 Junior units of History, Ancient History, Economic History, or Modern Asian History and Culture	One semester from 102, 103, or 104 not otherwise taken. *Students may take up to 18 Junior units of History.*	Sem 1/Sem 2	HY120
History 201	Senior	8	12 Junior units of History, Ancient History, Economic History		Sem 1/Sem 2	HY201

Subject Area	Level	Unit Value	Entry Requirement	Notes	Availability in 1997	Course Code
History 202	Senior	8	As for History 201 Corequisite 8 Senior units of History		Sem 1/Sem 2	HY202
History 203	Senior	8	As for History 201 Corequisite 16 Senior units of History		Sem 1/Sem 2	HY203
History 204	Senior	8	As for History 201 Corequisite 24 Senior units of History		Sem 1/Sem 2	HY204
History 205	Senior	8	As for History 201 Corequisite 32 Senior units of History		Sem 1/Sem 2	HY205
History 206	Senior	8	As for History 201 Corequisite 40 Senior units of History	*Students may take no more than 64 Senior units in a subject area.*	Sem 1/Sem 2	HY206
History 207	Senior	8	As for History 201 Corequisite 48 Senior units of History		Sem 1/Sem 2	HY207
History 208	Senior	8	As for History 201 Corequisite 56 Senior units of History		Sem 1/Sem 2	HY208
History 290	Senior	8	Credit results in 12 Junior units of History, Ancient History or Economic History	*Students intending to proceed to Fourth Year Honours should check the entry requirements.*	Year	HY290
History 390	Senior	8	Credit average in 24 Senior units of History including 290		Year	HY390
History 391	Senior	8	Corequisite History 390		Year	HY391
History 392	Senior	8	Corequisite History 391		Year	HY392
History 393	Senior	8	Corequisite History 392		Year	HY393
History IV Honours			Credit average in 48 Senior units of History, including 290 and 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	HY4
Indian Studies						
Indian Studies 201	Senior	16	*Either* Sanskrit B 101 *or* Urdu B 101	*Applicants intending to proceed to Fourth Year Honours should consult the Head of the School of Asian Studies.*	Year	IS201
Indian Studies 290	Senior	8	Credit result in either Sanskrit B 101 or Urdu B 101 Corequisite Indian Studies 201		Year	IS290
Indian Studies 301	Senior	16	Indian Studies 201		Year	IS301
Indian Studies 303	Senior	8	Corequisite Indian Studies 301		Sem 1/Sem 2	IS303
Indian Studies 390	Senior	8	Credit results in Indian Studies 201 and 290 Corequisite Indian Studies 301		Year	IS390
Indian Studies IV Honours			Credit average in 48 senior units of Indian Studies including 290 and 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	IS4
Indonesian and Malayan Studies						
Indonesian and Malayan Studies A 101	Junior	6	HSC Indonesian or Bahasa Indonesia/Malaysia 2-unit (or equivalent determined by the section) at a satisfactory standard		Sem 1	IM101A

Indonesian and Malayan Studies A 102	Junior	6	Corequisite Indonesian and Malayan Studies A 101		Sem 2	IM102A
Indonesian and Malayan Studies A 201	Senior	16	Indonesian and Malayan Studies A 101 and 102		Year	IM201A
Indonesian and Malayan Studies 203	Senior	8	Corequisite Indonesian and Malayan Studies A 201 or Indonesian and Malayan Studies B 201	*Students may take no more than 64 Senior units in a subject area.*	Sem 1/Sem 2	IM203
Indonesian and Malayan Studies 204	Senior	8	Corequisite Indonesian and Malayan Studies A 201 or B 201		Sem 1/Sem 2	IM204
Indonesian and Malayan Studies 290	Senior	8	Credit results in Indonesian and Malayan Studies A 101 and A 102 or Indonesian and Malayan Studies B 101 and B 102 Corequisite Indonesian and Malayan Studies A 201 or Indonesian and Malayan Studies B 201		Year	IM290
Indonesian and Malayan Studies 301	Senior	16	Indonesian and Malayan Studies A 201 *or* Indonesian and Malayan Studies B 201		Year	IM301
Indonesian and Malayan Studies 303	Senior	8	Corequisite Indonesian and Malayan Studies 301		Sem 1/Sem 2	IM303
Indonesian and Malayan Studies 304	Senior	8	Corequisite Indonesian and Malayan Studies 303		Sem 1/Sem 2	IM304
Indonesian and Malayan Studies 390	Senior	8	Credit results in Indonesian and Malayan Studies 290 and *either* Indonesian and Malayan Studies A 201 *or* Indonesian and Malayan Studies B 201 Corequisite Indonesian and Malayan Studies 301		Year	IM390
Indonesian and Malayan Studies B 101	Junior	6	Corequisite Modern Asian History and Culture 101	May not be taken by a student who is eligible to take Indonesian and Malayan Studies A 101.	Sem 1	IM101B
Indonesian and Malayan Studies B 102	Junior	6	Corequisite Indonesian and Malayan Studies B 101		Sem 2	IM102B
Indonesian and Malayan Studies B 201	Senior	16	Indonesian and Malayan Studies B 101 and 102 and Modern Asian History and Culture 101		Year	IM201B
Indonesian and Malayan Studies IV Honours			Credit results in: Indonesian and Malayan Studies A 101 and A 102 or B 101 and B 102 *and* A 201 or B 201 *and* 301 *and* 290 *and* 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	IM4
Italian						
Italian A 101	Junior	12	HSC Italian 2-unit (or equivalent determined by the department) at a satisfactory standard		Year	I101A
Italian AB 101	Junior	12	HSC Italian 2-unit Z or a standard in Italian determined by the department	May not be taken by a student who is eligible to take Italian A 101.	Year	I101AB
Italian A 103	Junior	6	Corequisite Italian A 101 or AB 101	May not be taken by proficient native speakers.	Year	I103A
Italian A 201	Senior	16	Italian A 101		Year	I201A
Italian 203	Senior	8	Corequisite Italian A 201 or B 201	*Students may take no more than 64 Senior units in a subject area.*	Year	I203
Italian 204	Senior	8	Corequisite 24 Senior units of Italian		Year	I204
Italian 290	Senior	8	Credit result in Italian A 101 or B 101 or AB 101 Corequisite A 201 or B 201		Year	I290
Italian 301	Senior	16	Italian A 201 or B 201		Year	I301

Subject Area	Level	Unit Value	Entry Requirement	Notes	Availability in 1997	Course Code
Italian 303	Senior	8	Corequisite Italian 301		Year	I303
Italian 304	Senior	8	Corequisite 24 300 level units of Italian		Year	I304
Italian 390	Senior	8	Credit results in Italian 290 and *either* A 201 *or* B 201 Corequisite Italian 301		Year	I390
Italian B 101	Junior	12		May not be taken by a student who is eligible to take Italian A 101 or AB 101.	Year	I101B
Italian B 103	Junior	6	Corequisite Italian B 101		Year	I103B
Italian B 201	Senior	16	Italian B 101 or AB 101		Year	I201B
Italian IV Honours			Credit results in Italian 301 and 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	I4
Japanese						
Japanese A 101	Junior	12	HSC Japanese 2-unit (or equivalent determined by the Japanese section of the School at at satisfactory standard)	*Students of A101 and AB101 are strongly advised to take Modern Asian History and Culture 101.*	Year	J101A
Japanese AB 101	Junior	12	HSC Japanese 2-unit Z (or equivalent determined by the section) at a satisfactory standard	May not be taken by a student who is eligible to take Japanese A 101.	Year	J101AB
Japanese A 201	Senior	16	Japanese A 101 or Japanese AB 101		Year	J201A
Japanese A 203	Senior	8	Corequisite 16 Senior units of Japanese A	*Students may take no more than 64 Senior units in a subject area.*	Sem 1/Sem 2	J203A
Japanese A 204	Senior	8	Corequisite 24 Senior units of Japanese A		Sem 1/Sem 2	J204A
Japanese A 290	Senior	8	Credit result in Japanese A 101 Corequisite Japanese A 201		Year	J290A
Japanese A 301	Senior	16	Japanese A 201		Year	J301A
Japanese A 303	Senior	8	Corequisite 32 Senior units of Japanese A		Sem 1/Sem 2	J303A
Japanese A 304	Senior	8	Corequisite 40 Senior units of Japanese A		Sem 1/Sem 2	J304A
Japanese A 390	Senior	8	Credit results in *either* Japanese A 201 and A 290 *or* B 201 and B290 Corequisite Japanese A 301 or B 301		Year	J390A
Japanese B 101	Junior	12	Corequisite Modern Asian History and Culture 101	May not be taken by a student who is eligible to take Japanese A 101 or AB 101.	Year	J101B
Japanese B 201	Senior	16	Japanese B 101 and Modern Asian History and Culture 101		Year	J201B
Japanese B 203	Senior	8	Corequisite 16 Senior units of Japanese B		Sem 1/Sem 2	J203B
Japanese B 204	Senior	8	Corequisite 24 Senior units of Japanese B		Sem 1/Sem 2	J204B
Japanese B 290	Senior	8	Credit result in Japanese B 101 Corequisite Japanese B 201		Year	J290B
Japanese B 301	Senior	16	Japanese B 201		Year	J301B

Japanese B 303	Senior	8	Corequisite 32 Senior units of Japanese B		Sem 1/Sem 2	J303B
Japanese B 304	Senior	8	Corequisite 40 Senior units of Japanese B		Sem 1/Sem 2	J304B
Japanese B 390	Senior	8	Credit results in Japanese B 201 and Japanese B 290 Corequisite Japanese B 301		Year	J390B
Japanese IV Honours			48 Senior units of Japanese including Credit results in A 390 and *either* (i) B 301 and B 390 *or* (ii) A 301	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	J4
Jewish Civilisation, Thought and Culture						
Jewish Civilisation, Thought and Culture 101	Junior	12			Year	JC101
Jewish Civilisation, Thought and Culture 201	Senior	8	Jewish Civilisation, Thought and Culture 101		Sem 1	JC201
Jewish Civilisation, Thought and Culture 202	Senior	8	Corequisite Jewish Civilisation, Thought and Culture 201		Sem 2	JC202
Jewish Civilisation, Thought and Culture 301	Senior	8	Jewish Civilisation, Thought and Culture 201 and 202		Sem 1	JC301
Jewish Civilisation, Thought and Culture 302	Senior	8	Corequisite Jewish Civilisation, Thought and Culture 301		Sem 2	JC302
Korean						
Korean A 101	Junior	12	HSC Korean 2-unit (or equivalent determined by the secion) at a satisfactory standard	*Students are advised to take Modern Asian History and Culture 101.*	Year	K101A
Korean A 201	Senior	16	Korean A 101		Year	K201A
Korean A 203	Senior	8	Korean A 101 or B 101		Sem 1	K203A
Korean A 290	Senior	8	Credit result in Korean A 101 Corequisite Korean A 201		Year	K290A
Korean A 301	Senior	16	Korean A 201		Year	K301A
Korean A 390	Senior	8	Credit results in *either* A 201 and A 290 *or* B 201 and B 290		Year	K390A
Korean B 101	Junior	12	Corequisite Modern Asian History and Culture 101	May not be taken by a student who is eligible to take Korean A 101.	Year	K101B
Korean B 201	Senior	16	Korean B 101 and Modern Asian History and Culture 101		Year	K201B
Korean B 290	Senior	8	Credit result in Korean B 101 Corequisite Korean B 201		Year	K290B
Korean B 301	Senior	16	Korean B 201		Year	K301B
Korean B 390	Senior	8	Credit result in Korean B 290 Corequisite Korean B 301		Year	K390B
Korean IV Honours			48 Senior units of Korean including Credit results in A 390 and *either* A 301 *or* B 301 and B 390		Year	K4
Latin						
Latin A 101	Junior	12	HSC Latin 2-unit (or equivalent determined by the department) at a satisfactory standard		Year	L101A
Latin A 201	Senior	16	Latin A 101		Year	L201A

Subject Area	Level	Unit Value	Entry Requirement	Notes	Availability in 1997	Course Code
Latin A 290	Senior	8	Credit result in Latin A 101 Corequisite Latin A 201		Year	L290A
Latin 301	Senior	16	Latin B 201 or Latin A 201		Year	L301
Latin 390	Senior	8	*Either* Credit results in Latin A 201 and A 290 *or* Credit results in Latin B 201 and B 290 Corequisite Latin 301		Year	L390
Latin B 101	Junior	12		May not be taken by a student who is eligible to take Latin A 101	Year	L101B
Latin B 201	Senior	16	Latin B 101 or Latin C201 and C203		Year	L201B
Latin B 290	Senior	8	Credit results in Latin B 101 Corequisite Latin B 201		Year	L290B
Latin C 201	Senior	8	Corequisite Ancient History 290, History 290, Archaeology (Classical) 201, Greek 290, Philosophy 201, Medieval History 290 or English 290	May not be taken by a student who has completed a Junior course in Latin	Year	L201C
Latin C 203	Senior	4	Corequisite Latin C201		Sem 2	L203C
Latin IV Honours			Credit results in Latin 301 and 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	L4
Classics IV Honours			As for Greek IV Honours and Latin IV Honours		Year	CC4
Linguistics						
Linguistics 101	Junior	6			Sem 1	LG101
Linguistics 102	Junior	6	Corequisite Linguistics 101		Sem 2	LG102
Linguistics 103	Junior	6			Sem 2	LG103
Linguistics 201	Senior	8	12 Junior units of Linguistics		Sem 1	LG201
Linguistics 202	Senior	8	Corequisite Linguistics 201		Sem 2	LG202
Linguistics 290	Senior	8	Credit result in 12 Junior units of Linguistics		Year	LG290
Linguistics 301	Senior	8	Linguistics 201 and 202		Sem 1/Sem 2	LG301
Linguistics 302	Senior	8	Corequisite Linguistics 301		Sem 1/Sem 2	LG302
Linguistics 390	Senior	8	Credit result in Linguistics 201, 202 and 290 Corequisites Linguistics 301 and 302		Year	LG390
Linguistics IV Honours			Credit results in 12 Junior units of Linguistics and 48 Senior units of Linguistics	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	LG4
Mathematical Statistics						
Mathematical Statistics 2(1)	Senior	8	Mathematics 1 or Mathematics 1 (Advanced) or Credit in Maths 1 (Life Sciences)	May not be counted with MS291 *Students may take no more than 64 Senior units in a subject area.* *In order to meet the entry requirement, equivalent courses will satisfy, e.g. Mathematics 101 or Mathematics 1.*	Sem 1	MS211

				From 1998, Mathematical Statistics may no longer be available as a major in the BA. However, all courses will continue to be available in the BA. They will be listed in Part B of this Table.		
Mathematical Statistics 2(1) (Advanced)	Senior	8	Mathematics 1 or Mathematics 1 (Advanced)	May not be counted with MS211	Sem 1	MS291
Mathematical Statistics 2(2)	Senior	8	MS211 or MS291	May not be counted with MS293	Sem 2	MS213
Mathematical Statistics 2(2) (Advanced)	Senior	8	MS211 or MS291	May not be counted with MS213	Sem 2	MS293
Mathematical Statistics 3(1)	Senior	12	Mathematical Statistics 2 or Mathematical Statistics 2 (Advanced) and 16 Senior units of Mathematics	May not be counted with MS397	Sem 1	MS317
Mathematical Statistics 3(1) (Advanced)	Senior	12	Mathematical Statistics 2 (Advanced) or Credit in MathematicalStatistics 2 and 16 Senior units of Mathematics	May not be counted with MS317	Sem 1	MS397
Mathematical Statistics 3(2)	Senior	12	MS317 or MS397	May not be counted with MS398	Sem 2	MS318
Mathematical Statistics 3(2) (Advanced)	Senior	12	MS397	May not be counted with MS318	Sem 2	MS398
Mathematical Statistics 301	Senior	8	16 Senior units of Mathematical Statistics and 16 Senior units of Mathematics	May not be counted with MS317	Sem 1	MS301
Mathematical Statistics 302	Senior	8	Corequisite MS301	*Students planning to take further studies in Statistics in 1998 are advised to obtain advice from the department about what will be available.*	Sem 2	MS302
Mathematics						
Differential Calculus and Linear Algebra	Junior	6		Assumed knowledge 3-unit HSC Mathematics. May not be counted with MA111 or MA191. *Students may take no more than 18 Junior units from the same subject area.*	Sem 1	MA101
Integral Calculus and Statistics	Junior	6	Mathematics 101 or 191 or Distinction in 111	May not be counted with MA103 or MA104 or MA112 or MA192 or MA193 or MA194	Sem 2	MA102
Integral Calculus and Discrete Mathematics	Junior	6	Mathematics 101 or 191 or Distinction in 111	May not be counted with MA102 or MA104 or MA112 or MA192 or MA193 or MA194	Sem 2	MA103
Statistics and Discrete Mathematics	Junior	6		Assumed knowledge 3-unit HSC Mathematics May not be counted with MA102 or MA103 or MA112 or MA192 or MA193 or MA194	Sem 2	MA104
Life Science Mathematics (A)	Junior	6		Assumed knowledge 2-unit HSC Mathematics May not be counted with MA101 or MA191	Sem 1	MA111

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
Life Science Mathematics (B)	Junior	6		Assumed knowledge 2-unit HSC Mathematics May not be counted with MA102 or MA103 or MA104 or MA192 or MA193 or MA194	Sem 2	MA112
Differential Calculus and Linear Algebra (Advanced)	Junior	6		Assumed knowledge 4-unit or top decile 3-unit HSC Mathematics May not be counted with MA101 or MA111	Sem 1	MA191
Integral Calculus and Statistics (Advanced)	Junior	6	Credit in MA101 or Credit in MA191	May not be counted with MA102 or MA103 or MA104 or MA112 or MA193 or MA194	Sem 2	MA192
Integral Calculus and Discrete Mathematics (Advanced)	Junior	6	Credit in MA101 or Credit in MA191	May not be counted with MA102 or MA103 or MA104 or MA112 or MA192 or MA194	Sem 2	MA193
Statistics and Discrete Mathematics (Advanced)	Junior	6		Assumed knowledge 4-unit or top decile 3-unit HSC Mathematics May not be counted with MA102 or MA103 or MA104 or MA112 or MA192 or MA193 *From 1998, Mathematics may no longer be available as a major in the BA. However, all courses will continue to be available in the BA. They will be listed in Part B of this Table.*	Sem 2	MA194
Vector Calculus and Complex Variables	Senior	4	Mathematics 102 or 192 or 103 or 193 Mathematics 1 or Mathematics 1 (Advanced) or Distinction in Mathematics 1 (Life Sciences)	May not be counted with MA291 *In order to meet the entry requirement, equivalent courses will satisfy, e.g. Mathematics 101 or Mathematics 1.*	Sem 1	MA201
Matrix Applications	Senior	4	Mathematics 101 or 191 or Distinction in 111 Mathematics 1 or Mathematics 1 (Advanced) or Distinction in Mathematics 1 (Life Sciences)	May not be counted with MA292	Sem 1	MA202
Introduction to Mathematical Computing	Senior	4	Mathematics 102 or 192 or 103 or 193 Mathematics 1 or Mathematics 1 (Advanced)	May not be counted with MA293	Sem 1	MA203
Dynamical Systems	Senior	4	Mathematics 102 or 192 or 103 or 193 Mathematics 1 or Mathematics 1 (Advanced)	May not be counted with MA294	Sem 1	MA204
Fourier Series and Differential Equations	Senior	4	Mathematics 201 or 291	May not be counted with MA295	Sem 2	MA205
Mechanics of Deformable Media	Senior	4	Mathematics 201 or 291	May not be counted with MA296	Sem 2	MA206
Analysis	Senior	4	Mathematics 102 or 192 or 103 or 193 Mathematics 1 or Mathematics 1 (Advanced) or Distinction in Mathematics 1 (Life Sciences)	May not be counted with MA297	Sem 2	MA207

Inner Products and Group Theory	Senior	4	Mathematics 202 or 292	May not be counted with MA298	Sem 2	MA208
Graph Theory	Senior	4	6 units of Junior Mathematics (but not MA112; Distinction necessary in MA111), Mathematics 1 or Mathematics 1 (Advanced) or Distinction in Mathematics 1 (Life Sciences)		Sem 1	MA209
Optimisation	Senior	4	Mathematics 102 or 192 or 103 or 193, Mathematics 1 or Mathematics 1 (Advanced) or Distinction in Mathematics 1 (Life Sciences)	Students are strongly advised to have completed Mathematics 202 or 292.	Sem 2	MA210
Vector Calculus and Complex Variables (Advanced)	Senior	4	Mathematics 192 or 193 or Credit in Mathematics 102 or Credit in Mathematics 103, Mathematics 1 or Mathematics 1 (Advanced) or Distinction in Mathematics 1 (Life Sciences)	May not be counted with MA201	Sem 1	MA291
Linear Algebra (Advanced)	Senior	4	Mathematics 192, 193 or 194 or Credit in Mathematics 102, 103 or 104, Mathematics 1 or Mathematics 1 (Advanced) or Distinction in Mathematics 1 (Life Sciences)	May not be counted with MA202	Sem 1	MA292
Introduction to Mathematical Computing (Advanced)	Senior	4	Mathematics 192 or 193 or Credit in Mathematics 102 or Credit in Mathematics 103, Mathematics 1 or Mathematics 1 (Advanced) or Distinction in Mathematics 1 (Life Sciences)	May not be counted with MA203	Sem 1	MA293
Lagrangrian Dynamics (Advanced)	Senior	4	Mathematics 192 or 193 or Credit in Mathematics 102 or Credit in Mathematics 103, Mathematics 1 or Mathematics 1 (Advanced) or Distinction in Mathematics 1 (Life Sciences)	May not be counted with MA204 or MA311	Sem 1	MA294
Mathematical Methods (Advanced)	Senior	4	Mathematics 291 or Credit in Mathematics 201	May not be counted with MA205	Sem 2	MA295
Deformable Media and Waves (Advanced)	Senior	4	Mathematics 291 or Credit in Mathematics 201	May not be counted with MA206 Students are strongly advised to have completed Mathematics 202 or 292.	Sem 2	MA296
Analysis (Advanced)	Senior	4	Mathematics 291 or Credit in Mathematics 201	May not be counted with MA207	Sem 2	MA297
Differential Equations and Group Theory (Advanced)	Senior	4	Mathematics 292	May not be counted with MA208	Sem 2	MA298
Topology	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced)	May not be counted with MA391	Sem 1	MA301
Rings and Fields	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced)	May not be counted with MA392 Students are strongly advised to have completed Mathematics 202 or 292 and Mathematics 208 or 298.	Sem 1	MA302
Ordinary Differential Equations	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 202 or 292 and Mathematics 201 or 291.	Sem 1	MA303
History of Mathematical Ideas	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)		Sem 1	MA304

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
Logic	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)		Sem 1	MA305
Geometry	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 101.	Sem 2	MA306
Coding Theory	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 202 or 292.	Sem 2	MA307
Real Variables	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 201 or 207 or 291 or 297.	Sem 2	MA308
Number Theory	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)		Sem 2	MA309
Information Theory	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 201 or 291 and some probability theory.	Sem 2	MA310
Lagrangian Dynamics	Senior	4	16 units of 200-level Mathematics including Mathematics 205 or 295 Applied Mathematics 2 or Applied Mathematics 2 (Advanced)	May not be counted with Mathematics 294	Sem 1	MA311
Mathematical Computing I	Senior	4	Mathematics 102 or 192 or 103 or 193 and 16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)		Sem 1	MA312
Signal Processing	Senior	4	16 units of 200-level Mathematics including MA205 or MA295 Applied Mathematics 2 or Applied Mathematics 2 (Advanced)		Sem 1	MA313
Partial Differential Equations and Waves	Senior	4	16 units of 200-level Mathematics including MA205 or MA295 Applied Mathematics 2 or Applied Mathematics 2 (Advanced)		Sem 2	MA314
Financial Mathematics	Senior	4	Mathematics 102 or 192 or 103 or 193 and 16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 210 and some probability theory.	Sem 2	MA315

Nonlinear Systems and Biomathematics	Senior	4	Mathematics 102 or 192 or 103 or 193 and 16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 298 or 303.	Sem 2	MA316
Metric Spaces (Advanced)	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced)	May not be counted with MA301 Students are strongly advised to have completed Mathematics 297.	Sem 1	MA391
Algebra I (Advanced)	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced)	May not be counted with MS302 Students are strongly advised to have completed Mathematics 292.	Sem 1	MA392
Differential Geometry (Advanced)	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 201 or 291 and Mathematics 301 or 391.	Sem 1	MA393
Complex Variable (Advanced)	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 201 or 291 and Mathematics 301 or 391.	Sem 1	MA394
Categories and Computer Science (Advanced)	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)		Sem 1	MA395
Group Representation Theory (Advanced)	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced)	MA396 is offered only in odd years Students are strongly advised to have completed Mathematics 392.	Sem 2	MA396
Algebra II (Advanced)	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced)	MA397 is offered only in even years Students are strongly advised to have completed Mathematics 302 or 392.	Sem 2	MA397
Nonlinear Analysis (Advanced)	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 391.	Sem 2	MA398
Lebesgue Integration and Fourier Analysis (Advanced)	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 391 and 297.	Sem 2	MA399
Differential Analysis (Advanced)	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced)	MA381 is not offered every year Students are strongly advised to have completed Mathematics 39 and 291.	Sem 2	MA381
Combinatorics (Advanced)	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced) or Applied Mathematics 2 or Applied Mathematics 2 (Advanced)		Sem 2	MA382

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
Computational Algebra (Advanced)	Senior	4	16 units of 200-level Mathematics Pure Mathematics 2 or Pure Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 392 or 302.	Sem 2	MA383
Fluid Dynamics (Advanced)	Senior	4	16 units of 200-level Mathematics including Mathematics 295 or Credit in Mathematics 205, Applied Mathematics 2 or Applied Mathematics 2 (Advanced)	Students are strongly advised to have completed Mathematics 296.	Sem 1	MA384
Mathematical Methods (Advanced)	Senior	4	16 units of 200-level Mathematics including Mathematics 295 or Credit in Mathematics 205, Applied Mathematics 2 or Applied Mathematics 2 2 (Advanced)		Sem 1	MA385
Mathematical Computing II (Advanced)	Senior	4	Mathematics 312		Sem 2	MA386
Hamiltonian Dynamics (Advanced)	Senior	4	16 units of 200-level Mathematics including Mathematics 294, Applied Mathematics 2 (Advanced) or Credit result in Applied Mathematics 2		Sem 2	MA387
Medieval Studies						
Medieval Studies 201	Senior	8	18 Junior units from no more than two subject areas in Part A of this Table	*Intending students should seek advice from the coordinator of Medieval Studies.*	Year	ME201
Medieval Studies 202	Senior	8	Corequisite 8 Senior units of Medieval Studies		Year	ME202
Medieval Studies 203	Senior	8	Corequisite 16 Senior units of Medieval Studies	*Students must arrange their courses with the coordinator of Medieval Studies.*	Year	ME203
Medieval Studies 204	Senior	8	Corequisite 24 Senior units of Medieval Studies	*Students may take no more than 64 Senior units in a subject area.*	Year	ME204
Medieval Studies 205	Senior	8	Corequisite 32 Senior units of Medieval Studies		Year	ME205
Medieval Studies 206	Senior	8	Corequisite 40 Senior units of Medieval Studies	*Students who enrolled in Medieval*	Year	ME206
Medieval Studies 207	Senior	8	Corequisite 48 Senior units of Medieval Studies	*Studies before 1997 may be permitted*	Year	ME207
Medieval Studies 208	Senior	8	Corequisite 56 Senior units of Medieval Studies	*to complete up to 80 Senior units in*	Year	ME208
Medieval Studies 290	Senior	8	Credit average in 18 Junior units from no more than two subject areas in Part A of this Table Corequisite 8 Senior units of Medieval Studies	*the subject area until 1998. These students should apply to the Faculty Office when re-enrolling.*	Year	ME290
Medieval Studies 291	Senior	8	Corequisite Medieval Studies 290		Year	ME291
Medieval Studies 292	Senior	8	Corequisite Medieval Studies 291		Year	ME292
Medieval Studies 293	Senior	8	Corequisite Medieval Studies 292		Year	ME293
Medieval Studies IV Honours			48 Senior units of Medieval Studies including 16 units from 290, 291, 292 and 293		Year	ME4
Music						
Music 101	Junior	6			Year	MU101

Music 102	Junior	6	HSC Music 3-unit or 2-unit Related (Board of Studies), 3-unit (AMEB), or equivalent determined by the Department		Year	MU102
Music 103	Junior	6		May not be taken by students who are eligible to take Music 102	Year	MU103
Music 105	Junior	6	Departmental audition for the Sydney University Symphony Orchestra, the Pro Musica Choir or the Gamelan		Year	MU105
Music 201	Senior	8	Music 101 and *either* Music 102 *or* Music 103		Year	MU201
Music 202	Senior	8	Corequisite Music 201		Year	MU202
Music 203	Senior	8	Corequisite Music 202	*Students may take no more than 64 Senior units in a subject area.*	Year	MU203
Music 204	Senior	8	Corequisite Music 203		Year	MU204
Music 290	Senior	16	Credit result in Music 101 and in *either* Music 102 *or* 103 Corequisite Music 201 and 202		Year	MU290
Music 301	Senior	8	Music 201 and 202		Year	MU301
Music 302	Senior	8	Corequisite Music 301		Year	MU302
Music 303	Senior	8	Corequisite Music 302		Year	MU303
Music 304	Senior	8	Corequisite Music 303		Year	MU304
Music 390	Senior	16	Credit results in Music 290, 201 and 202 Corequisite Music 301 and 302	May not be taken with Music 303	Year	MU390
Music IV Honours			Credit results in Music 301, 302 and 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	MU4
Performance Studies						
Performance Studies 201	Senior	16	18 Junior units in no more than two subject areas including at least 12 units from Part A		Year	PS201
Performance Studies 301	Senior	8	Performance Studies 201		Sem 1	PS301
Performance Studies 302	Senior	8	Performance Studies 201		Sem 2	PS302
Performance Studies 303	Senior	8	Performance Studies 201		Sem 1/Sem 2	PS303
Performance Studies 390	Senior	8	Credit result in Performance Studies 201 Corequisite Performance Studies 301 & 302		Year	PS390
Performance Studies IV Honours			Credit results in Performance Studies 301, 302 and 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	PS4
Philosophy						
Philosophy 101	Junior	6			Sem 1	P101
Philosophy 102	Junior	6	Corequisite Philosophy 101		Sem 2	P102
Philosophy 103	Junior	6	Corequisite Philosophy 102		Sem 2	P103
Philosophy 201	Senior	8	Philosophy 101 and 102	*Students completing a major in Philosophy are advised to take at least 16 units at 300 level.*	Year	P201

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
Philosophy 202	Senior	8	Corequisite 8 Senior units of Philosophy	*Students intending to proceed to Fourth Year Honours should consult the School about the options required for Honours.*	Year	P202
Philosophy 203	Senior	8	Corequisite 16 Senior units of Philosophy		Year	P203
Philosophy 204	Senior	8	Corequisite 24 Senior units of Philosophy		Year	P204
Philosophy 301	Senior	8	16 Senior units of Philosophy		Year	P301
Philosophy 302	Senior	8	Corequisite Philosophy 301		Year	P302
Philosophy 303	Senior	8	Corequisite Philosophy 302		Year	P303
Philosophy 304	Senior	8	Corequisite Philosophy 303		Year	P304
Philosophy IV G Honours *or* Philosophy IV T Honours			48 Senior units of Philosophy including options specified by the School for Honours students with Credit average in 300-level courses	*Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.*	Year	P4G *or* P4T
Psychology						
Psychology 101F	Junior	6		*From 1998 Psychology may no longer be available as a major in the BA. However, all of these courses will continue to be available in the BA. They will be listed in Part B of this Table.*	Sem 1	PY101
Psychology 102S	Junior	6	Corequisite Psychology 101F		Sem 2	PY102
Psychology 201F	Senior	8	Psychology 101F &102S		Sem 1	PY201
Psychology 202S	Senior	8	Corequisite Psychology 201F		Sem 2	PY202
Psychology 301F	Senior	12	Psychology 202S		Sem 1	PY301
Psychology 302S	Senior	12	Psychology 202S.		Sem 2	PY302
Psychology IV Honours			Credit average in Psychology 201F, 202S, 301F and 302S and specified options in Psychology 301F and 302S	*Entry to the Honours year is restricted by quota. Application for entry must be made by pre-enrolment. Applicants will be selected on the basis of academic merit.*	Year	PY4
Religious Studies						
Religious Studies 101	Junior	6			Sem 1	R101
Religious Studies 102	Junior	6			Sem 2	R102
Religious Studies 103	Junior	6	Corequisite Religious Studies 101 and 102		Sem 2	R103
Religious Studies 201	Senior	8	12 Junior units of Religious Studies, Biblical Studies, Arab and Islamic Culture, Greek B (NT), or Jewish Civilisation Thought and Culture		Sem 1/Sem 2	R201
Religious Studies 202	Senior	8	Corequisite 8 Senior units of Religious Studies	*Students may take no more than 64 Senior units in a subject area.*	Sem 1/Sem 2	R202
Religious Studies 203	Senior	8	Corequisite 16 Senior units of Religious Studies		Sem 1/Sem 2	R203
Religious Studies 204	Senior	8	Corequisite 24 Senior units of Religious Studies		Sem 1/Sem 2	R204
Religious Studies 205	Senior	8	Corequisite 32 Senior units of Religious Studies		Sem 1/Sem 2	R205
Religious Studies 206	Senior	8	Corequisite 40 Senior units of Religious Studies		Sem 1/Sem 2	R206
Religious Studies 207	Senior	8	Corequisite 48 Senior units of Religious Studies		Sem 1/Sem 2	R207
Religious Studies 208	Senior	8	Corequisite 56 Senior units of Religious Studies		Sem 1/Sem 2	R208

Religious Studies 290	Senior	8	Credit results in Religious Studies 101 and 102 *or* Biblical Studies 101 *or* Arab and Islamic Culture 101 *or* Greek B(NT) 101 *or* Jewish Civilisation Thought and Culture 101 Corequisite Religious Studies 201 and 202		Year	R290
Religious Studies 390	Senior	8	Credit results in 24 Senior units of Religious Studies including 290 Corequisite a further 16 Senior units of Religious Studies		Year	R390
Religious Studies IV Honours			Credit results in 24 Senior units of Religious Studies including 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	R4
Semiotics						
Semiotics 301	Senior	16	32 Senior units	Students should consult with the Course Coordinator about their choice of options.	Year	S301
Semiotics 303	Senior	8	Corequisite Semiotics 301		Year	S303
Semiotics 390	Senior	8	Credit results in at least 16 Senior units Corequisite Semiotics 301		Year	S390
Semiotics IV Honours			Credit results in Semiotics 301 and 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	S4
Social Anthropology						
Social Anthropology 101	Junior	12			Year	SA101
Social Anthropology 201	Senior	8	Social Anthropology 101	*Students wishing to major in Social Anthropology must complete Social Anthropology 210.*	Sem 1/Sem 2	SA201
Social Anthropology 202	Senior	8	Corequisite 8 Senior units of Social Anthropology	*Students intending to proceed to Honours should check the entry requirements.*	Sem 1/Sem 2	SA202
Social Anthropology 203	Senior	8	Corequisite 16 Senior units of Social Anthroplogy		Sem 1/Sem 2	SA203
Social Anthropology 204	Senior	8	Corequisite 24 Senior units of Social Anthroplogy including Social Anthropology 210		Sem 1/Sem 2	SA204
Social Anthropology 205	Senior	8	Corequisite 32 Senior units of Social Anthroplogy including Social Anthropology 210		Sem 1/Sem 2	SA205
Social Anthropology 206	Senior	8	Corequisite 40 Senior units of Social Anthroplogy including Social Anthropology 210	*Students may take no more than 64 Senior units in a subject area.*	Sem 1/Sem 2	SA206
Social Anthropology 207	Senior	8	Corequisite 48 Senior units of Social Anthroplogy including Social Anthropology 210		Sem 1/Sem 2	SA207
Social Anthropology 210	Senior	8	201 or Credit result in Social Anthropology 101		Sem 1/Sem 2	SA210
Social Anthropology 211	Senior	8	Corequisite Social Anthropology 210		Sem 1/Sem 2	SA211
Social Anthropology 390	Senior	8	Credit results in Social Anthropology 101 or 103 and in Social Anthropology 210		Sem 1/Sem 2	SA390

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
Social Anthropology 391	Senior	8	Corequisite Social Anthropology 390		Sem 1/Sem 2	SA391
Social Anthropology IV Honours			Credit results in 48 Senior units of Social Anthropology including 210, 211, 390 and 391	*Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.*	Year	SA4
Social Policy and Administration						
Social Policy and Administration 301	Senior	16	Sociology 201 and 202	*Sociology 101, Sociology 201 and 202 and Social Policy and Administration 301 comprise a major for the degree.*	Year	ST301
Sociology						
Sociology 101	Junior	12		*Entry to this course is restricted by quota.*	Year	SO101
Sociology 201	Senior	8	Sociology 101		Sem 1	SO201
Sociology 202	Senior	8	Corequisite Sociology 201		Sem 2	SO202
Sociology 290	Senior	8	Credit result in Sociology 101 Corequisite Sociology 201		Year	SO290
Sociology 301	Senior	8	Sociology 201 and 202		Sem 1	SO301
Sociology 302	Senior	8	Corequisite Sociology 301		Sem 2	SO302
Sociology 303	Senior	8	Corequisite Sociology 302		Sem 1/Sem 2	SO303
Sociology 390	Senior	8	Credit average in Sociology 201 and 202 Corequisite Sociology 301 and 302		Sem 1	SO390
Sociology 391	Senior	8	Corequisite Sociology 390		Sem 2	SO391
Sociology IV Honours			Credit average in 56 Senior units of Sociology including 290, 390 and 391		Year	SO4
Thai						
Thai B 101	Junior	6			Sem 1	T101B
Thai B 102	Junior	6	Corequisite Thai B 101		Sem 2	T102B
Thai B 103	Junior	6			Year	T103B
Thai B 201	Senior	8	Thai B 101, 102 and 103		Sem 1	T201B
Thai B 202	Senior	8	Corequisite Thai B 201		Sem 2	T202B
Thai B 301	Senior	8	Thai B 201 and 202		Sem 1	T301B
Thai B 302	Senior	8	Corequisite Thai B 301		Sem 2	T302B
Women's Studies						
Women's Studies 201	Senior	8	18 Junior units from no more than two subject areas	*Students may take no more than 64 Senior units in a subject area.*	Sem 1	W201
Women's Studies 202	Senior	8	Corequisite 8 Senior units of Women's Studies		Sem 1/Sem 2	W202
Women's Studies 203	Senior	8	Corequisite 16 Senior units of Women's Studies		Sem 1/Sem 2	W203
Women's Studies 204	Senior	8	Corequisite 24 Senior units of Women's Studies		Sem 1/Sem 2	W204

Women's Studies 207	Senior	16	As for Women's Studies 201	May not be taken with Women's Studies 201 or 202	Year	W207
Women's Studies 290	Senior	8	Credit results in 12 Junior units in one subject area Corequisite *either* Women's Studies 201 and 202 *or* 207		Sem 1/Sem 2	W290
Women's Studies 301	Senior	8	16 Senior units of Women's Studies		Sem 1	W301
Women's Studies 302	Senior	8	Corequisite Women's Studies 301		Sem 1/Sem 2	W302
Women's Studies 303	Senior	8	Corequisite Women's Studies 302		Sem 1/Sem 2	W303
Women's Studies 304	Senior	8	Corequisite Women's Studies 303		Sem 1/Sem 2	W304
Women's Studies 307	Senior	16	As for Women's Studies 301	May not be taken with Women's Studies 301 or 302	Year	W307
Women's Studies 390	Senior	8	Credit results in 16 Senior units of Women's Studies Corequisites Women's Studies 290 and *either* 301 and 302 *or* 307		Sem 2	W390
Women's Studies IV Honours			Credit results in Women's Studies 201, 202 (or 207) and 290, 301, 302 (or 307) and 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	W4

Part B

Subject Area	Level	Unit Value	Entry Requirement	Notes	Availability in 1997	Course Code
Biblical Studies						
Biblical Studies 101	Junior	12			Year	BS101
Biblical Studies 201	Senior	8	Biblical Studies 101		Sem 1	BS201
Biblical Studies 202	Senior	8	Corequisite Biblical Studies 201		Sem 2	BS202
Biology						
101 Concepts in Biology	Junior	6		Assumed knowledge: Biology section of the HSC 3-unit Science course.	Sem 1	B101
102 Living Systems	Junior	6	Biology 101		Sem 2	B102
103 Human Biology	Junior	6	Biology 101		Sem 2	B103
201 Animals A	Senior	8	Biology 101 and 102 and 12 Junior units of Chemistry	*Students may take no more than 64 Senior units in a subject area.*	Sem 1	B201
202 Animals B	Senior	8	Biology 201		Sem 2	B202
203 Plant Anatomy and Physiology	Senior	8	Biology 101 and 102		Sem 1	B203
204 Plant Ecology and Diversity	Senior	8	Biology 101 and 102		Sem 2	B204
205 Molecular and General Genetics	Senior	8	12 Junior units of Biology and 12 Junior units of Chemistry		Sem 2	B205
206 Cell Biology	Senior	8	12 Junior units of Biology and 12 Junior units of Chemistry		Sem 1	B206
211 Animals A — Theory	Senior	4	Biology 101 and 102	Does not lead on to 300-level.	Sem 1	B211
212 Animals B — Theory	Senior	4	Biology 201 or 211	Does not lead on to 300-level.	Sem 2	B212
215 Molecular and General Genetics — Theory	Senior	4	12 Junior units of Biology and 12 Junior units of Chemistry	Does not lead on to 300-level.	Sem 2	B215
216 Cell Biology — Theory	Senior	4	12 Junior units of Biology and 12 Junior units of Chemistry	Does not lead on to 300-level.	Sem 1	B216
311 Ecophysiology	Senior	12	Biology 201 and 202 *or* 16 Senior units of Biology including Biology 203 or 206	*Modules have specific qualifying courses; consult Science Handbook and the School for details.*	Sem 1	B311
312 Evolution and Diversity of the Australian Biota	Senior	12	Biology 201 and 202 *or* Biology 203 and 204 *or* 16 Senior units of Biology including Biology 203		Sem 1	B312
313 Molecular Genetics and Recombinant DNA Technology	Senior	12	16 Senior units of Biology including Biology 205		Sem 1	B313
321 Cellular and Systems Physiology	Senior	12	Biology 201 and 202 *or* 16 Senior units of Biology including Biology 203 or 206		Sem 2	B321
322 Ecology	Senior	12	Biology 201 and 202 *or* 16 Senior units of Biology including Biology 204		Sem 2	B322
323 Eukaryotic Genetics and Development	Senior	12	16 Senior units of Biology including Biology 205		Sem 2	B323

Chemistry						
Chemistry 111	Junior	6		Assumed knowledge HSC Chemistry 2-unit (or equivalent) and Mathematics 2-unit. *Students may take either Chemistry 111 or Chemistry 191.*	Sem 1	CM111
Chemistry 112	Junior	6	Corequisite Chemistry 111		Sem 2	CM112
Chemistry 191	Junior	6	Minimum TER 88. Mark of at least 75 in HSC Chemistry (or equivalent)	As for Chemistry 111.	Sem 1	CM191
Chemistry 192	Junior	6	Corequisite Chemistry 191 or Distinction grade in Chemistry 111		Sem 2	CM192
201F Chemistry 2 (Life Sciences)	Senior	8	Chemistry 112, 192 or 194 and 12 Junior units of Mathematics	May not be counted with Chemistry 211, 221, 231, 252 or 291. *Students may take no more than 64 Senior units in a subject area.*	Sem 1	CM201
211F Chemistry 2 (Environmental)	Senior	8	Chemistry 112, 192 or 194 and 12 Junior units of Mathematics	May not be counted with Chemistry 201, 221, 231, 252 or 291.	Sem 1	CM211
221F Chemistry 2 (Materials)	Senior	8	Chemistry 112, 192 or 194 and 12 Junior units of Mathematics	May not be counted with Chemistry 201, 211, 231, 252 or 291.	Sem 1	CM221
222S Chemistry 2 (Principles)	Senior	8	Chemistry 201, 211, 221 or 231	May not be counted with Chemistry 232, 252 or 292.	Sem 2	CM222
231F Chemistry 2A	Senior	8	Chemistry 112, 192 or 194 and 12 Junior units of Mathematics	May not be counted with Chemistry 201, 211, 221 or 291.	Sem 1	CM231
232S Chemistry 2B	Senior	8	Chemistry 231, 201, 211 or 221	May not be counted with Chemistry 222, 252 or 292.	Sem 2	CM232
252S Chemistry 2 (Forensic)	Senior	8	Chemistry 112, 192 or 194	May not be counted with Chemistry 201, 211, 221, 231 or 291.	Sem 2	CM252
291F Chemistry 2 (Advanced) A	Senior	8	Distinction average in Chemistry 111 or 191 or 193 *and* in 112 or 192 or 194; 12 Junior units of Mathematics	May not be counted with Chemistry 201, 211, 221, 231 or 252. Entry is by invitation.	Sem 1	CM291
292S Chemistry 2 (Advanced) B	Senior	8	Chemistry 291	May not be counted with Chemistry 222, 232 or 252.	Sem 2	CM292
311F Chemistry 3A	Senior	12	Chemistry 222, 232 or 292	May not be counted with Chemistry 391.	Sem 1	CM311
312S Chemistry 3B	Senior	12	Chemistry 311	May not be counted with Chemistry 392.	Sem 2	CM312
391F Chemistry 3 (Advanced) A	Senior	12	Distinction average in Chemistry 201 or 211 or 221 or 231 or 291 *and* in Chemistry 222 or 232 or 292	May not be counted with Chemistry 311. The number of places in this course is limited and entry is by invitation.	Sem 1	CM391
392S Chemistry 3 (Advanced) B	Senior	12	Chemistry 391	May not be counted with Chemistry 312.	Sem 2	CM392
Computer Science						
COMP 100S Information Technology Tools	Junior	6		Assumed knowedge 3-unit HSC Mathematics *Students may take no more than 18 Junior units in a subject area.*	Sem 2	CS 100

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
COMP 101F Intro. Programming	Junior	6		May not be counted with COMP 191F	Sem 1	CS 101
COMP 191F Intro. Programming (Advanced)	Junior	6	Permission of the Head of Department	Assumed knowledge 3-unit HSC May not be counted with COMP 101F	Sem 1	CS 191
COMP 102S Intro. Computer Science	Junior	6	Corequisite COMP 101 or COMP 191	May not be counted with COMP 192S	Sem 2	CS 102
COMP 192S Intro Computer Science (Advanced)	Junior	6	Corequisite COMP 191 or COMP 101 (with sufficient merit)	May not be counted with COMP 102S *Students may taken no more than 64 Senior units in a subject area.*	Sem 2	CS192
COMP 201F Computer Systems	Senior	4	COMP 102 or COMP 192	May not be counted with COMP 291F	Sem 1	CS 201
COMP 291F Computer Systems (Advanced)	Senior	4	COMP 192 or Credit result in COMP 102	May not be counted with COMP 201F	Sem 1	CS291
COMP 202F Design and Data Structures	Senior	4	COMP 102 or COMP 192	May not be counted with COMP 292F	Sem 1	CS 202
COMP 292F Design and Data Structures (Advanced)	Senior	4	COMP 192 or Credit result in COMP 102	May not be counted with COMP 202F	Sem 1	CS 292
COMP 203S Languages and Logic	Senior	4	COMP 102 or COMP 192 Corequisite COMP 202 or COMP 292 and Discrete Mathematics (Mathematics 103 or 104 or Mathematics 193 or 194)	May not be counted with COMP 293S	Sem 2	CS203
COMP 293S Languages and Logic (Advanced)	Senior	4	COMP 102 or COMP 192 Corequisite COMP 292 or Credit result in COMP 202 and Discrete Mathematics (Mathematics 103 or 104 or Mathematics 193 or 194)	May not be counted with COMP 203S	Sem 2	CS 293
COMP 204S Programming Practice	Senior	4	COMP 102 or COMP 192 Corequisite COMP 202 or COMP 292	May not be counted with COMP 294S	Sem 2	CS204
COMP 294S Programming Practice (Advanced)	Senior	4	COMP 102 or COMP 192 Corequisite COMP 292 or Credit result in COMP 202	May not be counted with COMP 204S	Sem 2	CS 294
COMP 301F Algorithms	Senior	4	COMP 202 or COMP 292 andDiscrete Mathematics (Mathematics 103 or 104 or Mathematics 193 or 194)		Sem 1	CS 301
COMP 302F Artificial Intelligence	Senior	4	COMP 202 or COMP 292, and COMP 203 or COMP 293, and COMP 204 or COMP 294, and 8 Senior units of Mathematical Statistics		Sem 1	CS 302
COMP 303S Computer Architecture	Senior	4	COMP 201 or COMP 291, and COMP 203 or COMP 293, and COMP 204 or COMP 294		Sem 2	CS303
COMP 304S Computer Graphics	Senior	4	COMP 202 or COMP 292, and COMP 204 or COMP 294, and Linear Algebra (Mathematics 101 or 191), and 8 Senior units of Mathematical Statistics		Sem 2	CS304
COMP 305S Database Systems	Senior	4	COMP 202 or COMP 292		Sem 2	CS 305

COMP 306F Logic Programming	Senior	4	COMP 202 or COMP 292, and COMP 203 or COMP 293, and 8 Senior units of Mathematical Statistics		Sem 1	CS306
COMP 307F Networked Systems	Senior	4	COMP 201 or COMP 291, and COMP 202 or COMP 292, and COMP 204 or COMP 294		Sem 1	CS307
COMP 308F Object-Oriented Systems	Senior	4	COMP 202 or COMP 292, andCOMP 204 or COMP 294		Sem 1	CS 308
COMP 309F Operating Systems	Senior	4	COMP 201 or COMP 291, andCOMP 202 or COMP 292, and COMP 204 or COMP 294		Sem 1	CS 309
COMP 310F Software Engineering	Senior	4	COMP 202 or COMP 292, and COMP 204 or COMP 294		Sem 1	CS310
COMP 311S Theory of Computation	Senior	4	COMP 203 or COMP 293, and 8 Senior units of Mathematical Statistics		Sem 2	C311
COMP 312S User Interfaces	Senior	4	COMP 202 or COMP 292, and COMP 203 or COMP 293, and COMP 204 or COMP 294		Sem 2	C312
COMP 321S Algorithmic Systems Project	Senior	4	COMP 301		Sem 2	CS321
COMP 322S Computer Systems Project	Senior	4	COMP 309		Sem 2	CS 322
COMP 323S Intelligence Systems Project	Senior	4	COMP 302		Sem 2	CS 323
COMP 324S Large-Scale Software Project	Senior	4	COMP 310		Sem 2	CS 324
COMP 325S Product Development Project	Senior	4	COMP 308		Sem 2	CS 325
Computer Science IV Honours	Senior	48	Requires permission by the Head of Department	*Application for entry must be made by pre-enrolment.*	Year	CS4
Economic History						
Economic History 101	Junior	6			Sem 1	EH101
Economic History 102	Junior	6	Corequisite Economic History 101		Sem 2	EH102
Economic History 201	Senior	8	Economic History 101 and 102 or 12 Junior units of History or Ancient History 101		Sem 1/Sem 2	EH201
Economic History 202	Senior	8	Corequisite Economic History 201		Sem 1/Sem 2	EH202
Economic History 290	Senior	8	Credit result in Economic History 101 Corequisite Economic History 201 and 202		Year	EH290
Economic History 301	Senior	8	Economic History 201 and 202		Sem 1/Sem 2	EH301
Economic History 302	Senior	8	Corequisite Economic History 301		Sem 1/Sem 2	EH302
Economic History 303	Senior	8	Corequisite Economic History 302		Sem 1/Sem 2	EH303
Economic History 304	Senior	8	Corequisite Economic History 303		Sem 1/Sem 2	EH304
Economic History 390	Senior	8	Credit results in Economic History 201, 202 and 290 Corequisite Economic History 301 and 302		Year	EH390
Economic History IV Honours			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.*	Year	EH4
Economics						
Economics 101	Junior	12		Assumed knowledge of HSC Mathematics 2-unit.	Year	EC101

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
The Australian Economy 101	Junior	12		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).	Year	AE101
Economics 201	Senior	8	Either Economics 101 or Economics 101 (Social Sciences) together with a satisfactory performance in a crossover examination		Year	EC201
Economics 202	Senior	8	Corequisite Economics 201		Year	EC202
Economics 290	Senior	8	Credit result in *either* Economics 101 *or* Economics 101 (Social Sciences) together with a satisfactory performance in a crossover examination Corequisite General Statistical Methods 101 or Mathematics (Life Sciences) 101 or equivalent course in Mathematics approved by the department	May not be taken with Economics 201. *Students may take no more than 64 Senior units in a subject area.*	Year	EC290
Economics 291	Senior	8	Corequisite Economics 290	*Students intending to proceed to Fourth Year Honours must complete Economics 290, 291, 292, 301, 390, 391 and 392.*	Year	EC291
Economics 292	Senior	8	Corequisite Economics 291		Year	EC292
Economics 301	Senior	8	Economics 201 and 202 or Economics 290, 291 and 292		Year	EC301
Economics 302	Senior	8	Corequisite Economics 301		Year	EC302
Economics 303	Senior	8	Corequisite Economics 302		Year	EC303
Economics 304	Senior	8	Corequisite Economics 303		Year	EC304
Economics 390	Senior	8	Credit results in Economics 290, 291 and 292 Corequisite Economics 301		Year	EC390
Economics 391	Senior	8	Corequisite Economics 390		Year	EC391
Economics 392	Senior	8	Corequisite Economics 391		Year	EC392
Economics IV Honours			Credit results in Economics 301, 390, 391 and 392	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	EC4
Economics (Social Sciences)						
Economics (Social Sciences) 101	Junior	12		May not be counted with Economics 101.	Year	EP101
Economics (P) 201	Senior	8	*Either* Economics 101 (Social Sciences) *or* Economics 101 together with a satisfactory performance in a crossover examination		Year	EP201
Economics (P) 202	Senior	8	Corequisite Economics (P) 201		Year	EP202

Economics (P) 290	Senior	8	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		Year	EP290
Economics (P) 301	Senior	8	Economics (P) 201 and (P) 202		Year	EP301
Economics (P) 302	Senior	8	Corequisites Economics (P) 301		Year	EP302
Economics (P) 303	Senior	8	Corequisite Economics (P) 302 and (P) 304		Year	EP303
Economics (P) 304	Senior	8	Corequisite Economics (P) 303		Year	EP304
Economics (P) 390	Senior	8	Credit results in Economics (P) courses 201, 202 and 290 Corequisite Economics (P) 301 and (P) 302		Year	EP390
Economics (Social Sciences) IV Honours			Credit results in Economics (P) 301, 302 and 390		Year	EP4
Education						
Education 201	Senior	8	12 Junior units of one of Philosophy, Psychology, Social Anthropology, Sociology, History, Ancient History or Archaeology (Prehistoric and Historical)		Sem 1	ED201
Education 202	Senior	8	As for Education 201		Sem 2	ED202
Education 290	Senior	8	Credit result in the entry requirement for Education 201 Corequisite Education 201 and 202		Year	ED290
Education 301	Senior	8	Education 201 and 202		Sem 1	ED301
Education 302	Senior	8	As for Education 301		Sem 2	ED302
Education 390	Senior	8	Credit results in Education 201, 202 and 290 Corequisite Education 301 and 302		Year	ED390
Education IV Honours (Social and Policy Studies)			Credit results in 48 Senior units of Education including Education 290 and 390	*Entry to the Honours year may be restricted by quota.* *Application for entry must be made by pre-enrolment.*	Year	ED4SP
Education IV Honours (Psychology, Measurement and Technology)			Credit results in 48 Senior units of Education including Education 290 and 390		Year	ED4PM
European Studies						
European Studies 201	Senior	8	18 Junior units in no more than two subject areas		Sem 1	ES201
European Studies 202	Senior	8	Corequisite European Studies 201		Sem 2	ES202
Geology						
Geology 101F	Junior	6			Sem 1	GL101
Geology 102S	Junior	6			Sem 2	GL102
Geology 201F	Senior	8	Geology 102S		Sem 1	GL201
Geology 202S	Senior	4	Corequisite Geology 201F		Sem 2	GL202
Geology 203S	Senior	4	6 Junior units of Geology		Sem 2	GL203
Geology 204F	Senior	4	As for 203S		Sem 1	GL204
Geology 205S	Senior	4	Corequisite Geology 204F		Sem 2	GL205
Geology 301F	Senior	12	Geology 202S		Sem 1	GL301
Geology 302S	Senior	12	Corequisite Geology 301F		Sem 2	GL302

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
Hindi and Urdu						
Hindi and Urdu B 101	Junior	12			Year	IS101
History and Philosophy of Science						
History and Philosophy of Science 201	Senior	8	18 Junior units from no more than two subject areas		Sem 1/Sem 2	HP201
History and Philosophy of Science 202	Senior	8	As for History and Philosophy of Science 201		Sem 1/Sem 2	HP202
History and Philosophy of Science 301	Senior	8	History and Philosophy of Science 201 and 202		Sem 1	HP301
History and Philosophy of Science 302	Senior	8	History and Philosophy of Science 201 and 202	*Students may take no more than 24 units at 300 level.*	Year	HP302
History and Philosophy of Science 303	Senior	8	History and Philosophy of Science 201 and 202	Suggested coenrolment: History and Philosophy of Science 301 or 302.	Year	HP303
History and Philosophy of Science 304	Senior	8	History and Philosophy of Science 201 and 202	Suggested coenrolment: History and Philosophy of Science 301 or 302.	Year	HP304
History and Philosophy of Science IV Honours			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			
History of the Built Environment						
History of the Built Environment 201	Senior	8	18 Junior units from no more than two subject areas	*Students are advised to consult the Department of Architecture about these courses.*	Sem 1	HB201
History of the Built Environment 202	Senior	8	As for History of the Built Environment 201		Sem 2	HB202
Industrial Relations						
Industrial Relations 101	Junior	6		*Entry to this course may be restricted by quota. New students will be able to nominate alternative courses when they enrol.*	Sem 1	IR101
Industrial Relations 102	Junior	6	Corequisite Industrial Relations 101		Sem 2	IR102
Industrial Relations 201	Senior	8	Industrial Relations 101 and 102		Sem 1/Sem 2	IR201
Industrial Relations 202	Senior	8	Corequisite Industrial Relations 201		Sem 1/Sem 2	IR202
Industrial Relations 203	Senior	8	16 Senior units of Industrial Relations		Sem 1/Sem 2	IR203
Industrial Relations 204	Senior	8	Corequisite Industrial Relations 203		Sem 1/Sem 2	IR204
Industrial Relations 290	Senior	8	Credit results in Industrial Relations 101 and 102 Corequisites Industrial Relations 201 and 202		Year	IR290
Industrial Relations 390	Senior	8	Credit results in 201, 202 and 290		Year	IR390

Industrial Relations IV Honours			Credit results in 48 Senior units of Industrial Relations including 290 and 390	*Entry to the Honours year may be restricted by quota. Application for entry must be made by pre-enrolment.*	Year	IR4
Law						
Legal Institutions I	Junior	6		*Law subjects are available only to candidates in the combined Arts/Law degree.*	Sem 1	LA1
Legal Institutions II	Junior	6	Corequisite Legal Institutions I		Sem 2	LA2
Legal Research and Writing	Junior	0	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.	*All variations of enrolment in Law subjects require the permission of the Faculty of Law.*	Year	LA1
Torts	Senior	8	Legal Institutions I and II	*The Dean of the Faculty of Law may, in special cases, permit students to enrol in Senior Law courses concurrently with Legal Institutions.*	Sem 1/Sem 2	LA2T
Constitutional Law	Senior	8	Legal Institutions I and II		Sem 1/Sem 2	LA2C
Criminal Law	Senior	8	Legal Institutions I and II	Criminal Law may be taken in second or third year.	Sem 1/Sem 2	LA2CR
Contracts	Senior	8	Torts and Constitutional Law		Sem 1/Sem 2	LA3C
Administrative Law	Senior	8	Torts and Constitutional Law		Sem 1/Sem 2	LA3A
Physics						
Physics 101F Regular	Junior	6		Assumed knowledge: HSC Physics or HSC 4-unit Science May not be counted with Physics 102 or 191 Recommended concurrent course: Mathematics 101 or 191	Sem 1	PC101
Physics 102F Fundamentals	Junior	6		No previous Physics assumed May not be counted with Physics 101 or 191 Recommended concurrent course: Mathematics 101 or 191	Sem 1	PC102
Physics 103S Technological	Junior	6	Corequisite Physics 101 or 102 or 191	May not be counted with Physics 104 or 192 Recommended concurrent course: Mathematics 102 or 192 *Students may take no more than 18 Junior units in a subject area.*	Sem 2	PC103
Physics 104S Environmental and Life Sciences	Junior	6	Corequisite Physics 101 or 102 or 191	May not be counted with Physics 103 or 192 Recommended concurrent course: Mathematics 102 or 192	Sem 2	PC104
Physics 191F Advanced A	Junior	6	TER at least that for acceptance to BSc (Advanced) degree program or at least 90 in HSC 2-unit Physics or at least 180 in HSC 4-unit Physics	May not be counted with Physics 101 or 102 Recommended concurrent course: Mathematics 101 or 191	Sem 1	PC191

Subject Area	Level	Unit value	Entry requirement	Notes	Availability in 1997	Course code
Physics 192S Advanced B	Junior	6	Corequisite Physics 191 or Distinction or better in Physics 101 or 102	May not be counted with Physics 103 or 104 Recommended concurrent course: Mathematics 102 or 192	Sem 2	PC192
Physics 201F Technological A	Senior	8	Physics 103, 104 or 192 and 12 units of Junior Mathematics other than Mathematics 111 and 112, or Credit result in Mathematics 111 and 112	*Students may take no more than 64 Senior units in a subject area.* May not be counted with Physics 211, 213 or 291	Sem 1	PC201
Physics 202S Technological B	Senior	8	Physics 103, 104 or 192 and 12 units of Junior Mathematics other than Mathematics 111 and 112, or Credit result in Mathematics 111 and 112	May not be counted with Physics 212 or 214 or 292	Sem 2	PC202
Physics 211F Environmental A	Senior	8	Physics 103, 104 or 192 and 12 units of Junior Mathematics other than Mathematics 111 and 112, or Credit result in Mathematics 111 and 112	May not be counted with Physics 201 or 213 or 291	Sem 1	PC211
Physics 212S Environmental B	Senior	8	Physics 103, 104 or 192 and 12 units of Junior Mathematics other than Mathematics 111 and 112, or Credit result in Mathematics 111 and 112	May not be counted with Physics 202 or 214 or 292	Sem 2	PC212
Physics 213F Introduction to Environmental Physics	Senior	4	Physics 103, 104 or 192 and 12 units of Junior Mathematics other than Mathematics 111 and 112, or Credit result in Mathematics 111 and 112	May not be counted with Physics 201 or 211 or 291	Sem 1	PC213
Physics 214S Applications of Environmental Physics	Senior	4	Physics 103, 104 or 192 and 12 units of Junior Mathematics other than Mathematics 111 and 112, or Credit result in Mathematics 111 and 112	May not be counted with Physics 202 or 212 or 292	Sem 2	PC214
Physics 291 F Advanced A	Senior	8	Physics 192 or Credit result in Physics 103 or 104 and 12 units of Junior Mathematics other than Mathematics 111 and 112, or Credit result in Mathematics 111 and 112	May not be counted with Physics 201 or 211 or 213	Sem 1	PC291
Physics 292S Advanced B	Senior	8	Physics 192 or Credit result in Physics 103 or 104 or 201 or 211 and 12 units of Junior Mathematics other than Mathematics 111 and 112, or Credit result in Mathematics 111 and 112	May not be counted with Physics 202, 212 or 214	Sem 2	PC292
Physics 301F Technological A	Senior	12	16 Senior units of Physics 8 Senior units of Mathematics	May not be counted with Physics 391	Sem 1	PC301
Physics 302S Technological B	Senior	12	16 Senior units of Physics 8 Senior units of Mathematics	May not be counted with Physics 392	Sem 2	PC302
Physics 391F Advanced A	Senior	12	Physics 291 and 292, or Credit result in Physics (201 or 211) and Physics (202 or 212) 16 Senior units of Mathematics	May not be counted with Physics 301	Sem 1	PC391
Physics 392S Advanced B	Senior	12	Physics 291 and 292, or Credit result in Physics (201, 211 or 301) and Physics (202 or 212) 16 Senior units of Mathematics	May not be counted with Physics 302	Sem 2	PC392

Sanskrit						
Sanskrit B 101	Junior	12	Corequisite Modern Asian History and Culture 101		Year	SK101B
Spanish						
Spanish B 101	Junior	12		There is a quota for this course.	Year	SP101B
Spanish B 201	Senior	16	Spanish B 101		Year	SP201B
Statistical Methods						
General Statistical Methods	Junior	12		Assumed knowledge HSC 2-unit Mathematics or Mathematics in Society. May not be counted with MA102 or MA104 or MA112 or MA192 or MA194.	Year	GSM101
Applied Statistics	Senior	8	GSM101 and Mathematics 101 or Mathematical Statistics 201	Available in 1997 only.	Sem 2	MS214
Yiddish						
Yiddish B 101	Junior	12			Year	Y101B

(B) Diploma regulations

Diploma of Language Studies

Grades of Diploma

1. The Diploma is awarded in three grades: Pass, Pass with Merit and Honours.

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 (or equivalent)

Admission 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, in one of the following language study areas:

Arabic	Hebrew (Classical)	Korean
Chinese	Hebrew (Modern)	Latin
French	Sanskrit	Thai
German	Indonesian and Malayan	
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.

5. To qualify for the Diploma (Honours), candidates must complete a final year honours course in one of the listed subject areas and obtain a mark of at least 60.

Time limits

6. The requirements for the Diploma must be completed within five calendar years of commencement.

Advanced standing

7. 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. Advice about the closing date may be obtained from the Faculty Office.

Further information

Students who are interested in the Diploma should discuss their interest with staff in the departments (their own and the language school or department) and advisers in the Arts Faculty Office.

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

Diploma of Arts

Grades of Diploma

1. The Diploma is awarded in three grades: Pass, Pass with Merit and Honours.

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 (or equivalent)

Admission 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 World, Islam and the Middle East
Archaeology	Asian Studies
Australian Literature	Classical Civilisation
English	Fine Arts
History	Jewish Civilisation Thought & Culture
Linguistics	Medieval Studies
Music	Philosophy
Religious Studies	Women's 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.

5. To qualify for the Diploma (Honours), candidates must complete a final year honours course in one of the listed subject areas and obtain a mark of at least 60.

Time limits

6. The requirements for the Diploma must be completed within five calendar years of commencement.

Advanced standing
7. 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. Advice about the closing date may be obtained from the Faculty Office.

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 October 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 three grades: Pass, Pass with Merit and Honours.

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 (or equivalent)

Admission 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
Sociology and 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.

5. To qualify for the Diploma (Honours), candidates must complete a final year honours course in one of the listed subject areas and obtain a mark of at least 60.

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

Advanced standing
7. 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. Advice about the closing date may be obtained from the Faculty Office.

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 October 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
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 Malayan Studies. The courses are offered on an award basis: 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 Malayan in their degree should consider enrolling in the Diploma only after they have completed at least 16 Senior units of Indonesian and Malayan. Undergraduates will be eligible for the award of the diploma provided that none of the in-country course is to be counted towards their degree. However, the diploma will not be conferred until they have completed their degree requirements.

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.

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 pass Diploma candidates must complete an approved year-long intensive course of study at a tertiary institution or tertiary institutions in Indonesia or Malaysia.

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. No part of the diploma course may be credited to the Bachelor of Arts.

(C) Faculty policy relating to BA degree candidature and Diploma candidature

(to be read in conjunction with the BA degree regulations and the Diploma regulations)

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.

Correct enrolment

Correct enrolment is the responsibility of the candidate. If candidates have questions about their enrolment or about the degree requirements they should consult the Arts Faculty Office.

A candidate cannot count any course or part-course in which the candidate is not enrolled, even if a department has calculated and provided an informed result.

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.

Candidates are expected to be available throughout the examination periods; Faculty will not approve leave of absence for these times. (It may be possible to make special arrangements with individual departments and schools on an informal basis; but only if such arrangements are acceptable to the examiners and do not involve the university in additional expense.) Candidates should not make overseas travel arrangements before the final dates of their examination are known.

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 to the Student Centre 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. Examiners may respond to a request for special consideration in one or more ways:

(1) When the candidate is on the 'borderline' between grades the examiners may elect to give the higher grade;
(2) The candidate may be gien a further test usually before the meeting of the Board of Examiners;
(3) An extension for missing or unsatisfactory assignments may be approved, or new assignments arranged;
(4) If in the judgement of the examiners the candidate is not capable of achieving a pass even with extensions of time and/or further tests, no action will be taken. The approval of such special arrangements is entirely at the discretion of the examiners. It should be noted that no extensions or further tests can be given, in any circumstances, after the beginning of the following academic year. If the requirements for a course have not been completed by then, the candidate has failed the course. (In some cases, a department or school may be willing to grant exemptions for work completed if the student re-enrols in the course in a later year, but the candidate must re-enrol in the whole course).

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

All requirements for the course (essays, assignments, examinations and any further tests) must be completed and assessed before the meeting of the Board of Examiners. Supplementary examinations are not awarded to candidates for the degree of Bachelor of Arts.

Where there is doubt about a candidate's performance, Departments and Schools may arrange further tests after the examination period but **before** the Faculty examiners' meeting.

Where a candidate has been prevented by sufficient and duly certified illness or misadventure from completing a course, examiners (at their discretion) may award further tests or additional assignments either before or after the Faculty examiners' meeting. The date for such further tests, and the deadline for assignments, are at the discretion of the department concerned (normally no later than January for full-year courses). No further tests can be taken, and no late work submitted, in the following academic year in any circumstances.

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 regulations on the distribution of Credits, Distinctions and High Distinctions. Students can obtain advice about these regulations from their teachers or Departmental Offices. 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 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 and count as 45 in the calculation.***

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.

(c) In the case of combined degrees, 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 for the two degrees. In this case, the Faculties 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.

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 48 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).

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 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.

In addition, the Faculty has the following policy:

1. Candidates must remain enrolled in at least 16 units at the University of Sydney while they are taking a course elsewhere.
2. Where permission is granted, the courses nominated must be completed strictly in accordance with the terms of the approval.
3. Courses must be completed with a clear pass. A 'terminating pass' or its equivalent is not acceptable.
4. Correspondence courses, Open Learning courses and Access to University courses will not normally be approved for cross-institutional study.
5. Normally no more than 16 units may be taken in a calendar year at another university in the Sydney area.

Advanced standing

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 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

35. *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. Courses paid for through HECs must be part of an award course. Excess units are non-award courses. 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 which charges up-front fees at about HECs level. For information, call 9351 2907. Alternatively, a student could enrol as a non-award student and pay full-fees.

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 **28 March 1997.**

Discontinuation with permission: This does not count as an attempt at the particular 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.

Students should note, however, regulations concerning satisfactory progress. Discontinuation with permission in a course or courses does not mean that the student's progress is considered to be satisfactory.

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 13 June 1997.**

For full-year and second semester courses the last day of lectures is **Friday 7 November 1997.**

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

Note: Important dates 1997

Semester 1	Monday 3 March	Lectures commence
	Friday 14 March	Last day to enrol into full-year and first semester courses
	Friday 28 March	Last day for **'Withdrawal'** from first semester courses and full-year courses **(HECS Census date)**
	Friday 18 April	Last day for **'Discontinued with permission'** from first semester courses
	Friday 13 June	Last day for **'Discontinued'** from first semester courses
Exams begin	Monday 23 June	
Semester 2	Monday 28 July	Lectures commence
	Friday 1 August	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)
	Friday 8 August	Last day to enrol into second semester courses
	Friday 29 August	Last day for **'Withdrawal'** from second semester courses **(HECS Census date)**
	Friday 12 September	Last day for **'Discontinued with permission'** from second semester courses
	Friday 7 November	Last day for **'Discontinued'** from second semester courses and full-year courses
Exams begin	Monday 17 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 must reapply for admission through UAC.

First Year students who discontinue totally (either with permission or not) will be asked to show cause why they would be permitted to re-enrol (see the BA regulations under Satisfactory Progress).

Complaints and grievances

Copies of the Faculty's policy are available in the Faculty Office. Students who believe they have been unfairly treated are encouraged to speak to their teachers or to the head of the department in the first instance. Students may, of course, also wish to seek advice and support from the Counselling Service or from student welfare officers. If the problem cannot be resolved at the departmental level, students may write to the Dean of the Faculty. If the Dean considers it necessary to interview the student on the basis of the student's letter, she or he will arrange to do this.

(D) Values in teaching and learning in the Faculty of Arts

The Faculty is committed to:

- the basic importance of the liberal arts and social sciences for the enrichment of social, cultural and individual life
- critical and open enquiry
- intellectual freedom and academic autonomy together with social responsibility
- provision for cooperative and collegial relationships in teaching and learning
- fairness, honesty and concern for truth, tolerance and mutual respect between teachers and students in all aspects of teaching and learning.

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 (e.g. 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, music, 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.

(E) Other information relevant to degree candidature

Admission

Admission to all degree programs is through UAC, Locked Bag 500, Auburn, N.S.W. 2144, Telephone: 9330 7200. Application forms for non-school-leavers and a telephone application service for school-leavers are available in August; applications close at the end of September. School-leavers are admitted on the basis of the TER. Students with a tertiary record are admitted on the basis of academic merit. 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.

First Year — 48 units	Second Year — 48 units	Third Year — 48 units
Fine Arts 101 *(12 units)*	Fine Arts 201 *(8 units)*	Fine Arts 203 *(8 units)*
Italian B 101 *(12 units)*	Fine Arts 202 *(8 units)*	Fine Arts 204 *(8 units)*
Italian B 103 *(6 units)*	Italian B 201 *(16 units)*	Fine Arts 205 *(8 units)*
French A 101 *(12 units)*	French A 201 *(16 units)*	French A 301 *(16 units)*
French A103 *(6 units)*		French A 303 *(8 units)*

B.

First Year — 48 units	Second Year — 48 units	Third Year — 48 units
English 101 *(12 units)*	English 201 *(16 units)*	English 301 *(16 units)*
History 102 *(12 units)*	Australian Literature *(8 units)*	Australian Literature *(8 units)*
Religious Studies 101 *(6 units)*	Australian Literature *(8 units)*	Australian Literature *(8 units)*
Religious Studies 102 *(6 units)*	Aboriginal Studies 201 *(8 units)*	Aboriginal Studies 301 *(8 units)*
Social Anthropology 101 *(12 units)*	Aboriginal Studies 202 *(8 units)*	Aboriginal Studies 302 *(8 units)*

C.

First Year — 48 units	Second Year — 48 units	Third Year — 48 units
Philosophy 101 *(6 units)*	Philosophy 201 *(8 units)*	Philosophy 301 *(8 units)*
Philosophy 102 *(6 units)*	Philosophy 202 *(8 units)*	Philosophy 302 *(8 units)*
Geography *(12 units)*	Philosophy 203 *(8 units)*	Philosophy 303 *(8 units)*
Psychology *(12 units)*	Philosophy 204 *(8 units)*	Psychology *(24 units)*
General Statistical Methods *(12 units)*	Psychology *(16 units)*	

D.

First Year — 48 units	Second Year — 48 units	Third Year — 48 units
Government *(6 units)*	Government *(8 units)*	Archaeology (Classical) 301 *(8 units)*
Government *(6 units)*	Government *(8 units)*	Archaeology (Classical) 302 *(8 units)*
Archaeology (Classical) 101 *(6 units)*	Archaeology (NE) 204 *(8 units)*	Archaeology (Classical) 201 *(8 units)*
Archaeology (Near Eastern) 101 *(6 units)*		
Economics 101 *(12 units)*	Archaeology (NE) 201 *(8 units)*	Archaeology (NE) 291 *(8 units)*
Sociology 101 *(12 units)*	Economics 201 *(8 units)*	Sociology 201 *(8 units)*
	Economics 202 *(8 units)*	Sociology 202 *(8 units)*

2. Bachelor of Arts (Honours)

Some examples of BA Honours programs:

Honours in Japanese

First Year — 48 units	Second Year — 48 units	Third Year — 48 units
Japanese A 101 *(12 units)*	Japanese A 201 *(16 units)*	Japanese A 301 *(16 units)*
Chinese B 101 *(12 units)*	Australian Literature *(8 units)*	Australian Literature *(8 units)*
Chinese B *(6 units)*	Australian Literature *(8 units)*	Australian Literature *(8 units)*
Geography *(12 units)*	Japanese A 290 *(8 units)*	Japanese A 390 *(8 units)*
French Reading Course 113 *(6 units)*	Japanese A 203 *(8 units)*	Japanese A 303 *(8 units)*

Fourth Year
Japanese IV Honours

Joint Honours in French and German

First Year — 48 units	Second Year — 48 units	Third Year — 48 units
German A 101 *(12 units)*	German A 201 *(16 units)*	German A 301 *(16 units)*
French A 101 *(12 units)*	French A 201 *(16 units)*	French A 301 *(16 units)*
German A 103 *(6 units)*	French 290 *(8 units)*	French A 390 *(8 units)*
Classical Civilisation 101 *(6 units)*	German 203 *(8 units)*	German 303 *(8 units)*
Classical Civilisation 102 *(6 units)*		
French A 103 *(6 units)*		

Fourth Year
Joint French IV Honours and German IV Honours

Double Honours in English and Modern Greek

First Year — 48 units	Second Year — 48 units	Third Year — 48 units
English 101 *(12 units)*	English 201 *(16 units)*	English 301 *(16 units)*
Modern Greek A 101 *(12 units)*	English 290 *(8 units)*	English 390 *(8 units)*
Ancient History 101 *(6 units)*	Modern Greek A 201 *(16 units)*	Modern Greek A 301 *(16 units)*
Ancient History 102 *(6 units)*	Modern Greek A 290 *(8 units)*	Modern Greek A 390 *(8 units)*
Geology *(12 units)*		

Fourth Year
Modern Greek IV Honours

Fifth Year
English IV Honours

An example of a BA (Asian Studies) program:

First Year — 48 units	Second Year — 48 units	Third Year — 48 units
Japanese A 101 *(12 units)*	Japanese A 201 *(16 units)*	Japanese A 301 *(16 units)*
Chinese B 101 *(12 units)*	Chinese B 201 *(8 units)*	Chinese B 301 *(8 units)*
Chinese B 103 *(6 units)*	Chinese B 202 *(8 units)*	Chinese B 302 *(8 units)*
Linguistics *(12 units)*	Linguistics 201 *(8 units)*	Linguistics 301 *(8 units)*
Government *(6 units)*	Linguistics 202 *(8 units)*	Linguistics 302 *(8 units)*

A possible BA (Asian Studies) Honours degree structure is:

First Year — 48 units	Second Year — 48 units	Third Year — 48 units
Japanese A 101 *(12 units)*	Japanese A 201 *(16 units)*	Japanese A 301 *(16 units)*
Chinese B 101 *(12 units)*	Chinese B 201 *(8 units)*	Chinese B 301 *(16 units)*
Chinese B 103 *(6 units)*	Chinese B 202 *(8 units)*	Chinese B 302 *(8 units)*
Linguistics 101 *(12 units)*	Japanese A 290 *(8 units)*	Japanese A 390 *(8 units)*
Philosophy 101 *(6 units)*	Japanese A 203 *(8 units)*	Japanese A 303 *(8 units)*

Fourth Year
Japanese IV Honours

An example of a BA/BSc program:

First Year **48 units**	Second Year **48 units**	Third Year **48 units**	Fourth Year **48 units**	Fifth Year **48 units**
Psychology *(12 units)*	Psychology *(16 units)*	Computer Science *(12 units)*	Computer Science *(16 units)*	Computer Science *(24 units)*
Mathematics *(12 units)*	Pure Mathematics *(16 units)*	Physics *(12 units)*	Physics *(16 units)*	Physics *(24 units)*
Philosophy 101 *(6 units)*	Philosophy 201 *(8 units)*	Philosophy 203 *(8 units)*	Applied Mathematics *(16 units)*	
Philosophy 102 *(6 units)*	Philosophy 202 *(8 units)*	Philosophy 204 *(8 units)*		
English 101 *(12 units)*		Philosophy 301 *(8 units)*		

An example of a BA/BCom program:

First Year **—48 units**	Second Year **—48 units**	Third Year **—48 units**	Fourth Year **—48 units**	Fifth Year **—48 units**
Accounting I *(12 units)*	Econometrics I *(12 units)*	Japanese B 301 *(16 units)*	Economics II *(16 units)*	Economics III *(16 units)*
Economics I *(12 units)*	Asian Studies 201 *(8 units)*	Asian Studies 202 *(8 units)*	Industrial Rel. II *(16 units)*	Industrial Rel. III *(16 units)*
Japanese B 101 *(12 units)*	Japanese B 201 *(16 units)*	Philosophy 103 *(6 units)*	Government II *(16 units)*	Government III *(16 units)*
Modern Asian History and Culture 101 *(6 units)*	Government 101 *(6 units)*	Government 102 *(6 units)*		
Philosophy 101 *(6 units)*	Philosophy 102 *(6 units)*	Industrial Relations 101 *(6 units)*		
		Industrial Relations 102 *(6 units)*		

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 11.00 am–1.00 pm and 2.00–4.00 pm daily but at some times the Office may only be open 2.00-4.00 pm. The telephone number is 9351 7111; fax 9351 2045.

Written enquiries should be directed to:
The Undergraduate Adviser
Arts Faculty Office
The University of Sydney
New South Wales 2006

Letters may be placed in the Faculty Mail Box just outside the Arts Faculty Office.

General University Information

For further details about the University — its organisation, examinations, assistance for disabled students, child care facilities, housing, health, counselling, financial assistance, careers advice and a range of other matters — see the separate publication *University of Sydney Diary*, available free from the Student Centre or from University of Sydney Union outlets.

Aboriginal Studies

Course coordinator Dr Gillian Cowlishaw (Anthropology)

Teaching staff Prof. D. Austin-Broos (Anthropology), Ms W. Brady (Koori Centre), Mr J. Clegg (Archaeology), Dr S. Colley (Archaeology), Dr G. Cowlishaw (Anthropology), Mr C. Cunneen (Law), Ms A. Flood (Koori Centre), Dr J. Kociumbas (History), Ms H. Perkins (Fine Arts), Prof. T. Smith (Fine Arts), Dr T. Swain (Religious Studies), Dr F. Tamisari (Anthropology), Dr P. van Toorn (English)

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 units of study and subject areas discussed include: Aboriginal societies and their cultures, economies and politics; the nature of European colonisation; the relationships between Aboriginal and other Australians; health issues; Aboriginal histories; Aboriginal writing; relationship to the Australian justice system; religions; performing and visual arts; language and literature; archaeology and contemporary cultural heritage issues; ethnographic 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, Dr Tamisari
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment two essays, 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 the nation's identity, issues of Aboriginal identity, race relations and contemporary cultural forms such as music and art are some of the topics to be examined. In the second half of the semester the focus will be on cultural and social meanings of land in different Aboriginal traditions in Australia. Changing systems of knowledge, belief and practice will be discussed in relation to current debates about the place of Aborigines in the nation, with a particular focus on land rights. A series of films is offered as an optional extra. A number of Aboriginal speakers are part of the course.

Aboriginal Studies 202, 301, 302 — each 8 units

Each course comprises one of the following options:

Aboriginal Ethnographies

Prof. Austin-Broos, Dr Tamisari
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment two essays, 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: The second half of the course will critically assess the ways in which classic ethnographies contributed to a static representation of Aboriginal society. The themes will deal with concepts of space and time and political and aesthetic aspects of ritual. Particular attention will be given to Aboriginal relationship to land. Anthropological models of land tenure and social organisation are considered in the context of the development of the land right movement and the recognition of native title.

Contemporary Aboriginal Art: Race and Representation

Prof. Smith, Ms Perkins
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, Ms Brady
Classes Sem 2: 4hr/wk
Assessment 3000w essay, tut paper

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

Dr Swain
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment 5000w essay

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.

Digging up the Dreamtime? Australian Archaeology and Aboriginal Cultural Heritage

Dr Colley and guest speakers (subject to availability)
Classes Sem 2: 3hr/wk for 13 weeks
Assessment two 2000w essays, one project, one take-home exam

For course description see APH 211 in Archaeology (Prehistoric and Historical).

Looking at Drawings

Mr. Clegg
Classes Sem 1: 4hr/wk
Assessment two 2000w essays, two projects or tests

For course description see APH 209 in Archaeology(Prehistoric and Historical).

From Massacres to Mabo: Aboriginal Historiography in the Twentieth Century

Dr Kociumbas
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 1000w tut paper, one 3000w essay, 40% exam, 60% classwork

For course description see History 231.2.

Introduction to Aboriginal Writing

Dr van Toorn
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment class participation 20%; assignment 30%; 3000w essay 50%

For course description see Australian Literature 203 Department of English.

Aboriginal Peoples and Australian Legal Relations

Mr Cunneen
Classes Sem 2: 4hr/wk (3 lec & 1 tut)/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

H. Mcrae, G. Nettheim and L. Beacroft *Aboriginal Legal Issues* (North Ryde: Law Book Co., 1991)

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.

Department of Anthropology

The Department of Anthropology offers courses in the discipline of Social Anthropology. Social anthropology may be described as the study of human societies and cultures. Although it shares much of its theory and method with a wide range of social and humanistic disciplines, it remains distinct in its emphasis on comparison, in its interest in the full range of human social and cultural diversity, and in its use of prolonged fieldwork in small communities as its primary research method. While often associated with the study of small scale stateless societies, contemporary social anthropology is increasingly concerned with the investigation and analysis of modern nation states. Anthropology is also concerned with general issues of human cognition and communication, with religion, performance, semiotics and representation. Courses currently offered by the Department focus on various aspects of both Aboriginal and immigrant Australians, as well as a wide range of Asian, Pacific and other cultures and societies.

An arts degree with a substantial social anthropology content is especially recommended for those seeking recruitment into the diplomatic service, overseas aid projects or a variety of business or other organisations whose activities are dependent on recruiting personnel with some understanding of the cultures and social institutions of Australia's Asian and Pacific neighbours and trading partners. A major in social anthropology should also prove useful for prospective high-school teachers interested in teaching the HSC subject 'Society and Culture'. There are also increasing opportunities for good honours graduates in social anthropology for contract-type employment in connection with Aboriginal land claims. Finally, for those who proceed to successful postgraduate research and training there is a chance to compete for academic positions both in Australian and overseas universities and other tertiary institutions. Advantageous combinations in the academic sphere include Anthropology and Asian Studies or Aboriginal Studies, and Anthropology with Philosophy, Sociology or History.

Location

The department office is at the south-west corner of the Main Quadrangle, down the stairs to one level below that of the quadrangle.

Noticeboards

All noticeboards are in and around the foyer. Students should note that there are two sets of notice boards relevant to each year of their course.

Registration

All students (including those repeating a course and 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 exams, 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:

First semester

Discoveries in Anthropology

Dr Lewis

This section is a general introduction to the course. It asks how scholars in the western world became interested in other cultures and describes how they set about studying them through the fieldwork method and the formulation of concepts and theories that enable them to compare and contrast.

Textbook

To be announced

Ritual and symbols in Bali

Assoc. Prof. Alexander

The spectacular ceremonies of 'Hindu' Bali are the context of a discussion of anthropology's contribution to the study of religion.

Second semester

Exchange and Social Difference in Melanesia

Dr Maclean

In his classic essay *The Gift* Marcel Mauss presented a radical argument for the primacy of exchange as the foundation of social life. The first section of this course aims to explore the Maussian tradition of the analysis of exchange in a Melanesian context. It will be organised around three central themes: exchange as the constitution of sociality; the moral basis of exchange; the politics at the heart of exchange.

The course will explore these issues through the examination of one system of ceremonial exchange in the central highlands of Papua New Guinea.

The second part of the course will then focus on an undeveloped aspect of the Maussian position — exchange not only creates relationships but is founded on, and creates, differences. In the study of Melanesia, which is characterised by extreme cultural and linguistic diversity, this is a primary concern. The second section of the course will explore the relationship between the value of exchange and kin, cultural, linguistic and gender forms of difference.

These issues will be explored through the study of one of the more extensive systems of trade/ceremonial exchange in coastal or island Melanesia.

Additional course to be announced (new Lecturer)

Social Anthropology 201, 202, 203, 204, 205, 206 and 207 — each 8 units

Classes 4hr/wk/unit in varying combinations of lectures, tutorials and seminars

Social Anthropology 210 and 211 — each 8 units

Each of these Social Anthropology Senior courses consists of any one or more of the following options with a total value of eight units (note that some are full options and some half options). 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

*Histories of Anthropological Theory

Full option

Assoc. Prof. Alexander, Dr Feil
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment essay, exam

During the first sixty years of this century two relatively small groups of anthropologists created the innovative and very powerful forms of analysis which are now called social and cultural anthropology. In both cases the aim was explicitly modernist: to provide forms of explanation congruent with explanations in the social sciences.

The first section of this course is concerned with the development of social anthropology. Drawing on intensive fieldwork in Africa and Oceania, mainly British anthropologists 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 second section will examine the emergence of cultural anthropology in the U.S.A. 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.

Aborigines in Australia

Full option

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

For course description see Aboriginal Studies 201.

Ethnographic Film

Full option

Dr Maclean, Dr Feil
Classes Sem 1: (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, Trobrian Cricket, Ongka's Big Moka* and the trilogy of films by Connolly and Anderson — *First Contact, Joe Leahy's Neighbours* and *Black Harvest*.

The Ethnography of Mainland Southeast Asia

Full option

Dr Basham
Classes Sem 1: (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.

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

Discourses of Power in Southeast Asia

Half option

Dr Hinton
Classes Sem 1 (half semester): (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.

Colonialism and Post-Colonialism in Papua New Guinea

Half option

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

This course will compare and contrast the history of colonialism, and the transition to a post-colonial nation state, in East New Britain and the Western Highlands of Papua New Guinea. There will be two central themes: colonialism as a history of the appropriation of land and labour; the distinctive quality of the articulation of gift and commodity forms of circulation in modern Papua New Guinea. In theoretical terms, the course addresses itself to the legacies of Marx and Mauss.

Theories of the State

Half option

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

This course will examine some theories dealing with state formations, their interconnections with culture, sovereignty, nationalism and the exercise of power. Special attention will be given to the context of South Asia.

Second semester options

*Theory and Ethnography — Full option

Dr Mimica, Prof. Austin-Broos
Classes Sem 2: (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 of some major contemporary concepts in Anthropology, including the concepts of 'structure' and 'culture'.

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*.

Aboriginal Ethnographies — Full option

Prof. Austin-Broos, Dr Tamisari
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment essay, exam

For course description see Aboriginal Studies 202.

Anthropology, Post-coloniality and Arab Islam — Full option

Dr Hage
Classes Sem 2: (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.

The Ontologies of New Guinea Existence — Half option

Dr Mimica
Classes Sem 2 (half semester): (3 lec & 1 tut)/wk
Assessment essay, exam

This topic explores the meanings of the New Guinea modes of being-in-the-world through the analysis of indigenous cosmologies. The traditional categories of 'kinship', 'social', 'organisation', 'exchange', 'ritual', etc., are placed in the perspective of New Guinea realities and accounted for in terms of the indigenous understanding. Special attention is paid to the constitution of the body, self, and the experience of reality in New Guinea cultures. The prevailing anthropological theories of all the aspects of new Guinea cultures is subjected to a critical scrutiny and assessed in terms of the phenomenological-existential understanding.

Anthropology and Narrative — Half option

Dr Jackson
Classes Sem 2 (half semester): (3 lec & 1 tut)/wk
Assessment essay, exam

This course explores the relationship between narrative and social life. Lectures will offer a critical review of anthropological approaches to narrative and myth from the late 19th century to the present day: euhemerist, functionalist, psychoanalytic, Marxist, structuralist, post-structuralist, existential-phenomelogical. Class discussion will be based on empirical studies from several culture-areas, and focus on such topics as the relationship of history, myth and biography; narrative space; narrative ethnics, and notions of personhood; narrative, magic, and the discourse of science; narrative authorship and narrative authority; the life-history approach in ethnography; narrative and ethnographic writing.

Ritual and Festivity in Brazil — Half option

Dr Lewis
Classes Sem 2 (half semester): (3 lec & 1 tut)/wk
Assessment essay, exam

In this course we will try to get a feeling for Brazilian culture through an examination of aesthetic and spiritual practices of many types. The class will investigate a variety of religious traditions derived from African, European, and native Amerindian sources, as well as: games and sports, music and dance, parades and pilgrimages, and the famous pre-Lenten Carnival celebrations. In addition to ethnographies, we will see films and videos, listen to music, and consider why theories have often tended to distance scholars from these forms of embodied engagement.

Some Anthropological Approaches to the Position of Hindu Women — Half option

Dr Kondos
Classes Sem 2 (half semester): (3 lec & 1 tut)/wk
Assessment essay, exam

The course will examine some current approaches to the position of Hindu women, such as those of Fruzzetti, Bennett, Das, Kakar, Srinivas and Raheja. Special attention will be paid to the following questions

arising from this literature: the nature of male/female relations; the question of variability of women's subjection; the cultural specifications of the feminine; the nature of maternal power; modalities of subversion.

Making of the Third World **Half option**
Dr Hinton
Classes Sem 2 (half semester): (3 lec & 1 tut)/wk
Assessment essay, exam

'The Third World' is as ambiguous a concept as it is part of our everyday language. This course explores this ambiguity which might be briefly identified as follows: 'the Third World' is seen in the West as a domain of poverty, oppression and deprivation at the same time as it is often seen in the popular consciousness as a reservoir of wisdom, which we have lost in our helter skelter materialism. It is seen (by business) as a source of cheap labour and resources at the same time as it is regarded as being the market of the future. And, of course, markets depend upon people having spending power. It is seen as a region of the passive and inarticulate at the same time as the wealthy nations fear its 'irrational' political movements and sense its potential power — represented, for instance, in Muslim resurgence.

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 the same semester. Students who intend proceeding to Social Anthropology IV must take both 390 and 391. Students intending to proceed to Social Anthropology IV must take at least ONE of the ethnographic half-options (marked with a double asterisk). 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

Economies as Cultural Systems **Half option**
Assoc. Prof. Alexander
Classes Sem 1: 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
A. Appadurai (ed.) *The Social Life of Things* (Cambridge U.P., 1986)

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 South-east Asia.

Textbooks
Reading lists will be available at the beginning of lectures

Reading Melanesian Ethnography** **Half option**
Dr Maclean
Classes Sem 1: one 2hr seminar/wk
Assessment one 4000w essay

The course aims to explore key themes in the anthropology of Melanesia (such as: kinship, exchange, gender, cosmology) but it should be clearly understood that this will be done through a detailed and critical reading of a selection of Melanesian ethnography. The aim is not to demonstrate these concepts but to explore the social and cultural reality that anthropologists have attempted to grasp through them.

Textbooks
Reading lists will be available at the beginning of lectures

Second semester options

Emotions, Aesthetics and Social Practices in South Asia** **Half option**
Dr Kondos
Classes Sem 2: one 2hr seminar/wk
Assessment one 4000w essay

This course is about emotions and aesthetic experiences and how these may bear on social practices. It will examine certain Western, Hindu and Buddhist formulations which deal with these. One of the major concerns of the course will be to explore the ways these kinds of involvements may figure in the everyday practices of the different cultural contexts.

Images of Identity in North-east Arnhem Land** **Half option**
Dr Tamisari
Classes Sem 2: one 2hr seminar/wk
Assessment one 4000w essay

The course is a theoretical and ethnographic exploration of Yolngu ontology. Individual and group relations to land, the reproduction of social and emotional bonds and the negotiation of knowledge and identity through performance are considered in the context of shifting economic and political change.

Textbooks
(**at least** one of the following ethnographies):
I. Keen *Knowledge and Secrecy in an Aboriginal Religion. Yolngu of North-east Arnhem Land* (1994)
H. Morphy *Ancestral Connections. Art and Aboriginal System of Knowledge* (University of Chicago Press, 1991)
N.M. Williams *The Yolngu and their Land. A System of Land Tenure and its Fight for Recognition* (Australian Institute of Aboriginal Studies, 1986)

Honours options (all in First Semester)

Unified Seminar: Contemporary Issues in Anthropology — Half option

(Must be taken by all 4th year students)
Dr Tamisari (Coordinator)
Classes Sem 1: one 2hr seminar/wk
Assessment one 4000w essay

This seminar will explore current theoretical interest and debates of anthropology.

Embodiment — Half option

Dr Lewis
Classes Sem 1: one 2hr seminar/wk
Assessment one 4000w essay

Recent interest in theories (and practices) which refigure or mediate 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 Csordas, Michael Jackson, David Howes, Bryan Turner, Judith Butler, Drew Leder, and Edward Casey.

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 inter-personal 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.

The Anthropology of Time — Half option

Dr Jackson
Classes Sem 1: one 2hr seminar/wk
Assessment one 4000w essay

This course explores the experience of time cross-culturally. Its focus is on the indeterminate relationship between the ways in which time is experienced and the ways in which time is represented, imagined, and culturally constructed. Is it true that people in different societies experience time in radically different ways (which is the orthodox view of the sociology of knowledge) or are these differences artefacts of the historical, cultural, and political relationship between Western and non-Western peoples? The course includes critical discussion of works by Claude Levi-Strauss, E. Evans-Pritchard, Clifford Geertz, Stephen Jay Gould, Edmund Leach, Victor Turner, Alfred Gell, Michel Serre, Paul Ricoeur, Hohannes Fabian, and others.

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.

School of Archaeology, Classics and Ancient History

The School of Archaeology, Classics and Ancient History has the following major teaching strands: (i) Archaeology (Classical, Near Eastern, Prehistoric and Historical), (ii) Classics (Greek, Latin, Greek and Roman Literature), (iii) Ancient History (Greek, Roman, Near Eastern), (iv) Classical Civilisation.

There are full sequences through to Fourth Year Honours in all these strands except Classical Civilisation which for the moment has only pass courses through to 300 level. It is possible for a student to take as many sequences as desired within the School.

Study of an ancient language is not compulsory for pass students in Classical Archaeology, Ancient

History or Classical Civilisation. It is however strongly encouraged for those who are taking their major in 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 timetable 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 examinations as may be prescribed
—complete the prescribed reading
—attend prescribed practical classes and fieldwork
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 departments each of which presents sequences of courses. Some joint courses are also under development.

CLASSICAL ARCHAEOLOGY

The sequence of courses in Classical Archaeology aims at providing pass students with a well-rounded knowledge of Mediterranean, and especially 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 either in 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. 9351 2759.

JUNIOR LEVEL

Archaeology (Classical) 101 — 6 units

Classes 2 lec & 1 tut/wk
Assessment one 3hr 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 3hr exam, one visual test, one 3000w essay

The World of Classical Athens

Archaeology (Classical) 290 — 8 units

Prof. Green
Classes one 2hr seminar/wk
Assessment one 3hr exam, one 3000w essay, one seminar presentation

Athens in the sixth and fifth centuries B.C.: special topics

Archaeology (Classical) 301 — 8 units

To be advised.

Archaeology (Classical) 302 — 8 units

To be advised.

Archaeology (Classical) IV Honours

Classes Yr: one 2hr seminar/wk
Assessment one 3hr exam, one *viva voce* exam, 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

Students who wish to do Near Eastern Archaeology, either at Junior or Senior level, are urged to take Archaeology (P&H) 101 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 9351 2759.

Head of Archaeology (Near Eastern)
Prof. D.T. Potts, tel. 9351 3118

JUNIOR LEVEL

Archaeology (Near Eastern) 101 — 6 units

Dr Betts
Classes Sem 2: (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) 202 — 8 units

Ancient Mesopotamia from the origins of writing to the fall of the Sassanian Empire
[Not offered in 1997]

Archaeology (Near Eastern) 203 — 8 units

Introduction to the Archaeology of Iran
[Not offered in 1997]

Archaeology (Near Eastern) 204 — 8 units

The Levant from the Neolithic to the Middle Bronze Age
[Not offered in 1997]

Archaeology (Near Eastern) 205 — 8 units

The Levant in the Late Bronze and Early Iron Ages
[Not offered in 1997]

Archaeology (Near Eastern) 206 — 8 units

Dr Betts
Classes Sem 1: (2 lec & 1 tut/wk)
Assessment one 3hr exam, one tut paper, one 3000w essay

The Archaeology of Central Asia
This course studies archaeological evidence in the region from the Aral Sea to the Hindu Kush, covering selected aspects of nomad/state relations in the periods from the Neolithic to the rise of Islam.

Archaeology (Near Eastern) 207 — 8 units

The Indus Valley
[Not offered in 1997]

Archaeology (Near Eastern) 208 — 8 units

Prof. Potts
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one tut paper, one 3000w essay

After Alexander: An Archaeological Perspective on Hellenism in the East
The impact of Greek culture on the native populations of Western, Central and South Asia is examined by looking at a number of case studies, including Taxila in Pakistan, Ai Khanoum in Afghanistan, Takht-i Sangin in Uzbekistan, Susa in Iran, and Babylon, Uruk and Seleucia in Iraq.

Archaeology (Near Eastern) 209 — 8 units

Iranian Empires of Late Antiquity: The Archaeology of the Parthians and Sasanians
[Not offered in 1997]

Archaeology (Near Eastern) 291 — 8 units

Prof. Potts
Classes Sem 2: one 2hr seminar/wk
Assessment one take-home exam, one 3000w essay

Material culture: theory and interpretation
This is a seminar concentrating on a particular category or field of material culture in Western Asia and its archaeological interpretation. The course is designed to train students in the rigorous collection and presentation of data and to give students a basic introduction to research formulation, writing and delivery.

Archaeology (Near Eastern) 391 — 8 units

Dr Betts
Classes Sem 2: 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)

Prof. Potts and Dr Betts
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 4 million years — and it is primarily through archaeology that we can discover and understand human physical and cultural evolution. Prehistoric archaeology also studies other material manifestations of the human experience, such as artistic traditions, urban societies, settlements and tool assemblages. The archaeology of Australia and Oceania is a special interest of the section and this interest is also a feature of historical archaeology, which focuses on Australian society of the last 300 years. Historical archaeology combines the study of material evidence with written, oral and visual sources and provides a new perspective on some major issues in the European colonisation of Australia.

Structure
Archaeology (Prehistoric and Historical) (P&H) offers Junior and Senior courses towards a Pass degree and as a precursor to an Honours degree.

Archaeology (Prehistoric and Historical) offers two six-unit Junior courses. The first semester course, P&H 101 consists of an introduction to the methods, theory and history of archaeology, which is considered desirable for further archaeological studies. The second semester course (P&H 102) 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 Six Pass level and two special entry courses are offered in 1997. There are also four 4 unit courses on practical research methods.

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 corridors outside Room S272.

Telephone
The telephone numbers for enquiries: 9351 2364, fax 9351 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

Archaeology (P&H) 101 — 6 units

Archaeology Revealed
Assoc. Prof. Fletcher and staff of Archaeology
Classes 3 lec/wk, 1 tut/fn depending on funding
Assessment nine exercises, one 1500w and one 2500w essay, exam

Archaeology is the only study of the human past which is primarily about what people did rather than what they said. This course is about the art and science of archaeology, its great discoveries, its methods and theory, and about humanity's four million years of history.

Textbook
C. Renfrew and P. Bahn *Archaeology: Theory and Method*

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

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
Staff of Archaeology

Case studies in the archaeology of Australia, 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
[Not offered in 1997]

Archaeology (P&H) 202 — 8 units

Australian Rock Art: The Archaeology of Prehistoric Pictures
[Not offered in 1997]

Archaeology (P&H) 203 — 8 units

Sedentism and Urbanism
Assoc. Prof. Fletcher
Classes 3hr/wk
Assessment two 2000w essays, one take-home exam paper, 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. The growth of cities in Eastern Asia will be examined.

Archaeology (P&H) 204 — 8 units

Stonehenge
Dr Cremin
Classes 3hr/wk
Assessment one 4000w essay, one presentation, two 2hr tests

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
Staff of Archaeology
Classes 3hr/wk
Assessment one in-class test, five assignments, classwork

The application of historical archaeological techniques to the study of later nineteenth-century Australia, particularly the study of urban sites and the proliferation of consumer goods and artefacts. Reading supplied. Work on artefacts may be required.

Archaeology (P&H) 206 — 8 units

Australian and Pacific archaeology
[Not offered in 1997]

Archaeology (P&H) 208 — 8 units

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, community groups, clients and government. Archaeology and cultural heritage management. Different ways of knowing about the past. We examine some major philosophical and ethical issues raised by the question 'Who owns the Past?' in world-wide perspective.

Philosophy of Archaeology
Assoc. Prof. Fletcher

An overview of contemporary archaeological theory and its philosophical content.

Archaeology (P&H) 209 — 8 units

Looking at Drawings
Mr Clegg
Classes 4hr/wk
Assessment two 2000w essays, two projects or tests

An introduction to the theory behind representational drawing and its application to the archaeology of all kinds of drawings.

Archaeology (P&H) 211 — 8 units

Digging up the Dreamtime? Australian Archaeology and Aboriginal Cultural Heritage
Dr Colley
Classes 3 hr/wk
Assessment two 2000w essays, one project, one take-home exam

A critical overview of the history and contemporary practice of Australian archaeology and cultural heritage management as it relates to Aboriginal settlement before and since British colonisation. We will examine and discuss how key research questions in Australian Aboriginal archaeology relate to a combination of the available material evidence, the application of particular archaeological techniques and the way in which Australian archaeology is organised and practised.

Practical research methods

The following set of 4-unit courses will introduce students to basic research methods which can be used in any field of archaeology. Students will learn best practice in both field and laboratory techniques and be given hands-on experience in dealing with a broad range of archaeological material. Places are limited and may be awarded on a competitive basis: preference will be given to students with the best results in APH 101 and 102.

Archaeology (P&H) 251 — 4 units

Excavation Techniques
Staff of Archaeology
Classes 5 days of fieldwork and associated lab work
Assessment 5 assignments, each based on a component of the course

Students will be introduced to all aspects of excavation from research design to digging, recording and post-excavation analysis.

Archaeology (P&H) 252 — 4 units

Rock Art Recording
[Not offered in 1997]

Archaeology (P&H) 253 — 4 units

Archaeological Surveying
[Not offered in 1997]

Archaeology (P&H) 254 — 4 units

Residue Analysis
Dr Furby
Classes 24hrs of lab work
Assessment lab book, assignments

This course will teach students how to detect and interpret the residues of organic substances adhering to material from archaeological sites.

Archaeology (P&H) 255 — 4 units

Soils Analysis
[Not offered in 1997]

Archaeology (P&H) 256 — 4 units

Maps, Satellites and Global Positioning
Dr Johnson
Classes (1hr lec & 3hr lab)/wk
Assessment project

Archaeologists frequently operate at a landscape scale, applying principles of human geography and ecological studies. This course will look at the use of topographic maps and satellite photography in archaeology as well as the use of Global Positioning Systems (GPS) for site and area mapping. We will also look at the use of historical maps and the use of maps as a data presentation device.

Archaeology (P&H) 257 — 4 units

Lithics
[Not offered in 1997]

Archaeology (P&H) 258 — 4 units

Animal Bones
Dr White
Classes 24hrs of lab work
Assessment lab book, assignments

The identification of Australian and Pacific native and introduced animals is based on comparative anatomy. This course will work on the identification of some archaeological collections and analyse the data collected to show aspects of the palaeoenvironment and of economic activities.

Archaeology (P&H) 259 — 4 units

Shells
[Not offered in 1997]

Archaeology (P&H) 260 — 4 units

Human Bones
[Not offered in 1997]

Archaeology (P&H) 261 — 4 units

Radiocarbon Dating
[Not offered in 1997]

Archaeology (P&H) 262 — 4 units

Electron Microscopy
[Not offered in 1997]

Archaeology (P&H) 263 — 4 units

Practical Applications of Computer Graphics
[Not offered in 1997]

Archaeology (P&H) 264 — 4 units

Field/Lab Project
[Not offered in 1997]

Archaeology (P&H) 265 — 4 units

Historic Artefacts Analysis
[Not offered in 1997]

SENIOR LEVEL SPECIAL ENTRY COURSES

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

[Not offered in 1997]

Archaeology (P&H) 392 — 8 units

Data management and Geographic Information Systems in Archaeology

Dr Johnson
Classes 4hr lab/wk, classwork
Assessment one test, one project

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

Case studies in archaeological research

Dr White, Mr Clegg
Classes Sem 1: one 2hr class/wk, one 2hr senior seminar
Assessment one 3000w and one 5000w essay

The in-depth study of archaeological theory and practice, with a particular focus on the relationship between aims, methods and results.

Thesis

A supervised piece of research on an approved topic leading to a 25 000 word (max.) thesis.

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: 9351 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 take place at the first lecture.

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

Classics staff
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 2000w essay, two 1000w written assignments

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: Death and Glory. The Hero in the Ancient World/Power & Persuasion in the Roman Republic
Dr Brennan, Dr O'Neil, Mr Stone, Dr Weeks
Classes Sem 1: 2-3 lec/wk
Assessment two 1000w tut papers, one 2000w essay

See Ancient History 101.

Or

Ancient History: Power and Persuasion in the Ancient World (Near East/ Fifth Century Greece)
Dr Welch
Classes Sem 2: 2-3 lec/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper

See Ancient History 102.

Or

Classics: Literature in Society
Dr P. Watson and Prof. K. Lee
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 and other contemporary writings. 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.

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 1997 *Satire in Society* (Semester 1) and *Urbs Roma: the making of a world capital* (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 1997

First semester

(a) Satire and Society in Rome
Ms Muecke
Classes (2 lec & 1 seminar)/wk
Assessment to be advised

Aims and objectives: to read the satirical writings of the ancient world from the second century BC to the second century AD and to examine critically their relationship with the society which produced them. Students will gain understanding of significant literary works and will explore the possibilities and limitations involved in reading satire as social document.

The Roman satirists (and the Greek Lucian) provide windows on a series of crucial periods in the Roman Republic and Empire. What views do these windows offer, and what can we see? While essential historico-political background will be drawn upon, the emphasis of the course will be on defining and analysing the satirists representations of their society.

Textbooks
N. Rudd (trans.) *The Satires of Horace and Persius* (Penguin Classics, 1973)
N. Rudd (trans.) *Juvenal: The Satires* (The World's Classics, Oxford, 1992)
J.P. Sullivan (trans.) *Petronius: the Satyricon and Seneca: Apocolocyntosis* (Penguin Classics, 1987)
Lucian, Translations to be made available

(b) The World Turned Upside Down: Transformations of Society in the Roman and Barbarian Worlds between the Second and Eight Centuries A.D.

Dr Brennan, Dr Olson

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

(c) Tragedy

See under Greek and Roman Literature.

Second semester

(a) Urbs Roma: The Making of a World Capital

Ms Muecke, Dr Welch
Classes (2 lec and 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper

'War is politics carried on by other means'. Of no society is this truer than that of Rome from Sulla to Augustus, a period when the most significant city in the Mediterranean world is dominated by a series of civil wars and even in the breaks from fighting by the thought of them. Our aim is to explore and assess the effects of this damaging political instability on inherited institutions and social practices, as individuals struggled for survival or supremacy, tracing the effects in the changing nature of the city itself in its new embodiment under Augustus. What was it like to be Roman at this time? Why was the image of Rome and Romanness such an important factor in the Augustan reconstruction? We focus on the lives and careers of key figures, the great works of literature, in which the ideological tensions of the times find expression, and the emblematic transformation of the city of Rome itself.

Textbooks
Livy *An Early History of Rome* (Penguin)
Virgil *The Aeneid*
J. Boardman, J. Griffin, O. Murray *The Roman World* (Oxford)
R. Syme *The Roman Revolution* (Oxford)
Please consult the Department

(b) Senior Options available in Classical Archaeology

See under Archaeology (Classical) 201 and 301 for details.

(c) The world Alexander made

Dr O'Neil

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

(d) Comedy

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 take place at the first lecture. For times and places see the Greek and Roman Literature noticeboard.

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 9351 2368 or 9351 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 1997, 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 1996.

Course details

First semester

Tragedy

Dr MacAlister, Prof. Lee, Dr Watson

A selection of plays by the Greek tragedians Aeschylus, Sophocles and Euripides will be studied. The approach will be multi-dimensional: a study of the plays in their historical, cultural and social context in relation to political, cultural, moral and religious values; a study of the plays as performance with special reference to the origins of the genre and to staging; and studying them in relation to one another. Particular consideration will be given to the tragedians' creative adaptation of mythological models as vehicles of expression for their social and moral concerns.

Prescribed plays
Aeschylus *Agamemnon, Libation Bearers, Eumenides*
Sophocles *Antigone, Oedipus Tyrannus, Electra*
Euripides *Hippolytus, Electra, Iphigenia among the Tauri*

Textbooks
D. Grene and R. Lattimore (eds) *Selected Greek Tragedies* vols I, II and III (Chicago U.P.)

Second semester

Comedy
Ms Muecke

The Greek comedies of Aristophanes and Menander and the Roman comedies of Plautus and Terence. In the earliest writers of western comedy we find the models for political and fantastic comedy, social comedy, the comedy of popular entertainment and the elegant comedy of manners and morals. The course treats ancient comedy in its social and political context: the Athenian world of the fifth and fourth centuries B.C., and the Roman world after the Second Punic War. Within the genre and the individual plays we explore comic themes, preoccupations and conventions. Above all, we seek to understand the plays as plays, approaching the dimension of performance both from the scripts themselves and from the traces to be found in the archaeological evidence.

Prescribed plays
Aristophanes *Wasps, Birds, Frogs, Wealth*
Menander *Dyskolos, Samia*
Plautus *The Brothers Menaechmus, Amphitruo, Pseudolus*
Terence *The Eunuch, The Brothers*

Textbooks
Aristophanes *The Knights and Other Plays* trans. D. Barrett and A.H. Sommerstein (Penguin Classics)
Aristophanes *Three Comedies (The Frogs, etc.)* trans. D. Barrett (Penguin Classics)
Menander *Plays and Fragments* trans. N. Miller (Penguin Classics)
Plautus *Plays: The Pot of Gold, etc.* trans. E.F. Watling (Penguin Classics)
Plautus *Plays: The Rope, etc.* trans. E.F. Watling (Penguin Classics)
Terence *The Comedies* trans. B. Radice (Penguin Classics)

GREEK (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 administrative office is underneath the Clock Tower in the Main Quadrangle. Telephone: 9351 2368.

Noticeboards
The noticeboards for information about courses in Greek are in the northern vestibule next to Room N285 and near the door of the Greek lecture room.

Registration
Registration will take place in the first lectures. Enquiries may be made at the administrative 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, 113. For entry into Greek A 101 students must have attained a satisfactory standard in either the 3-unit course or the 2-unit course in Classical Greek at the HSC examination or an equivalent qualification.

The Greek B 101 Classical course assumes no previous study of Greek and aims at providing students with a basic knowledge of the language.

The Greek B (New Testament) 111 course assumes no previous study of Greek and aims at providing an introduction to the language through study of the grammar and texts of the New Testament. The course is intended both for students interested in the New Testament and for students wishing to acquire the basic linguistic skills for historical, religious, cultural or linguistic study of the Eastern Mediterranean in Roman times. Students who have passed the 111 course will be admitted to Greek B 201 but are required to complete 113 as well.

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 and B113 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

Texts to be studied in 1997 will be posted on the Greek noticeboard before the end of teaching in 1996.

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

Coordinator Dr John Lee
Classes Yr: 4 lec/wk, Sem 2: 3 lec/wk
Assessment two 2hr exams, one 1.5hr 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)
K. Aland *et al.* (eds) *The Greek New Testament* 3rd edn (United Bible Societies)
B.M. Newman *A Concise Greek-English Dictionary of the New Testament* (United Bible Societies)
M. Zerwick and M. Grosvenor *A Grammatical Analysis of the Greek New Testament* (Rome 1981)

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 Prof. K. Lee
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

Extension topics and texts to be studied in 1997 will be posted on the Greek noticeboard before the end of teaching in 1996.

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 C 201 — 8 units

Coordinator Dr Suzanne MacAlister
Classes Yr: 3 classes/wk
Assessment weekly assignments/tests, 1.5hr mid-year exam, one 1.5hr and one 1hr end of year exam

This course is an abbreviated version of Greek B 101 (Classical) and provides a reading knowledge of Classical Greek prose. See the Table of Courses for the entry requirement.

Greek C203 — 4 units

Coordinator Dr Suzanne MacAlister
Classes Sem: 2 lec/wk & 1 tut (optional)
Assessment on-going assignments, 1hr end of year exam

This course functions as a 'bridging course' between Greek C 201 and Greek B 201, to enable students of C 201 to study further Greek to a higher level in subsequent years.

Greek 290 — 8 units

Coordinator Prof. K. Lee
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 Prof. K. Lee
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. Independent 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 15 000-20 000 words on an approved topic related to Greek studies. A candidate who has Faculty permission to attempt Honours in both Greek and Latin in the same year may present one more comprehensive thesis on a topic approved by Classics staff.

Intending students will receive further advice about this course in October of the preceding year.

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 first lectures. 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 to be prescribed 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 to be prescribed should be bought. Books 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 9351 2368: the administrative assistant will arrange for a member of the academic staff to advise them.

Greek
Roman civilisation is in many ways indebted to that of the Greeks. A knowledge of Greek is invaluable for studying Latin literature and Roman history. Students who are considering taking honours in Latin and who have not previously studied Greek, are strongly advised to take Greek B 101. Students entering Latin IV are encouraged to attain at least the standard of Greek A 101.

Latin A 101 — 12 units

Coordinator Assoc. Prof. Hoyos
Classes Sem 1: 4 classes/wk; Sem 2: 5 classes/wk
Assessment two 2hr and two 3hr exams, two 2000w essays, classwork

Works for detailed study

Classes Sem 1: 2 lec/wk; Sem 2: 4 lec/wk

Works by three important Latin authors will be studied, one in the first semester and two in the second semester. Lectures will deal with aspects of the author's style and language, with the literary and historical background, and with structural problems raised by the work as well as with problems of text and translation. There will also be an evaluation of the author's specific aims, his success in achieving these, and the literary quality of his work.

Authors and texts to be studied in 1997 will be posted on the Latin noticeboard before the end of teaching in 1996

Reading course

Classes Sem 1: 1 class/wk

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
Classes Yr: 1 class/wk

Students will normally take language level 2 or level 3; see below.

Latin B 101 — 12 units
Coordinator Prof. K. Lee
Classes Yr: (4 lec & 1hr tut)/wk
Assessment three 2hr exams, class work

This course caters for a wide variety of students, ranging from those who intend subsequently to proceed with Latin, to those who wish merely to have a background to their studies in other subjects in which a knowledge of Latin is indispensable — for example, English, modern foreign languages, ancient history, classical archaeology and medieval literature and history. The aim of the course is to provide students with a basic knowledge of the language.

Textbooks
Material can be procured from the office

Intending Honours students
Students wishing to take Fourth Year should complete in second and third year either Latin B 201, Latin B 290, Latin 301, Latin 390, or Latin A 201, Latin A 290, Latin 301, Latin 390.

Latin B 101 students who are thinking of taking honours in Latin should consult the Department.

Latin A 201 — 16 units
Coordinator Assoc. Prof. Hoyos
Classes Yr: 4 classes/wk
Assessment two 3hr and 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. For language work see below under language study.

Students should acquire a copy of the published literary texts, and at least one of the books in Roman history listed for each semester. History and literary texts to be studied in 1997 will be posted on the Latin noticeboard before the end of teaching in 1996.

Latin C201 — 8 units
Coordinator Prof. K. Lee
Classes Yr: 3 classes/wk
Assessment weekly assignments/tests, 1.5hr mid-year exam, two 1.5hr end of year exams

This course is an abbreviated version of Latin B 101 and provides a reading knowledge of Latin prose. See the Table of Courses for Entry Requirements.

Latin C203 — 4 units
Coordinator Prof. K. Lee
Classes Sem 2: 2 lec/wk & 1 tut (optional)
Assessment on-going assignments, 1hr end of year exam

This course functions as a 'bridging course' between Latin C 201 and Latin B 201, to enable students of C 201 to study further Latin to a higher level in subsequent years.

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. Topics will be posted on the Latin noticeboard before the end of teaching in 1996.

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. Authors and texts to be studied in 1997 will be posted on the Latin noticeboard before the end of teaching in 1996.

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

Students enrolling in Latin 301 take the same course as those in A201.

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. For details concerning the rest of Latin 301, see under Latin A 201:

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 Ms Muecke
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.

Independent 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

Most members of staff

There will be four language study levels in Latin, to which students will be allocated according to their level of proficiency.

Level 1

Latin B 101/C201: see above.

Textbooks for levels 2, 3 and 4
A medium-sized or, preferably, large dictionary, e.g.
P.W. Glare (ed.) *The Oxford Latin Dictionary* (Oxford U.P.)
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* (paperback)
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 normally to be taken by A 101 students, except those seen as better suited to level 2, and by those students enrolled in 301 who took level 2 in their previous year of Latin. 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 those students in A 201 and 301 who took level 3 in their previous year of Latin. 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). IV Honours 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.

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 units in a sequence of courses towards a B.A. 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 study the requirements in the Table of Courses and 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 texts becomes more important with research work in the area and students should note the pre-or co-requisites 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 in the Arts Handbook.

Location
Ancient History staff are to be found on the 7th Floor of the Mungo MacCallum Building. Students may also contact the administrative assistant in S487 Western Tower (phone 9351 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 formal enrolment. Consult the noticeboard for the time and place of lectures.

JUNIOR LEVEL

The Junior Course is an introduction to the interaction of ideas and socio-political structures in the Near East, Greece and Rome. It is designed as a course in itself and also to serve as a foundation for later courses. While individual semesters may be taken, ideally the year course will give the student a feel for the varieties and similarities across these ancient societies.

Ancient History 101 — 6 units

Dr Brennan, Dr O'Neil, Mr Stone, Dr Weeks, Dr Welch
Classes Sem 1: (2-3 lec & 1 tut)/wk
Assessment two 1000w tut papers, one 2000w essay

The course consists of two 6 week segments.

(a) Death and Glory: the Hero in the Ancient World

Every society creates and recreates its own heroes. Stories about them, their actions, their thoughts, their struggles, their achievements, act as a window on the aspirations and the values of each society. We shall use these stories, especially as they reflect the search for glory and the meaning of death, to introduce you to the distinctive features of the diverse cultures in the ancient Near Eastern and Classical worlds. Some of the heroes we will consider include the Mesopotamian Gilgamesh, Sinuhe of Egypt, Saul and David of Israel, Achilles the hero of Homer's *Iliad* and Aeneas the hero of Virgil's *Aeneid*.

(b) Power and Persuasion in the Roman Republic

The Late Republic is notoriously an age of ambitious generals and discontented armies: a period of intensified physicality. Did the Republic fail the test of power? Did a damaged elite and an alienated citizenry fail the Republic? Or was it a creative and vibrant period meeting the challenges of transition? Traditional questioning can be revitalised by looking at the ways that language operated on the alleged realities of power and a case made for treating language itself as one of those realities.

Ancient History 102 — 6 units

Dr Weeks, Dr Welch
Classes Sem 2: (2-3 lec & 1 tut)/wk
Assessment one 1000w tut paper, one 3000w essay, one 3hr exam

The course consists of two 6 week segments continuing the theme of Power and Persuasion from the first semester.

(c) Power and Persuasion in the Ancient Near East

Do the images of rampaging pharaoh in his chariot or the brutal Assyrian conquerors mean that these states had no idea of the subtleties of what today is called propaganda? Even if that were so, what of other societies like Israel and the Hittites? This segment takes examples out of the Near East of the second Millennium B.C. to show the varieties in relating ideas of religion and political order to socio-political life and also the similarity of the problems each faced.

(d) Power and Persuasion in Fifth Century Greece

The Greeks were familiar with absolute power. It lived on their doorstep in the form of the Persian Empire. Every Greek knew that whatever system an individual state adopted, it was not like Persia. But what was it then? How did the Greeks look at themselves and the ways they were governed? In the Fifth Century, individuals and states in Greece were supremely conscious of power. Sparta controlled other states as well as her own population; Athens controlled a tribute-paying empire. How did each of these states persuade themselves and others that the power they exercised was legitimate? Who was and was not convinced? We will explore these questions through discussing institutions such as religion, military and social organisation, education and politics as well as the works of the historians, playwrights, artists, orators and philosophers who lived with, thought about, and commented on the powerful and the powerless in their own societies.

SENIOR LEVEL

Ancient History 201/202/203/204

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

First semester

Course 1 — The World Turned Upside Down: Transformations of Society in the Roman and Barbarian Worlds, between the Second and the Eighth Centuries A.D. — 8 units

Dr Brennan, Dr Olson
Classes (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 change from the unitary, ordered world of the Antonine Roman Empire to the fragmented,

embryonic kingdoms of early medieval Europe will furnish the historical basis for an analysis of social transformation via three linked subjects: authority structures; identities; frontiers. The authority structures are those of public office, military command, religion, patronage, law, gender, as articulated, interrelated, dissented from, ignored; identity is defined by ethnic group, region, family, religion, occupation and seen as a fluid concept; the frontiers are those between the Roman and barbarian, barbarian and barbarian, town and country, soldier and civilian, pagan and Christian. A major theme will be whether the 'Roman' underworld and the 'barbarian' outerworld turned the old world upside down in the formation of medieval culture. Another will be whether there is a structural continuity from late antique to very early medieval society despite all the changes in this world.

Course 2 — Despots, Priests and People: The Political Forms of the Ancient Near East 8 units

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

Aims and outcomes: To provide a knowledge of representative Ancient Near Eastern political forms so that students may grapple with general issues of political power, its variety and its theoretical justification.

Description: The popular image of the Ancient Near East emphasises despots and powerful priests. Was that the reality? Or was there a necessity to accommodate popular feelings and needs? Can the diverse societies be seen in terms of one paradigm?

The course explores thematically and comparatively the political structures of representative Ancient Near Eastern states. It looks at the distribution of power through society and considers the ideological justifications of political power.

Second Semester

Course 3 — Urbs Roma: The Making of a World Capital 8 units

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

'War is politics carried on by other means'. Of no society is this truer than that of Rome from Sulla to Augustus, a period when the most significant city in the Mediterranean world is dominated by a series of civil wars, and even in the breaks from fighting, by the thought of them. Our aim is to explore and assess the effects of this damaging political instability on inherited institutions and social practices, as individuals struggled for survival or supremacy, tracing the effects in the changing nature of the city and particularly in its new embodiment under Augustus. What was it like to be Roman at this time? Why was the image of Rome and Romanness such an important factor in the Augustan reconstruction? We focus on the lives and careers of key figures, the great works of literature, in which the ideological tensions of the times find expression, and the emblematic transformation of the city of Rome itself.

Textbooks
Livy *An Early History of Rome* (Penguin)
Virgil *The Aeneid* A New Prose translation by D. West (Penguin)
J. Boardman, J. Griffin, O. Murray, *The Roman World* (Oxford)
D. Stockton *Cicero: a political biography* (Oxford)
R. Syme *The Roman Revolution* (Oxford)

Course 4 — The World Alexander Made 8 units

Dr O'Neil
Classes (3 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 the development of Greek civilisation from the time of Philip's development of a strong Macedonian state and his son Alexander's conquest of the Persian Empire. We will look at Alexander's career, the breakup of his world-spanning Empire and subsequent developments, political and cultural. We will examine the developent of the successor kingdoms, city-states and federations and the reaction of different cultures within the Hellenistic World. Finally we will study the arrival of the Romans within the Greek world and the Greek response to it.

SENIOR LEVEL SPECIAL ENTRY COURSES

Ancient History 290 8 units

Classes (1 lec & 1 tut)/wk
Assessment by essay and examination work

This unit is a full year course which will address significant historiographical ideas, themes and methods.

Students who intend to proceed to Ancient History 390 Special Entry courses must take this full-year course. It may also be taken by students who do not wish to proceed to further Special Entry courses.

Ancient History 290 aims to introduce Ancient History students to some fundamental concepts and approaches useful for historical analysis. Lectures and tutorials will be integrated and will focus on major themes of intellectual history relevant to the study of Ancient History. Attendance at both lectures and tutorials is compulsory.

Ancient History 390/391 each 8 units

Each course consists of one option from the four listed below.

H72 Assyrian Imperialism (Akkadian Language)

Dr Weeks
Prereq (additional) HSC Hebrew, Hebrew B 101, Arabic B 101 or equivalent in these or another Semitic language
Classes one 2hr seminar/week
Assessment one 3hr exam, one 6000-8000w essay, one 3000w seminar paper

Aims and outcomes: 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.

H73 Amarna Age (Akkadian Language)

Dr Weeks
Prereq (additional) Assyrian Imperialism or equivalent
Classes one 2hr seminar/week
Assessment one 3hr exam, one 6000-8000w essay, one 3000w seminar paper

Aims and outcomes: 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.

H74 The Nobility of the Roman Republic (Latin Language)

Mr Stone
Prereq or *coreq* (additional) HSC Latin, Latin B 101 or equivalent
Classes one 2hr seminar/wk
Assessment one 3hr exam, one 8000w essay, one 3000w seminar paper

The concept expressed in *nobilitas* is the key to not only the success of Rome's government but the success of Rome. What did ancient writers say about the nobility? How elitist was it and how complete was its hold on the practice of government? What was the origin and the philosophy of the nobility?

This course teaches several approaches to the study of political culture: how to read texts ancient and modern; how to construct useful statistics; how to deal with silence.

H75 Law and Violence in Ancient Greece (Greek Language)

Dr O'Neil
Prereq (additional) HSC Greek, Greek B 101 or equivalent
Classes one 2hr seminar/wk
Assessment one 3hr exam, one 8000w essay, one 3000w seminar paper

A study of the development of law in ancient Greece, especially the law of homicide and hubris and the circumstances in which violence was encouraged, tolerated or repressed and the position of different social groups in the law, from the time of Homer to Ptolemaic Egypt.

Ancient History IV Honours

Assessment (for each seminar) one 3hr exam, two seminar papers totalling 8000w

Students taking Ancient History IV Honours in 1997 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 of **General Seminars** offered in History IV Honours. For further information see 'History IV Honours' under the Department of History section in the handbook.

The Arts Information Technology (IT) Unit

The Arts Information Technology Unit does not provide undergraduate courses but supports lecturers in their use of technology in teaching and research. It manages the Faculty computer network infrastructure and maintains the two Faculty computer laboratories located in the Language Centre. A number of departments in the Faculty have integrated the use of computers in their courses and regularly use the computer laboratories for teaching, self-study and assessment. The Arts IT Unit conducts research in computer-aided learning and is developing software for major projects such as the Faculty-wide Information Technology in Teaching project and the Computer-assisted Language Learning project. Other projects involve research on the computer-assisted learning process, the use of e-mail and the Internet in teaching and the setting up of a professional Bulletin Board which will provide a forum for researchers and practitioners in Humanities and Social Sciences.

School of Asian Studies

The University of Sydney has a long tradition in Asian Studies dating back to the establishment of the Department 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 departments: 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 department). 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 a period of one year, within the framework of the Diploma in Indonesian and Malaysian Studies. For further information see the entry under Southeast Asian Studies and consult the Head of department.

Registration
Students must register with the relevant departments 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 departmental offices are located in Brennan Building:
Chinese Studies (Room 587, telephone 9351 3382)
Indian Sub-Continental Studies (Room 579, telephone 9351 3038)
Japanese and Korean Studies (Room 559, telephone 9351 2869)
Southeast Asian Studies (Room 579, telephone 9351 3038)
Salatiga Program (Room 579, telephone and fax 9351 3173)
(School fax 9351 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 10 — 6 units

Classes Sem 1: 3hr/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: 3hr/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: 3hr/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 1997. 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.

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, 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, 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 1
Assessment tutorial paper, one 3000w essay, 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, 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.

North-east 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 & 1 tut)/wk
Assessment two 1000w essays, 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

Tetsuo Najita *Japan: The Intellectual Foundations of Modern Japanese Politics* (Chicago, 1974)

W.G. Beasley *Rise of Modern Japan* (Weidenfeld and Nicolson, 1990)

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. Chinese studies offers three first-year courses: A 101 for students who have completed either 3-unit or 2-unit Chinese at a satisfactory standard at the HSC or other equivalent examination; AB 101 for students who have completed 2-unit-Z HSC Chinese (or its equivalent as set by the department) at a satisfactory standard; B 101 for students who have no previous knowledge of Chinese. Native speakers of Mandarin Chinese or the Chinese dialects, provided they have a basic proficiency in the written language, should enrol in A 101. Students of Chinese-speaking background who have a limited proficiency in the written language should enrol in AB 101. 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: 6hr/wk

Assessment information provided during the orientation period

1. Modern Chinese composition and conversation.
2. Chinese 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* rev. American edn
Lin Yutang *Chinese-English Dictionary of Modern Usage*
Liang Shih-ch'iu *A New Practical Chinese-English Dictionary* (Commercial Press, Hong Kong)
A.D. Syrokomla-Stefanowska and Bi Xiyan *A Classical Chinese Reader* (Wild Peony)

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: 6hr/wk
Assessment information provided during the orientation period

1. Chinese grammar.
2. Readings in modern Chinese.
3. Chinese conversation.
4. Introduction to classical Chinese.
5. Chinese history.

Textbook
A.D. Syrokomla-Stefanowska and Bi Xiyan *A Classical Chinese Reader* (Wild Peony)

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.
2. Modern Chinese composition and conversation.
3. Topics in Chinese cultural history.

Textbook
Xiandai 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

Modern author for study: to be specified.

Chinese B 201 — 16 units

Classes Yr: 6hr/wk
Assessment information provided during the orientation period

1. Modern Chinese composition and conversation.
2. Chinese 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*, rev. American edn
Lin Yutang *Chinese-English Dictionary of Modern Usage*
Liang Shih-ch'iu *A New Practical Chinese-English Dictionary* (Commercial Press, Hong Kong)
A.D. Syrokomla-Stefanowska and Bi Xiyan *A Classical Chinese Reader* (Wild Peony)

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

Modern 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.
2. Modern Chinese composition and conversation.
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 exams

Pre-modern (wenyan) 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 1997.

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 *chuanqi* which emerged in the late Sui dynasty and reached its height of excellence during the late Tang dynasty. The *chuanqi* fiction of Tang has been highly regarded by Chinese literary historians for the beauty of language and conception and social historians have found the *chuanqi* to be excellent documents on the social life and attitudes of urban dwellers of the Tang capital Chang'an. The main part of the course will be devoted to the reading of some of the finest examples of *chuanqi* and to considering them in the light of the times in which they were written.

6. Modern essays on literature

Introductory lectures will discuss the historical, social and linguistic factors which gave rise to the revolution in the literature of the May Fourth period which established the vernacular language as the language for China's modern literature. In the present century Chinese writers have been deeply concerned about the function of literature; their concern has been intimately related to their perceptions of the place of China in the world and moulded by their studies of western philosophies and literatures. The main part of the course will be devoted to the reading of essays on literature written by prominent writers of this century and spanning the period from May Fourth to present times. The ideas presented in the essays will be considered in the light of the writers who wrote them.

7. Ming short stories
Substantial growth in the urban areas of Ming China and the rise of a semi-literate class were important factors leading to pressures for developments in popular literature. The vernacular short story genre reached a peak in development and in popularity in these times, reflecting the life and concerns of the townspeople. Selections of these stories will be examined in the context of language and genre and will be considered in the times in which they were written.

8. Modern poetry
In the twentieth century new forms and styles of poetry appeared in China as a result of literary and political influences from Europe, Russia and America. In this course poems by representative modern poets will be studied, including samples of post-1949 poetry from both China and Taiwan.

9. Contemporary poetry
Poetry continues to play a vital, if marginal, role in the cultures of the People's Republic, Taiwan and Hong Kong. In this course, a range of post-1949 poetry by representative figures will be studied together with critical writings on the nature and function of poetry in a contemporary context.

10. 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.

11. 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.

12. 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.

13. 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.

14. Classical autobiographical texts
In traditional China autobiography had a very close connection with biography and many auto-biographical 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.

15. 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.

16. 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.

17. Early vernacular novels
Early vernacular novels have their origins in story telling. The rise of Buddhism in pre-Tang times established the tradition of story telling 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 story telling and also in the writing of prompt-books for story-tellers. The early novels *Sanguo zhi yanyi*, *Shuihu zhuan* and *Xiyou ji* were developed from such prompt-books. Purely fictional short stories in the vernacular reached a height of development in the Ming dynasty and in the following Qing dynasty the vernacular fiction in the novel form reached its greatest peak with the classic *Honglou meng* which continues to this day to fascinate readers and scholars. Selections of extracts from one or more of these novels will be chosen for study and translation. The selected extracts will be examined in the context of novel(s) as a whole. Features of the literary techniques and the language employed in the novel(s) chosen for study will also be examined.

18. Issues in Chinese language and linguistics
This option is an introduction to the social and political dimensions of language in 20th century China in relation to such topics as the establishment of a standard Chinese language as a nation-building enterprise, the creation of a vernacular national literature, and language reform and planning. The option will examine selected texts by major political and literary figures from the 1920s to the present.

19. Contemporary fiction
Since the late 1970s, there has been something of a revival in contemporary Chinese fiction in the People's Republic of China, moving through a series of stylistic phases embracing 'scar' literature, critical realism, 'roots-seeking' literature, and experimental/post-modernist fiction. In this course, students will study examples of contemporary fiction, and learn appropriate critical tools with which to analyse and discuss works of literary fiction.

20. 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.

21. 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.

22. 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.

23. 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, Hindi and Urdu are offered as Junior courses. Students wishing to take both Hindi (Urdu) and Sanskrit at senior level are advised to contact the School of Asian Studies while pre-enrolling in October.

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. Antoine *A Sanskrit Manual, Parts I and II* (Allied Publishers, 1982)

R. Goldman Devavanipravesika *An Introduction to the Sanskrit Language* (Berkeley, 1978)

Hindi and 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/Hindi as a spoken language. The course will deal with:

1. basic elements of Urdu/Hindi grammar, phonetics and orthography;
2. spoken Urdu and Hindi;
3. readings of set text, translation from Urdu and Hindi into English and English into Urdu/Hindi.

Textbooks
Urdu Language (for Beginners)
Urdu Textbooks # 1 and 2 (Board of Education, Lahore, Pakistan)

Indian Studies 201 — 16 units

Either

Hindi (Urdu)
Prereq Urdu B101
Classes Yr: (2 lec & 3 tut)/wk
Assessment one 3hr exam/sem

This course will consolidate oral, aural and written language skills. Active participation and regular attendance is expected. The course consists of:

1. consolidation and practice of oral language skills in complex situations
2. advanced course in grammar
3. reading a selection of short stories and poems.

Textbook
E. Bender *Introductory Hindi Readings* (Pennsylvania U.P., 1971)

Or

Sanskrit
Prereq Sanskrit B101
Classes Yr: (1 lec & 2 tut)/wk
Assessment one 3hr exam/sem

The course will complete the remaining grammar in the first few weeks and will then be devoted to reading classical Sanskrit literature, especially selections relevant to the study of Hindu religion and culture. Readings will be drawn from the *Hitopadessa*, *Kathasaritsagara*, *Manusmrti* and the *Bhagavadgita*.

Textbook
C.R. Lanman *A Sanskrit Reader* 2nd edn (Satguru Publications, 1983)

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.

Indian Studies Honours IV

Students should consult the School of Asian Studies regarding the availability of this course.

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:

- basic communication skills in speaking, listening to and writing Japanese;
- a solid foundation in reading Japanese;
- familiarity with Japanese socio-cultural patterns;
- the ability to access relevant materials for ongoing, independent learning; and
- 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.

Registration
Students must register with the Japanese and Korean Studies department during the orientation period. For details of registration, consult School noticeboards, 5th floor, Brennan Building.

First-year courses
The Section offers three first-year courses in Japanese:

A 101 for students who have completed 2-unit HSC Japanese (or equivalent determined by the Section) at a satisfactory standard;

AB 101 for students who have completed 2-unit Z HSC Japanese (or equivalent determined by the Section) at a satisfactory standard;

B 101 for students who have no previous knowledge of Japanese or students who have not learnt *hiragana*, *katakana*, or basic *kanji*.

During the orientation period students enrolling in Japanese A 101 or Japanese AB 101 will be required to take a language placement test organised by the Section.

Students without HSC or equivalent qualifications, and native speakers of Japanese, should contact the Section prior to enrolment.

Additional courses
The Section offers additional courses in Japanese studies in second and third year (Japanese B 203, Japanese B 204, Japanese A 203, Japanese 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 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 department 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:
Makino and Tsutsui *A Dictionary of Intermediate Japanese Grammar* (The Japan Times, 1995)
New Collegiate Japanese-English Dictionary (Kenkyûsha)
A.N. Nelson *The Modern Reader's Japanese-English Character Dictionary* (Tuttle, 1971)
P.G. O'Neill *Essential Kanji* (Weatherhill, 1973)
Sanseidô's *New Concise English -Japanese Dictionary*
The Kôdansha Pax Japanese-English Dictionary

Japanese A 101 — 12 units

Classes Yr: 5hr/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.

N.B. Japanese native speakers enrolled in Japanese A101 take the Japanese A201 course (Japanese Literary Tradition plus 2 semester options).

Reading selected modern texts
Sem 1: 2hr/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
2hr/wk

Conversation and discussion based on the material covered in the composition and reading classes.

Composition
1hr/wk

Translation from English into Japanese in addition to free composition in Japanese. Writing *kanji* will be tested regularly.

Textbooks
H.D.B. Clarke and M. Hamamura *Colloquial Japanese* (Routledge, Chapman & Hall)
P.G. O'Neill *Essential Kanji* (Weatherhill, 1973)
Hoshi Shin'ichi *Bokko-chan* (Shinchô Bunko, 1971)
Shiga Naoya *Kozô no Kamisama* (Iwanami Bunko, 1967)
(Students should note that the Language Centre holds selected recordings of stories from this book)

Dictionaries
M. Makino and M. Tsutsui *A Dictionary of Intermediate Japanese Grammar* (The Japan Times, 1995)
A.N. Nelson *The Modern Reader's Japanese-English Character Dictionary* (Tuttle, 1971)
An English-Japanese Dictionary such as Sanseidô's *New Concise English-Japanese Dictionary*
A Japanese-English Dictionary such as Kenkyûsha's *New Collegiate Japanese-English Dictionary*

Japanese AB 101 — 12 units

Classes Sem 1: 5hr/wk; Sem 2: 6hr/wk
Assessment continuous class assessment, class tests and semester exam. Consult Section for further details
Students are strongly advised to take Modern Asian History and Culture 101 and 102

An introduction to contemporary Japanese texts with spoken practice modified to suit the needs of students whose initial level falls between A 101 and B 101 levels.

Reading modern texts
2hr/wk

Students study a selection of modern literary and non-literary Japanese texts. The literary texts 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).

Conversation
2hr/wk

Conversation and discussion based on the material covered in the composition and reading classes.

Composition
1hr/wk

Translation from English into Japanese in addition to free composition in Japanese. Writing *kanji* will be tested regularly.

Textbooks
H.D.B. Clarke and M. Hamamura *Colloquial Japanese* (Routledge, Chapman & Hall)
P.G. O'Neill *Essential Kanji* (Weatherhill, 1973)
Hoshi Shin'ichi *Bokko-chan* (Shinchô Bunko, 1971)
Shiga Naoya *Kozô no Kamisama* (Iwanami Bunko, 1967)
(Students should note that the Language Centre holds selected recordings of stories from this book)

Dictionaries
M. Makino and M. Tsutsui *A Dictionary of Intermediate Japanese Grammar* (The Japan Times, 1995)
A.N. Nelson *The Modern Reader's Japanese-English Character Dictionary* (Tuttle, 1971)

An English-Japanese Dictionary such as Sanseidô's *New Concise English-Japanese Dictionary*
A Japanese-English Dictionary such as Kenkyûsha's *New Collegiate Japanese-English Dictionary*

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

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

Grammar
1hr/wk

Introduction to the structure of modern Japanese.

Reading and writing
2hr/wk

Practice in reading and writing Japanese script, and an introduction to simple texts in *hiragana, katakana* and *kanji*. One hour per week is spent in the computer laboratory.

Speaking and listening
2hr/wk

This component develops basic communication skills in speaking and understanding Japanese. It includes one hour per week in the language laboratory or the computer laboratory.

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

Recommended dictionaries
M. Makino and M. Tsutsui *A Dictionary of Intermediate Japanese Grammar* (The Japan Times, 1995)
A.N. Nelson *The Modern Reader's Japanese-English Character Dictionary* (Tuttle, 1971)
An English-Japanese Dictionary such as Sanseidô's *New Concise English-Japanese Dictionary*
A Japanese-English Dictionary such as Kenkyûsha's *New Collegiate Japanese-English Dictionary*

Japanese A 201 — 16 units
Classes Yr: 6hr/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

A selection of literary and non-literary texts.

N.B. Japanese native speakers 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 A201 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

This component begins with materials from Clarke and Kobayashi's *Introduction to Reading and Writing Japanese* and proceeds to a study of written texts similar to that undertaken by Japanese A 101.

Oral drills and conversation
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* (Shinchô Bunko, 1971)
Shiga Naoya *Kozô no Kamisama* (Iwanami Bunko, 1967)
(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 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

A selection of literary and non-literary texts.

N.B. Japanese native speakers 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 Sôseki* (Yûseidô, Tokyo, 1984)
Akutagawa Ryûnosuke *Rashômon* 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

Development/extension of communication skills in everyday situations, as well as aural comprehension and oral presentations in Japanese.

Reading
1hr/wk

A selection of literary and non-literary texts.

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 lecturer.

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.

As quotas may be applied, registration during Orientation Week is essential.

Not all options will necessarily be offered in 1997. Please check the Japanese and Korean Studies noticeboard on level 5 of the Brennan 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
Sem 1: 3hr/wk
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 Shûji, Hijikata Teiichi, 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
Sem 1: 3hr/wk
Assessment 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.

Textbooks
To be selected from:
Tsurumi Shunsuke and Kuno Osamu *Sengo Nihon Shisôshi* (Iwanami Shoten, Tokyo, 1969)
Yoshimoto Takaaki *Masu Imêji-ron* (Fukutake Shoten, Tokyo, 1984)
Karatani Kôjin *Shûen o megutte* (Fukutake Shoten, Tokyo, 1990)

B. History options

3. Readings in Japanese history
Dr Tipton
B 301 option
Sem 2: 3hr/wk
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

9. History of Japanese literature: The Tokugawa period 1600-1868
See details under Literature options below.

C. Language and linguistics options

4. Introduction to classical Japanese
Prof. Clarke
A 201/A 301 option
Sem 1: 3hr/wk
Assessment continuous class assessment, an individual translation assignment and semester exam. Consult Section for further details

This option is recommended for those intending to take the option History of Japanese Literature: The Tokugawa Period 1600-1868 and/or Introduction to Classical Japanese Poetry.

This option introduces students to the fundamentals of Classical Japanese. While the main focus is on the grammar of the language, students are gradually introduced to a selection of texts taken from a literary tradition spanning more than a millennium.

5. Introduction to Japanese linguistics
Dr Jarkey
A 201 option
Sem 1: 3hr/wk
Assessment continuous class assessment, essay and semester exam. Consult Section for further details

This course, which combines lectures and discussions in English with the reading of articles in Japanese, aims to provide an introduction to the study of Japanese linguistics. The focus is on topics in Japanese syntax; other topics addressed include morphology, semantics and sociolinguistics.

Textbooks
Readings will be distributed in class

6. Readings in Ja'panese linguistics

Lecturer to be announced
A 301 option
Sem 2: 3hr/wk
Assessment 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 sociolinguistics

Dr Jarkey
B301 option
Sem 2: 3hr/wk
Assessment continuous class assessment and semester exam. Consult Section for further details

This course, which combines lectures in English with the reading of article 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. Introduction to Japanese society and culture

Ms Yasumoto, Mr Noble
B 301 option
Sem to be advised: 3hr/wk
Assessment 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 through studying aspects of Japanese society. 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.

Textbook
Nippon Steel Human Resources Development *Nihon o hanasô* (The Japan Times, 1994)

D. Literature options

9. History of Japanese literature: The Tokugawa period 1600-1868

Ms Field
A 201/A 301 option
Sem 2: 3hr/wk
Assessment three pieces of written work, including an essay and translation

This option is complementary to the Asian Studies options *Early Modern Japanese History* and the *History of Momoyama and Edo Art*.

This option is a genre-based survey of the literature of pre-modern Japan. Major works will be read in both English translation (outside class) and in the original, and discussed in terms of their literary and cultural context. Extensive reading of secondary source materials will also be expected.

Textbook
A selection of literary readings will be available for purchase

Recommended reference book
Donald Keene (ed.) *World Within Walls* (Grove Press, 1978)

10. Contemporary fiction

Assoc. Prof. Matsui
A 201 option
Sem 1: 3hr/wk
Assessment class tests and semester exam. Consult Section for further details

A contemporary short novel will be translated in class.

Textbook
Ekuni Kaori *Kôbashii hibi* (Shinchô Bunko, Tokyo, 1995)

11. Modern drama

Dr Claremont
B 301 option
Sem 1: 3hr/wk
Assessment class tests, performance and semester exam. Consult Section for further details

This course is based on play reading in class, culminating in a public performance. Students are expected to become involved in every aspect of the performance, e.g. role playing, stage setting and publicity. Natural Japanese expressions in the play provide an opportunity to strengthen students' understanding of the language.

Textbooks
To be advised

12. Modern poetry

Dr Claremont
A 201/A 301 option
Sem 2: 3hr/wk
Assessment class assessment, essay and semester exam. Consult Section for further details

A selection of modern poems will be closely studied 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
Sem 2: 3hr/wk
The option *Introduction to Classical Japanese* is strongly recommended as a prerequisite to this option
Assessment continuous class assessment, essay and semester exam. Consult Section for further details

A selection of the best Japanese poetry from the *Man'yôshû, Kokinshû, Shin Kokinshû* 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. Contemporary drama

Assoc. Prof. Matsui
A 301 option
Sem 1: 3hr/wk
Assessment continuous class assessment, essay and semester exam. Consult Section for further details

Text for study is Oe Kenzaburô's *Dôbusu Sôko.* 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

Ms Field
A 301 option
Sem 1: 3hr/wk
Assessment three pieces of written work, including an essay and translation

This option takes an author-centred approach in examining the works of several modern authors. Students will read representative works in the original and will be expected to read other stories by the same author in English translation outside class. Secondary sources in Japanese and English will also be read.

Recommended reference book
Katô Shûichi *A History of Japanese Literature: The Modern Years* (Kodansha International, 1990)

E. Society and business options

2. Recent critical theory in Japan

See details under art and culture options above.

7. Readings in Japanese sociolinguistics

See details under language and linguistics options above.

8. Introduction to Japanese society and culture

See details under language and linguistic options above.

16. Reading Japanese financial newspapers

Mr Noble
B 301 option
Sem 1: 3hr/wk
Assessment 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)
Additional articles selected from the Japanese press will be distributed in class

17. Reading Japanese economic texts

Mr Noble
A 201/A 301 option
Sem to be advised: 3hr/wk
AKn a general understanding of business and a working knowledge of basic financial vocabulary in Japanese
Assessment continuous class assessment, essay and semester exam. Consult Section for further details

Designed for students who have already been exposed to basic financial vocabulary in Japanese, the ultimate goal of this option is that students will be able to use their enhanced reading skills to gain an awareness of some of the issues in contemporary Japanese society and business by looking at the Japanese financial press.

Textbooks
Association for Japanese Language Teaching *Reading Japanese Financial Newspapers* (Kodansha International, Tokyo, 1990) — used as a reference
Articles from the Japanese press will be distributed in class

18. Introduction to Japanese society

Ms Ishii
A 201 option
Sem 1: 3hr/wk
Assessment continuous class assessment, essay and semester examination

An introduction to Japanese society and culture through a study of selected texts in Japanese.

Textbook
Readings will be advised at the beginning of the course

19. Readings in Japanese society

Ms Shao
A 301 option
Sem to be advised: 3hr/wk
Assessment continuous class assessment, essay and semester examination

The course aims to increase students' ability to read quickly with good comprehension whilst giving them greater understanding in Japanese society and culture. Assigned reading materials will be reviewed and discussed in class under the lecturer's guidance.

Textbook
Readings will be advised at the beginning of the course

20. Issues in contemporary Japan

Mr Noble
B 301 option
Sem 2: 3hr/wk
Assessment 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.

Textbook
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 000w)

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.
4. Japanese art history: Introduction to primary and secondary art texts from the Meiji period.
5. Japanese literature: Intensive study of classical and/or modern literary texts
6. Japanese performing arts: The origin and development of oral tradition in Japanese literature and theatre.

Korean courses

The Korean language has been designated a national priority Asian language to be taught in Australian schools in 1997. 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 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 — 12 units

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 Sino-Korean 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.

Korean history and culture
2hr/wk
Assessment an essay on an approved topic and semester exams

Korean B 101 — 12 units

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.

Structure drill
1hr/wk

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.

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)

Dictionaries
Minjungseorim Essence Korean-English Dictionary (Minjungseorim, 1990)
Minjungseorim Essence English-Korean Dictionary (Minjungseorim, 1990)

Korean A 201 — 16 units
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
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
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
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
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
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

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

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

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 1997. 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

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.

Textbooks
Workbooks may be purchased from the section for $25
Additional material will be distributed as needed

2. Modern Southeast Asian history: 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.

Six 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: 5hr/wk

This course consists of three components:

1. Bahasa Indonesia language level 3
Ms Lingard and staff
Classes Yr: 3hr/wk
Assessment continuous and based on class activities, written exercises, class tests, oral presentations

The three main components of the course are comprehension, communicative activities and grammar/usage. The aim of the course is to expand and develop the skills of speaking, listening, reading and writing using material from a variety of contemporary sources.

2. Text and society: representations of Islam, the Javanese family and gender (Semester 1)
Staff
Classes 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
Classes one 2hr seminar/wk
Assessment translations, take-home exam

The interpretive reading course in the first semester focuses on documents which date from the period after 1945. In the second semester the course examines a number of texts written in varieties of Malay current in the second half of the 19th and the early 20th centuries. The kinds of works to be read will include extracts from travel accounts, narrative poems, novellas, poetry and short stories.

This component is worth 25% of Indonesian and Malayan Studies A 201.

In-country courses
Students may credit to the course Indonesian and Malayan Studies A 201 the six-week intensive course in Indonesian language and culture given at Satya Wacana University. Under this arrangement students must complete:

1. intensive course in Indonesian language and culture Level V in December/January;
2. Text and society: representations of Islam, the Javanese family and gender (Semester 1);
3. Indonesian and Malayan Studies A 201 Semester 2 program.

Or

1. Indonesian and Malayan Studies A 201 Semester 1 program;
2. intensive course in Indonesian language and culture Level V in July;
3. Text and society: from Abdullah to Poedjangga Baroe (Semester 2).

For further information on this arrangement students should consult the Head of the Section.

Indonesian and Malayan Studies B 201

16 units

Classes Yr: 5hr/wk

This course consists of three components:

1. Bahasa Indonesia language level 2 (Semesters 1 and 2)

Ms Lingard and staff
Classes Yr: 3hr/wk
Assessment continuous classwork, specific tasks and assignments

An introduction to the study of Indonesian at university level for those with previous knowledge of the language. The course emphasises communicative activities and there is an extensive development of skills already acquired in speaking, listening, reading and writing. Classes are 'learner centred', providing students with opportunities to take responsibility for their own learning strategies and goals. Contemporary Indonesian materials are used, arranged on a thematic basis.

In second semester the course consolidates and builds on skills acquired in first semester. It is designed to prepare students for the advanced study of Indonesian. Field work will involve contacting and reporting on activities of the Indonesian community living in Sydney.

This component is worth 50% of Indonesian and Malayan Studies B 201.

Textbooks
Workbooks may be purchased from the section for $25. Additional material will be distributed as needed

2. Modern Southeast Asian history: economic change and religious conversion (Semester 1)

Dr van Langenberg
Classes 2 lec/wk
Assessment one 2hr exam

Course description as for Indonesian and Malayan Studies A101.

This component is worth 25% of Indonesian and Malayan Studies B 201.

3. Text and society: New Order Indonesia (Semester 2)

Prof. Worsley
Classes one 2hr seminar/wk
Assessment class attendance and performance, take-home exam at end of sem

Course description as for Indonesian and Malayan Studies A 102.

This component is worth 25% of Indonesian and Malayan Studies B201.

In-country courses

Students may credit to the course Indonesian and Malayan Studies B 201 the six-week intensive course in Indonesian language and culture at Satya Wacana University. Under this arrangement students must complete:

1. intensive course in Indonesian language and culture Level III in December/January;
2. Economic change and religious conversion (Semester 1);
3. Indonesian and Malayan Studies 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 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 South-east Asia offered by other departments in the University, subject to approval by the Head of the section.

Indonesian and Malayan Studies 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. Researching modern Indonesia (Semester 1)

Dr van Langenberg
Classes 2hr sem/wk

Theoretical and methodological approach to the study of Modern Indonesian history, sociology and politics.

2. Contemporary short stories and modern Indonesian literature (Semester 2)

Ms Lingard
Classes 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

Ms Lingard and staff
Classes Yr: 3hr/wk
Assessment continuous and based on class activities, written exercises, class tests, oral presentations

The three main components of the course are comprehension, communicative activities and grammar/usage. The aim of the course is to expand and develop the skills of speaking, listening, reading and writing using material from a variety of contemporary sources.

Language Level 4

Dr Foulcher and staff
Classes Yr: 3hr/wk
Assessment continuous and based on assignments, class participation and preparation, oral presentations, tests and one essay in each semester

The course is an integrated one in that there are no divisions between components such as comprehension, speaking , etc; rather it is a composite of all, emphasising analysis and discussion of topics relevant to various issues and aspects of contemporary Indonesian society. A variety of contemporary material is used.

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
Classes Sem: 2hr/wk
Assessment one 1000w tut paper and one 2500w essay at the end of semester

The course will not be offered in the present format in 1997 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 *Arjunawijaya* 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

Classes Sem 1: 2hr seminar/wk
Assessment two 1000w essays, one 2000w 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
Classes 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 1997 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.

Textbooks
David Steinberg (ed.) *In Search of Southeast Asia* (1987)
Kevin Hewison *et al.* (eds) *Southeast Asia in the 1990s* (1993)

Old Javanese language and literature
Prof. Worsley
[Not offered in 1997]

Classical Malay language and literature 1
Prof. Worsley
[Not offered in 1997]

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:

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.

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
Classes Sem 1: 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
Classes Sem 2: 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
Classes 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)
Classes 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 — 6 units

Ms Jiraratwatana
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 — 6 units

Ms Jiraratwatana
Classes Sem: 4hr/wk
Assessment continuous class assessment, mid- and end-of-semester exams

The course will continue the work done in Thai B 101 in Semester 1.

Thai B 103 — 6 units

Ms Jiraratwatana
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 — 8 units

Ms Jiraratwatana
Assessment continuous class assessment, mid- and end-of-semester exams

The aim of the course is to consolidate communication skills, with an emphasis on reading. Different types of discourse will be studied through a variety of Thai-language media. A weekly one (1) hour seminar will be spent on cultural aspects of the Thai language.

Thai B 202 — 8 units

Ms Jiraratwatana
Classes Sem: 5hr/wk
Assessment continuous assessment, mid- and end-of semester exams

The course will continue the work done in Thai B 201 in Semester 1.

Thai B 301 — 8 units

Ms Jiraratwatana
Classes Sem: 5hr/wk
Assessment continuous class assessment, end-of-semester exam

In addition to consolidating and further developing a knowledge of and skills in oral and written Thai, the course is intended to equip students with resources to identify speech registers and to analyse discourse types. A one (1) hour weekly seminar will be spent on Thai linguistics, Thai literature or other aspects of Thai culture. The fifth hour will be devoted to readings and discussions about major issues in contemporary Thailand.

Thai B 302 — 8 units

Ms Jiraratwatana
Coreq Thai B 301
Classes Sem: 5hr/wk
Assessment continuous class assessment, semester exam

The course will continue the work done in Thai B 301 in Semester 1.

Australian Literature

See under **English**.

Australian Studies

The Faculty plans to introduce courses in Australian Studies in 1998.

Biblical Studies

See under **Semitic Studies**.

School of Biological Sciences

Junior courses

Location
Carslaw Building, F07, near the bridge over City Road. The Biology Office is Room 512 on the 5th floor; the laboratories are on the 3rd floor; telephone 9351 2848, fax 9351 2558.

Noticeboards
The noticeboards are located outside Laboratory 4 on the 3rd floor, Carslaw Building. The noticeboards inside the laboratories are also in frequent use: students should make a habit of looking at these each time they enter a laboratory.

Registration
All students are required to register with the School of Biological Sciences during the first or second practical class of first semester.

Advice on courses
Any student needing advice before enrolling should consult the School through the First Year Biology Office, Room 512 Carslaw Building. In selecting their courses, students who wish to proceed in Biology must consider the entry requirements for Junior and Senior courses listed in the Table of Courses in this Handbook.

Assistance during semester
The offices of First Year Biology academic staff are on the 5th floor of the Carslaw Building. Students can make appointments by signing the form on the door of the offices of academic staff members. Students are strongly advised to get acquainted with the staff and to use this service.

Biology 101F Concepts in Biology 6 units

Classes Sem 1: (3 lec & 3 prac)/wk
Assessment one 2hr exam, assignments, classwork

'Concepts in Biology' is an introduction to the major themes of modern biology. Starting with interactions between organisms in biological communities, we move on to the diversity of microorganisms, plants and animals. This is followed by introductory cell biology, which particularly emphasizes how cells obtain and use energy, and leads into an introduction to molecular biology through the role of DNA in protein synthesis and development. The genetics of organisms is then discussed, leading to consideration of theories of evolution and the origins of the diversity of modern organisms. This course is prerequisite for all second-semester Junior Biology courses.

Textbook
R.B. Knox *et al. Biology* (McGraw-Hill, 1995)

Biology 102S Living Systems 6 units

Classes Sem 2: (3 lec & 3 prac)/wk
Assessment one 2hr exam, assignments, classwork

'Living Systems' deals with the biology of all sorts of organisms from bacteria to large plants and animals, and emphasises the ways in which they can live in a range of habitats. The importance of energy in living systems, and how elements are used and recycled in biological communities, are described. The course includes lectures and laboratory classes on the physiology of nutrition and growth, basic physiological processes of animals and plants, the ways in which organisms control and integrate their activities, and their reproduction. Finally applications of knowledge of genetics and ecology to practical problems in medicine, agriculture and conservation are introduced. Enrolment may be restricted by the availability of places. This course provides entry to all 200-level courses in biology in the School of Biological Sciences.

Textbook
R.B. Knox *et al. Biology* (McGraw-Hill, 1995)

Biology 103S Human Biology 6 units

Classes Sem 2: (3 lec & 3 prac)/wk
Assessment one 2hr exam, assignments, classwork

This course provides an introduction to human evolution and ecology, cell biology, physiology and anatomy, through both lectures and practical work. It begins with human evolution, human population dynamics and the impact of people on the environment. The course includes human nutrition, distribution of essential requirements to and from the cells, control of body functions and defence mechanisms. After discussion of reproduction and development the course concludes with some controversial aspects of human genetics. Enrolment may be restricted by the availability of places. This course provides entry to 200-level courses in genetics and cell biology in the School of Biological Sciences, but not to the School's other 200-level courses.

Textbook
S.S. Mader *Human Biology* 4th edn (Wm. C. Brown Publishers, 1995)

Senior courses

The Senior Biology courses available in the Faculty of Arts, and their entry requirements, are listed in the Table of Courses in this Handbook. For detailed course information consult the Faculty of Science Handbook. Students who wish to proceed in Biology should also consult the *Information for Students* booklets available from the School of Biological Sciences Office, Room 234 Macleay Building.

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, Assoc. Prof. S.M. Jack, Mr G. Evans, Mrs K. Graham, Ms A. de Paor, Mr D. O'Malley

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 18 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 24 units of Celtic Studies at 300-level. Details of courses available in 1997 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
Adjacent to Room N408, Woolley Building. Adjacent to Room 736, MacCallum Building. Media Library, Level C, Language Centre.

Telephone: 9351 2557 or 9351 3790

Registration
Celtic Studies students will register on the Wednesday of Orientation Week, in AudioVisual 1, Language Centre, Brennan Building. CS201 registration will be from 2.00 to 3.00 pm, CS 300-level from 3.00 to 4.00 pm.

Celtic Studies 201 — 16 units

Classes Yr: (1 lec, one 2hr sem, 2 tut)/wk

Archaeology, history and culture

Dr Cremin, Dr Olson, Dr Fulton, Mr Evans
Classes Yr: (1 lec & 1 tut)/wk
Assessment one 2hr exam/sem, 2500w written work/sem

This core unit examines the culture of Celtic-speaking peoples in Central and Western Europe and traces the development of the cultures of the British Isles. The course consists of four sections, each approximately half a semester in length. Semester 1 deals with prehistory and early medieval history, Semester 2 looks at literature and society in the Celtic countries from medieval to modern times. The disciplines involved include archaeology, history, linguistics and cultural studies. Throughout the course Celtic cultures are studied within the broader European context.

Textbooks
A. Cremin *The Celts in Europe* (Centre for Celtic Studies, 1992)
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)
Foclóir Póca: Eng/Ir, Ir/Eng Dictionary (An Gúm, Dublin, 1990)

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
G. Evans *A Reader's Guide to Modern Welsh* (University of Sydney Language Centre, 1993)

Celtic Studies 300 Level

These courses are designed to enable students to specialise in a topic introduced during Celtic Studies 201. They are offered subject to sufficient funding and enrolment.

Celtic Studies 301 — 4 units

Advanced language

Classes Sem 1: (one 2hr class & one 1hr class)/wk
Assessment one 2hr exam, other tests

This course consolidates the language skills acquired in the first year and goes deeper into the study of modern literature and its cultural context. Students may take only *one* language, choosing between Advanced Irish, Advanced Welsh or Scottish Gaelic. Texts will be supplied.

Celtic Studies 302 — 4 units

Advanced language 2

Classes Sem 2: (one 2hr class & one 1hr class)/wk
Assessment one 2hr exam, other tests

This course builds upon the first-semester course (301) to intensify language skills and facilitate the reading of modern prose and poetry. Texts will be supplied.

Celtic Studies 303 — 8 units

This course is made up of one to four of the options listed below. Students must take options to a total value of 8 units in semester 1.

Options

Celtic art — 8 units

Dr Cremin
Classes Sem 1: (one lec & one 2hr class)/wk
Assessment one 5000w essay, 1 class presentation

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.).

Religion and mythology of the Celtic peoples — 8 units

For course outline, consult this handbook under Religious Studies.

The British Celtic frontier: culture, race, resistance and war 1400-1600 — 4 units

For course outline, consult this handbook under History.

The following options are shared with the Department of English. Students must choose two of these to make up one 4-unit Celtic Studies course. For course outlines, consult this handbook under English.

An introduction to medieval Irish literature
Old Irish
Middle Welsh
The Arthurian legend and its social context
William Butler Yeats and Irish poetry

Celtic Studies 304 — 8 units

This course is made up of two of the options listed below. Students must take *both* options in semester 2.

Options

Over the Southern Sea: Cornwall, Brittany and Australia — 4 units

Dr Olson
Classes (1 lec & 1 tut)/wk
Assessment one 2000w 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.

Modern British and Irish literature — 4 units

Dr Fulton, Mr Evans
Classes (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*
R. Garlick and R. Mathias *Anglo-Welsh Poetry 1480-1980* (Poetry Wales Press, 1984)

The British Celtic frontier: culture, race, resistance and war 1600-1800 — 4 units

For course outline, consult this handbook under History.

The following options are shared with the Department of English. Students must choose two of these to make up one 4-unit Celtic Studies course. For course outlines, consult this handbook under English.

Medieval Welsh literature
Malory

The following options are not available in 1997 but may be offered in later years, subject to student demand and the availability of staff.

The Celtiberians
The Celtic Folktale
James Joyce and Dublin
Contemporary Gaelic Literature
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.

School of Chemistry

Fully detailed information about all courses, prescribed textbooks and reference books is available from the School of Chemistry.

Exercises are issued and tutorials are held at regular intervals for all courses

Chemistry 111 — 6 units

AKn Chemistry component of the Science 4-unit or 3-unit HSC course or 2-unit Chemistry
Classes Sem 1: (3 lec & 3hr prac/tut workshop)/wk

Chemistry 111 is built on a satisfactory prior knowledge

of the Chemistry component of the Science 4-unit or 3-unit HSC course or 2-unit Chemistry. A brief revision of basic concepts of the high school course is given. Chemistry 111 covers chemical theory and physical chemistry. Further details are available from the School of Chemistry and are contained in a booklet *Information for Students* distributed at the time of enrolment.

Course lectures
A course of about 42 lectures.

Practical work
A course of 10 three-hour sessions, one per week for 10 weeks of the semester.

Examinations
A theory examination is held at the end of the semester. Students are advised at the beginning of the semester about other factors contributing to assessment for the course.

Special preparative studies
Students wishing to enrol in Chemistry 111 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 early chapters of any general chemistry text before the beginning of Semester 1.

Chemistry 112 — 6 units

Classes Sem 2: (3 lec & 3hr prac/tut workshop)/wk

Chemistry 112 is built on a satisfactory prior knowledge of Chemistry 111 and covers inorganic and organic chemistry. Chemistry 112 is an acceptable prerequisite for entry into 200 level Chemistry courses.

Course lectures
A course of about 42 lectures.

Practical work
A course of 10 three-hour sessions, one per week for 10 weeks of the semester.

Examinations
A theory examination is held at the end of the semester. Students are advised at the beginning of the semester about other factors contributing to assessment for the course.

Chemistry 191 — 6 units

AKn Chemistry component of the Science 4-unit or 3-unit HSC course or 2-unit Chemistry
Classes Sem 1: (3 lec & 3hr prac/tut workshop)/wk

Chemistry 191 is available to students with a very good HSC performance (TER typically 88+) as well as a very good school record in chemistry or science. Students in these categories are expected to do Chemistry 191 rather than Chemistry 111. The theory and practical work syllabuses for Chemistry 111 and Chemistry 191 are very similar. The level of treatment in Chemistry 191 is more advanced and, hence, presupposes a very good grounding in the subject. Further details are available from the School of Chemistry and are contained in a booklet *Information for Students* distributed at the time of enrolment.

Course lectures
A course of about 42 lectures.

Practical work
A course of 10 three-hour sessions, one per week for 10 weeks of the semester.

Examinations
A theory examination is held at the end of the semester. Students are advised at the beginning of the semester about other factors contributing to assessment for the course.

Chemistry 192 — 6 units

Classes Sem 2: (3 lec & 3hr prac/tut workshop)/wk

Chemistry 192 is built on a satisfactory prior knowledge of Chemistry 191 and covers inorganic and organic chemistry. Chemistry 192 is an acceptable prerequisite for entry into 200 level Chemistry courses.

Course lectures
A course of about 42 lectures.

Practical work
A course of 10 three-hour sessions, one per week for 10 weeks of the semester.

Examinations
A theory examination is held at the end of the semester. Students are advised at the beginning of the semester about other factors contributing to assessment for the course.

Senior Chemistry

For details of senior courses in Chemistry, see the Science Handbook.

Chinese

See under **Asian Studies.**

Classical Civilisation

See under **Archaeology, Classics and Ancient History.**

Combined Law

See under **Law Courses.**

Basser Department of Computer Science

Computer Science is the scientific discipline which has grown out of the use of digital computers to manage and transform information. Computer Science is concerned with the design of computers, their applications in science, government and business, and the formal and theoretical properties which can be shown to characterise these applications.

The diversity of the discipline is demonstrated by current research interests in the Department which include artificial intelligence, the design of computer hardware and networks, and the theory of parallel

computation. The Department has a range of computers and specialised laboratories for its teaching and research.

Students who intend to major in Computer Science should pay particular attention to the prerequisites of each course. Students who complete 16 units of second year courses (course numbers starting with the digit '2') and 24 units of Senior courses (course numbers starting with the digit '3'), including among them a 'project course' (course numbers starting with the digits '32'), are eligible to become Associate Members of the Australian Computer Society.

Intending honours students are strongly urged to complete some Senior Mathematics prior to their entry into the honours year. Students should note that entry to honours **requires an average of Credit or better in the Senior Computer Science courses.**

The courses offered by the Department are described briefly below, and more fully in the Department's Handbook which is available from the Department's office (Room G71) in the Madsen Building. Students should confirm details of courses, registration procedures, textbooks, etc., on the departmental noticeboards. Those in doubt should seek advice from members of the Department's academic staff.

COMP 100S Information technology tools 6 units

Classes (1 lec, 1 tut & 4 prac)/wk
Assessment assignments, written exam, practical exam

A critical study of common computer applications (including word processors, spreadsheets, databases, image processing packages and web browsers). Emphasis will be given to acquiring a sophisticated level of skills in the usage of these tools. This will include: examining common concepts within and between classes of applications, the ability to transfer skills between releases and alternative packages, customisation and automation of environments, and the ability to design solutions to problems and use a tool to implement that solution. A central focus of the course will be the application of critical thinking to the problems of tool use, including the evaluation of tools and the selection of a suitable tool, and the evaluation of information produced by tools (including knowledge of common sources of error or misunderstanding, and ways to avoid them).

COMP 101F Intro programming 6 units

Classes Sem 1: (3 lec, 1 tut & 2 prac)/wk
Assessment assignments, written exam, practical exam

This course introduces the fundamental skill that underlines all of Computer Science: computer programming. Using the Blue object-oriented programming language, students learn modern programming techniques based on recent developments in the subject. No previous knowledge on computers or programming is assumed.

COMP 191F Intro programming (Advanced) 6 units

Requires permission by the Head of Department
Classes Sem 1: (3 lec, 1 tut & 2 prac)/wk
Assessment assignments, written exam, practical exam

This course is the advanced alternative to COMP 101F Intro programming. While the subject matter is the same, a higher degree of elegance and rigour in programming is expected, and the programming problems are more challenging, although not more time-consuming. No previous knowledge on computers or programming is assumed.

COMP 102S Intro Computer Science 6 units

Classes Sem 2: (3 lec, 1 tut & 2 prac)/wk
Assessment assignments, written exam, practical exam

This course is a continuation of COMP 101F Intro Programming. Advanced features of the blue programming languages are presented, and a beginning is made on some topics from the wider field of Computer Science, such as assembly language programming and reasoning about the correctness and efficiency of computer programs.

COMP 192S Intro Computer Science (Advanced) 6 units

Classes Sem 2: (3 lec, 1 tut & 2 prac)/wk
Assessment assignments, written exam, practical exam

This course is the advanced alternative to COMP 101F Intro Computer Science. While the subject matter is the same, a higher degree of elegance and rigour in programming is expected, the programming problems are more challenging, although not more time-consuming, and a deeper approach is taken to the Computer Science topics.

Senior courses

Students are advised that doing less than 6 courses with numbers starting with '3' 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.

COMP 201F Computer systems 4 units

Classes Sem 1: (2 lec & 2 prac)/wk
Assessment assignments, written exam

An overview of the aspects of computer hardware that are important for understanding the function and performance of software. Particular emphasis is placed on writing skills and on your ability to transfer the principles to new situations. The course consists of two principal components.

Machine Principles: In this section we discuss the organisation of a computer central processing unit, CPU, and the assembly and machine language commands that control it. We also pay particular attention to the different data types supported, such as two's complement integers and floating point. The teaching will be through the vehicle of a particular computer, the MIPS-2000. You will develop basic assembly language programming skills using the xspim simulator system.

System Structures: In this section we discuss the low-level organisation of system software including the organisation and action of a simple compiler and its run-time environment, and the system call and interrupt handling mechanisms.

COMP 291F Computer systems (Advanced) 4 units

Classes Sem 1: (2 lec & 2 prac)/wk
Assessment assignments, written exam

This course is the advanced alternative to COMP 201F Computer systems. Topics in Computer systems are covered at an advanced and more challenging level.

COMP 202F Design and data structures 4 units

Classes Sem 1: (2 lec & 1 tut)/wk
Assessment assignments, written exam

When there is numerous data, its structure (arrangement) determines what operations can be done with it. For example, the Sydney telephone directory may be used to find out a subscriber's telephone number, but not which subscriber has a given number. Many data structures have been developed over the years, each suited to a particular set of operations. This course introduces the most frequently used ones, including the array, linked list, binary tree, B-tree, hash table, heap, adjacency matrix, and adjacency lists. It shows how to implement them, verify their correctness, calculate their time complexity, and decide when to use them. More generally, this focus on data and its associated operations will lead to a productive approach to the design of large programs: data abstraction.

COMP 292F Design and data structures (Advanced) 4 units

Classes Sem 1: (2 lec & 1 tut)/wk
Assessment assignments, written exam

This course is the advanced alternative to COMP 202F Design and data structures. Topics in Data structures are covered at an advanced and more challenging level.

COMP 203S Languages and logic 4 units

Classes Sem 2: (2 lec & 1 tut)/wk
Assessment assignments, written exam

All communication requires a language. People communicate with each other in a natural language such as English; they communicate with computers in a formal language such as Pascal. This course studies two important kinds of formal languages (called regular and context-free), and the algorithms, or automata, that are used to recognise them. On the theoretical side, several ways to represent languages are presented, and their capabilities and limitations discovered; on the practical side, sound and indeed foolproof methods are derived for writing programs to recognise formal languages such as Pascal. Considerable emphasis is also put on the use of logic (both propositional and first-order), which provides a powerful design tool for hardware implementations of automata.

COMP 293S Languages and logic (Advanced) 4 units

Classes Sem 2: (2 lec & 1 tut)/wk
Assessment assignments, written exam

This course is the advanced alternative to COMP 203S Languages and logic. Topics in Languages and logic are covered at an advanced and more challenging level.

COMP 204S Programming practice 4 units

Classes Sem 2: (2 lec & 1 tut)/wk
Assessment assignments, written exam

In this course we attack the task of the programmer from an engineering viewpoint. This means that a major focus is on using existing tools as building blocks to complete a task. This course will teach C programming, its idiom and its considerable array of powerful programming tools. In addition, students will study the implementation of some of the library tools so that they gain an appreciation of how much better these are than a typical programmer would be able to create. In addition, it will introduce students to some of the very elegant ideas from computer science that have been applied in the construction of the tools.

COMP 294S Programming practice (Advanced) 4 units

Classes Sem 2: (2 lec & 1 tut)/wk
Assessment assignments, written exam

This course is the advanced alternative to COMP 204S Programming practice. Topics in Programming practice are covered at an advanced and more challenging level.

COMP 301F Algorithms 4 units

Classes Sem 1: (2 lec & 1 tut)/wk
Assessment assignments, written exam

In the latest edition of Webster's dictionary, the term algorithm is defined as any special method of solving a certain kind of problem. It is apparent from that definition that algorithms are something more than an area of Computer Science, which provide systematic ways to solve problems. Algorithms are particularly important in all areas of Computer Science. An operating system handles resource allocation, memory management, CPU and disk scheduling, according to a set of well designed algorithms. A database system follows database algorithms to store, search for, retrieve, and manipulate data objects. A compiler uses certain algorithms for lexical analysis, parsing, code generation and optimisation. A word processing system applies specific algorithms to decide where to break a line or a page, where to put a figure or a table. It is obvious that the knowledge of basic algorithms, as well as the ability to design a new algorithm and to analyse an existing one in terms of time and space efficiency, are essential for a person to successfully work in a computer and information related professional area. This course will provide a systematic study of the analysis of existing algorithms and strategies for the design of new algorithms. The analysis skill includes the method of analysis of average computational complexity. The design strategies covered include divide-and-conquer, greedy method, and dynamic programming. Many interesting real-life problems and smart algorithm application examples will also be introduced.

COMP 302F Artificial intelligence 4 units

Classes Sem 1: (2 lec & 1 tut)/wk
Assessment assignments, written exam

Artificial intelligence is all about programming computers to perform tasks normally associated with intelligent behaviour. Classical AI programs have played games, proved theorems, discovered patterns in data, planned complex assembly sequences and so on. Most of these activities depend on general or 'weak' methods, primarily search. AI also addresses issues related to the representation and use of the knowledge of human experts. This course will explore topics from selected areas of AI. Students who complete it will have an understanding of some of the fundamental methods and algorithms of AI, and an appreciation of how they can be applied to interesting problems. The module will involve four assignments that require writing program components, using AI systems, and writing a report.

COMP 303S Computer architecture 4 units

Classes Sem 2: (2 lec, 1 tut & 2 prac)/wk
Assessment assignments, written exam

In this course we design and build simple computers. A major focus of the course is the series of Logic Laboratory workshop experiments. After a brief refresher of machine code programming students are familiarised with the basic modules from which a computer central processing unit can be assembled: arithmetic logic units, microprogram sequencers, read-only memory for microprograms, random access memory for programs and data, and various pieces of medium scale integration 'glue logic'. After familiarisation workshops with these modules a simple accumulator machine is built using a number of different design strategies for the control logic. This is followed by the construction of a micro-programmed traditional Complex Instruction Set Computer (CISC) and a Reduced Instruction Set Computer (RISC) incorporating a two-stage instruction pipeline. Although the course is not designed to produce hardware designers, students will be familiarised with the major logical design issues, at least in so far as they affect the design of instruction sets. The workshops will be reinforced by small weekly assignment exercises. Part of the lecture course will be devoted to providing the basic background of ideas and techniques to support the workshops. Another stream of lectures will be devoted to case studies of various computers emphasising their strengths and weaknesses. Emphasis will be placed on performance enhancement by parallelism, pipelining, and similar techniques. The importance of parallelism in logical design will also be addressed by studying techniques for achieving high performance arithmetic in both gate level and chip level designs. The conclusion that the route to high performance is more through clever design than through brute force will prove inescapable.

COMP 304S Computer graphics 4 units

Classes Sem 2: (2 lec & 1 tut)/wk
Assessment assignments, written exam

'A picture speaks a thousand words' is probably a serious underestimate of the processing power of our human visual input pathways and memory methods. In recognition of this, computer graphical display techniques are being increasingly applied as aids to visualisation in areas such as entertainment (in creating 'virtual realities'), design (in Computer Aided Design packages), spatial exploration (in lunar fly-by simulations, medical tomography) and, coupled with communication networking methods, in the provision of 'distributed blackboards' for inter-personal communication.

A picture has a million pixels (in round terms). Like any other interface, it must be well engineered for accuracy, high-speed performance and compatibility with user needs. The Computer graphics course examines established algorithms for picture generation, covering such topics as hidden-line elimination, shading and texturing, and ray-tracing in terms of the technology of standard graphical output devices and the 3-space geometry which applies. The effects on performance of algorithmic design choices are considered and connections are made with the cognate field of Computational Geometry.

COMP 305S Database systems 4 units

Classes Sem 2: (2 lec & 1 tut)/wk
Assessment assignments, written exam

An organisation invests a lot of time and money in gathering data which it then uses to perform its daily activity and also to plan future activity. In order to protect this investment, it is important that the data be managed, so that questions can be answered efficiently and also so that errors are not introduced into the data. The computer systems that manage data are called Database Management Systems (DBMSs), and they occupy the dominant role in most organisations' computing. This course is an introduction to such systems, concentrating on the modern relational systems. The Oracle system will be used in the practical work. We view a DBMS from the perspectives of users, administrators, and implementors. You will learn how to understand the information stored in a relational DBMS, and how to find the answer to questions using the SQL language. You will also learn how to choose a good representation for data, using normalisation. This constitutes almost one half of the course. The other half of the course will concentrate on data modelling. The main issue here is how to convert a problem description in English to entities, relationships and eventually to relational tables. A phased-approach is used to model database development. Object-Oriented Database Management Systems, considered by many as the next generation DBMSs, will also be presented at the end of this course.

COMP 306F Logic programming 4 units

Classes Sem 1: (2 lec & 1 tut)/wk
Assessment assignments, written exam

The idea behind Logic programming is that the programmer specifies the logic of a problem (the what to solve) while leaving the machine to handle the procedural aspects of solving that problem (the how

to solve). In this course, Prolog is presented as a programming language in the broader context of Logic programming (which is itself an application of the first-order logic taught in Computer Science 1). The emphasis is on developing practical skills in Prolog programming in areas including expert systems, game playing and natural language processing. The application of Prolog to database theory is described, and more recent developments in Logic programming such as object-oriented Logic programming languages and parallel Logic programming languages will also be discussed.

COMP 307F Networked systems 4 units

Classes Sem 1: (2 lec & 2 prac)/wk
Assessment assignments, written exam

It is evident that computer systems, regardless of their educational, scientific or commercial applications, have to interact, cooperate with one another, and share expensive resources amongst themselves in order to provide cost-effective solutions to many problems. The interaction and resource sharing is achieved by the use of computer networks. Banks, department stores, airlines, and other businesses are all dependent upon computer networks to carry out transactions or exercise management control. The complexity of a computer network is, however, often underestimated, resulting in misuses, unsecured uneconomical applications and wasted resources. This course deals with various aspects of communications and networking (local area and wide area networks). It introduces the concepts of computer communications, it exposes limitations of communications channels, and it identifies network components and the way they fit together to provide communications functions. The course is also a study of network organisations, and of protocols required at different levels for efficient, reliable, secure, and meaningful communications (International Standard Organisation's OSI reference model and protocols). The course also introduces students to some aspects of network management and applications.

COMP 308F Object-oriented systems 4 units

Classes Sem 1: (2 lec & 1 tut)/wk
Assessment assignments, written exam

Object-orientation has recently become very popular in industry, as a framework for organising software development. When done well, object-orientation can improve programmer productivity by a factor of 5 or more. This module will introduce students to the use of object-oriented thinking and tools through the whole software life-cycle. It will study a widely-used methodology for analysis of requirements, and design of software; it will also cover the most popular O-O language in industry, which is C++. Students will learn how an O-O design can be expressed in C++ code.

COMP 309F Operating systems 4 units

Classes Sem 1: (2 lec & 1 tut)/wk
Assessment assignments, written exam

This course provides an introduction to the design and construction of modern operating systems. The emphasis of the course is design and the identification of high-level abstractions. However, the course also has a strong practical component and includes practical exercises which involve the students in implementing components of an operating system. Topics covered include an introduction to concurrency and synchronisation, processes and process scheduling, memory management, virtual memory, file systems and security. The course is not based on a particular operating system, but frequent reference is made to a number of contemporary systems including Unix, Windows NT and MacOS.

COMP 310F Software engineering 4 units

Classes Sem 1: (2 lec & 1 tut)/wk
Assessment assignments, written exam

Software engineering is designed to equip the students with the knowledge necessary to undertake large software design and implementation tasks in a team environment. Emphasis will be on specification, design, implementation and validation tuned to large applications. Students will learn about current software engineering tools and environments to prepare them for real projects. The contents of the module will include the software life cycle, human factors in software engineering, requirements analysis and specification techniques, design methodologies, implementation issues, software tools, validation, verification, quality assurance and software project management issues.

COMP 311S Theory of computation 4 units

Classes Sem 2: (2 lec & 1 tut)/wk
Assessment assignments, written exam

It is an embarrassing fact that many problems of interest to computer scientists have never been efficiently solved. Examples include the travelling salesperson problem, which asks for the fastest way to visit all the towns in a certain region, and the timetabling problem, which asks for a timetable that minimises clashes given a list of students' course preferences and available times. The only known way to solve these problems is to try all possibilities, but this cannot be done in any reasonable time. There are also problems for which it is possible to show that there are no algorithms at all, let alone efficient ones. Among these are the halting problem, which asks whether a program eventually halts, and the equivalence problem, which asks whether two programs always produce the same answers.

This course is a study of such problems (technically, the NP-hard or NP-complete, and the unsolvable problems) and the techniques for proving that they are inherently difficult or impossible. To do these proofs we introduce a model of computation called Turing machines. Later in the course it is shown how recursive functions in arithmetic can provide an alternative basis for computation. It is not necessary to have anything beyond a first-year mathematics course to understand the material, and even then all that we ask for is curiosity and some willingness to think

logically. If you have ever been diffident about how to prove things, this course will also attempt to guide you through some standard methods. The ability to actually do proofs under examination conditions is not required for people who are just aiming at a pass, but merely an understanding of the basic concepts.

COMP 312S User interfaces 4 units

Classes Sem 2: (2 lec & 1 tut)/wk
Assessment assignments, written exam

This course introduces several of the critical elements programmers need to create effective user interfaces. These include the essentially technical skills used in creating several of the major types of interface as well as human and design issues. Critical to designing an effective interface is familiarity with the substantial body of knowledge about cognitive and perceptual constraints. So, for example, students need to know how much information to place on a screen, how to organise it to be most readable and useful, which colours are most appropriate in various contexts and the reasons underlying the standards and recommendations for screen design. Proper testing is an essential part of assessing the effectiveness of any software and so is part of this module. The particular means of assessing the usability of an interface are studied and practised in this course.

The technical skills of User interface programming include learning current tools for building interfaces. Since this is a fast changing area, these will be reviewed and updated each year. They will also need to be taught in a manner appropriate for the development of life-long learning skills. This means that students will be provided with access to manuals and tutorial documents that are the normal information sources for professional programmers learning a new tool. The course will help students develop their skills in learning from these. The current course will introduce students to 'web-technology', programming of interfaces in the World-Wide-Web environment, a visual programming environment and the Python scripting language and TK toolkit for building graphical interfaces.

Another important aspect of the human-computer interface is programming languages. These permit the user to specify some classes of more sophisticated operations that can be quite unwieldy with a purely interactive graphical interface. Students will learn to use the Unix tools lex and yacc in the construction of compilers for small languages that can be easily modified. Finally there will be a common thread of user-centred software design. This will be taught in terms of principles and through case studies as well as the practical work.

COMP 321S Algorithmic systems project 4 units

Classes Sem 2: supervised project
Assessment quality of software product, written report, product presentation

Some of the most exciting work being done in the algorithms and complexity area today is concerned with the development of software which applies the algorithms and techniques to practical problems. Much progress has been made recently in graph drawing, computational geometry, timetable construction, etc. Real-life instances of these kinds of problems are typically too large to be solved without using efficient algorithms that have been developed for them. In this course you will work in a group to develop a software product of this kind. Past projects have included graph editors for X-windows, various computational geometry projects, and timetable construction.

COMP 322S Computer systems project 4 units

Classes Sem 2: supervised project
Assessment quality of software product, written report, product presentation

Students work in groups on a software project. The aim of the project is to provide substantial practical experience in designing and modifying an operating system. The task will involve extension and modification of an operating system, which itself runs on simulated hardware above Unix. The simulation is very realistic and all of the usual operating system implementation problems, including synchronisation, memory management, I/O, etc., will be encountered.

COMP 323S Intelligence systems project 4 units

Classes Sem 2: supervised project
Assessment quality of software product, written report, product presentation

As with any other applied science, theories and techniques in Artificial Intelligence, regardless of how fancy they appear to be, are of little use by themselves unless they can be used to solve real world problems. Furthermore, they can be best understood and mastered by applying them to non-trivial practical problems. In this project, students will have a chance to write computer programs to solve practical problems in a way 'similar' to what intelligent beings do. Specifically, students will be asked to apply learned AI techniques to solve small but realistic and knowledge intensive tasks (e.g. advice-giving, troubleshooting), in a carefully selected domain; and to evaluate the utility and performance of the techniques used. Students will work in groups.

COMP 324S Large-scale software project 4 units

Classes Sem 2: supervised project
Assessment quality of software product, written report, product presentation

The Large-scale software project is undertaken by students working in groups of four members. It consists of working as a member of a group, in the specification, design, implementation and testing of a substantial software product. The software product is the result of either a number of groups working on the same system, or a single group extending an existing large system. The course has three aims. Firstly, students learn to use previously gained implementation, testing, and debugging skills in the realisation of a complete,

practical product. Secondly, the importance of careful specification, design and project management (estimating, planning, progress monitoring and documentation) to successful completion of a product by a cooperating team is made manifest. Thirdly, students learn to take responsibility for a project and work independently of detailed supervision under the demanding 'sink or swim' conditions of real software development.

COMP 325S Product development project 4 units

Classes Sem 2: supervised project
Assessment quality of software product, written report, product presentation

The Product development project consists of working, as a member of a group of four students, in the specification, design, implementation and testing of a substantial software product, using sophisticated techniques including object-oriented programming. The product is often intended for users elsewhere in the University or in the Department, and an important aspect is discussion with eventual users to determine their needs. The course has three aims. Firstly, students learn to use previously gained implementation, testing, and debugging skills in the realisation of a complete, practical product. Secondly, the importance of careful specification, design and project management (estimating, planning, progress monitoring and documentation) to successful completion of a product by a cooperating team is made manifest. Thirdly, students learn to take responsibility for a project and work independently of detailed supervision under the demanding 'sink or swim' conditions of real software development.

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.*

Department of Economic History

The primary aim of the Department is to provide students with a firm knowledge of the process of economic and social change during the past two centuries. Due attention is also given to political and cultural developments. 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 Australia, Japan, China, South-east Asia, Europe (especially Germany and France), the South Pacific, and the United States of America. 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.

Honours 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 level of study. 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, Asian, Australian, and American history as well as gay history and colonial history. Postgraduate studies are provided for the MA, the MPhil and the PhD degrees.

Location
The Department is on Level 3, Merewether Building. Telephone: 9351 3080, fax: 9351 6620, e-mail: juliem@bullwinkle.econ.su.oz.au

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

This course provides an introduction to the modern history of Europe and the Asia-Pacific region; the first semester covers the nineteenth century, while the second semester examines the twentieth century. The emphasis is placed on economic and social developments, although due attention is also paid to the interaction of economic and social changes with political developments. The aim of the course is to examine the economic, social and political transformation of Europe, European overseas expansion, and the parallel evolution of eastern Asia, Australasia and Oceania, particularly as a result of the European impact. The course also offers an introduction to the approaches and methods used by historians and to the different theories they advance to explain historical change. The course thus provides an historical background for studies in other social sciences and for further work in economic history and history.

Students can expect to gain from the course skills relating to the critical evaluation of theories, analysis of different types of source materials, and effective presentation of arguments, both orally and in writing.

The first semester begins with an overview of the traditional European economy and society, then examines the changes that affected Europe, especially through the 'industrial revolution'. Different paths of development followed by European societies are charted in a comparative perspective. Social changes, such as the growth of a new middle class, the emergence of an industrial proletariat, the transformation of the peasantry and the theme of urbanisation are also examined. The various ideologies current in the nineteenth century — nationalism, liberalism, capitalism, socialism — are discussed. The course then examines the expansion of Europe, the 'new imperialism' of the 1800s and, in particular, the effects it wrought on Asia. The second half of the semester looks at the development of Japan, China, South-east Asia, Australia, and the Pacific islands and the ways that they were gradually incorporated into the world economic and political system in the late 1800s and early 1900s.

The second semester looks at the major events in the twentieth century history, including the two world wars, the international depression, the articulation and refutation of ideologies of the far-left and far-right, the reconstruction of Europe after 1945, and such recent developments such as the fall of the Berlin wall. Europe's changing relationship with the non-European world, including the phenomenon of decolonisation, is emphasised. The course then examines the history of the Asia-Pacific region in this century: the rise of Japan as a political and economic power, the establishment of a Communist regime and its evolution in China, the decolonisation of South-east Asia and Oceania, the progressive reorientation of Australia towards the Asia-Pacific region and the move of the centre of economic and political gravity to the Pacific basin.

The course is not highly technical in its 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, Dr Hutchinson
Classes Yr
Assessment 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 and social history with an emphasis on methodology, for which seminar papers will be presented; and a long research essay.

Economic History 301 and 302 each 8 units

Students take two options from the pool for each 8 unit course. (Note: not all courses may be given in any one year.)

Requirements for intending Honours students

Intending Honours students may take three courses, Economic History 301 and Economic History 302 (chosen from the pool of courses listed below), and Economic History 390 (see below).

Economic History 390 8 units

Assoc. Prof. Tipton, Dr Rahim
Classes Yr
Assessment two 2500w seminar papers, one 7000-10 000w research essay

This course consists of several components: a year-long seminar stream, focusing on theories of social change, 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 examines the growth of the Australia economy in the century from 1788. It considers first the shift from penal settlement to capitalism; capital accumulation, immigration, rural development and economic fluctuations. Then the period 1851-88 is examined: gold, the long boom, railways, pastoralism, urbanism and trade unionism.

(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 economic downturns of the 1890s, 1930s, and early 1990s, and now; economic policy and its failures; the impact of war on economy and society; twentieth century urbanisation and suburbanisation; and the post-war economy.

(3) American economic history 1607-1865
Prof. Salsbury
Classes Sem: 3 lec/wk
Assessment one 3hr exam, one 2500w essay & one other assignment

This 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/wk
Assessment one 3hr exam, one 2500w essay, .one other assignment

This 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 Rahim
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 South-east Asia
Dr Rahim
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam; one 2500w essay & 1 tut paper

Introduction to study of South-east Asia. Patterns of trade pre-1500. Impact of Europeans 1500-1800. Main emphasis of the course on period post-1800. Spread of European colonialism and capital investment. Emergence of 'export economies'. Response of indigenous people to economic stimuli. Dualism. The plural society. Standards of welfare. Developments in the post-colonial period up to early 1980s. Countries selected for particular study are Burma, Thailand, Malaysia and Indonesia.

(7) Historical development of the Chinese economy
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 2500w essay & 1 tut paper
[Not available in 1997]

(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.

(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
[Not available in 1997]

(10) 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.

(11) 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.

(12) History of the island Pacific since the mid-1800s

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 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.

(13) Strategy and growth of big business

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 United States, 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 United States railroad companies, the marketing revolution, multinational expansion, product diversification, the new conglomerates, accounting innovations, the multi-divisional structure, the rise of professional managers, research and development, and the transition to institutionalised invention and innovation.

It is strongly recommended that students complete Economics 101 before undertaking this course.

(14) The managerial firm: evolution and attributes

Dr Hutchinson
Prereq Economics 2 *or* 2P
Classes Sem: (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay

The large managerial firm, operating in a number of product and geographic markets and controlled by managers rather than owners, plays a major role in modern economies. Although it is now being challenged by new institutions such as LBOs and strategic alliances, the large managerial firm is itself a recent phenomenon which only began to emerge in the 1880s.

This course analyses the development of the large managerial firm since the 1880s. It focuses on the role of information in two major topic areas. The first is the expansion in firms' activities through strategies of vertical integration (including internal research and development), diversification and multinational investment. As firms increasingly turned to external sources of finance to fund this expansion, salaried managers began to make strategic as well as operational decisions. These issues are examined, leading into the second general topic — the need to ensure effective performance of managers. The course analyses the development of new internal organisational structures and information systems to coordinate and monitor operational managers as well as the development of methods to assure the performance of top managers. The course includes detailed analysis of case studies which are drawn primarily from the U.S.A., Australia and Japan.

(15) 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.

(16) Urban history

Mr Wotherspoon
Classes Sem: 3 seminars/wk
Assessment one 3hr exam, one 2500w essay & one written assignment

Approaches to urban history. Origins of cities — evidence and theories. Patterns of urban development in Europe, Asia and the Americas. Cities as seen by

social commentators, writers and artists. Cities as havens for minorities. Cities as human environment — the role of architects and town planners.

(17) Topics in modern European social history

Assoc. Prof. Aldrich, Assoc. Prof. Tipton
Classes Sem: 3 seminars/wk
Assessment: one 3hr exam, one 3000w essay and one oral presentation

This seminar course will examine selected topics in the social history of modern Europe. The exact topics will vary but may include such subjects as: the demographic revolution in Europe, the 'standard of living' debate and the industrial revolution, the link between economic and political power in Europe, the evolution of different social groups, the notion of class in European history, the role of women in modern Europe and the emergence of new social movements.

(18) The history of modern European expansion: the theory and practice of imperialism

Assoc. Prof. Aldrich
Classes Sem: (2 lec & 1 tut)/wk
Assessment: one 3hr exam, one 3000w essay and one oral presentation

This course will examine European overseas expansion in the nineteenth and twentieth centuries. It will look at the creation of formal and informal empires and the development of the possessions, the ideologies behind expansion (including economic, political, social and cultural justifications for conquest) and decolonisation. Emphasis will be placed on critical analysis of theories of expansion and such historiographical questions as the debate on the economic imperative behind European expansion, the issue of 'native' collaboration and resistance, and the areas of 'culture and imperialism'.

Economic History IV Honours

Classes Sem
Assessment three 2000w seminar papers & one 10 000-12 000w thesis

This course consists of several strands: a year-long seminar stream, on historiography, for which seminar papers will be presented, and working under individual supervision on a thesis. (Courses to be attended will be arranged with the Head of Department, from whom further information may be obtained.)

Department of Economics

The Department of Economics is situated on levels 3 and 4 of the Merewether Building. Initial enquiries regarding the department may be directed to the general office, Room 370, tel. 9351 2068, fax 955 2118, or to the Administrative Officer, Room 339, tel. 9351 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 and enrolments must be completed by the second week of Semester 1. 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. Examinations may be given in a particular semester or in both semesters. Where there is an examination at the end of the first semester in a year-long course, no formal result will be available for that examination until the end of the year. Precise details of the examinations, essays 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 departmental registration procedures at the time of enrolment or before the first week of lectures.

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 a course in statistical methods or, as an alternative, mathematics. Mathematical and statistical skills are important for both 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 & 1 tut)/wk — lectures are repeated twice

Economics 101 is a mainstream Economics course, covering both Microeconomics (the analysis of economic decisions of individual firms and households and market structures) and Macroeconomics (the analysis of the level of employment and economic

activity in the economy as a whole). Economics 101 is a compulsory core course for both the Bachelor of Economics degree (BEc) and for the Bachelor of Commerce degree (BCom), and an alternative core course for the Bachelor of Economics (Social Science)

Economic issues are pervasive in contemporary Australian society. The study of economics provides a language and an analytical framework for the examination of social phenomena and public policy issues. 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 students for the advanced study of economics in subsequent years.

The course begins with the introduction of a model which focuses on the question of how individuals, firms and institutions make choices concerning the allocation of scarce resources among competing uses. This is then followed by examination of a range of market structures, the concept of market power, the range of factors which determine the level of competitive pressure which individual firms experience within different market structures, and the influence of this competitive pressure on pricing and output decisions of firms. The first semester concludes with the examination of the economic circumstances under which markets fail to deliver desirable economic outcomes.

Macroeconomics is the subject matter of the whole of the second semester. It begins with an examination of the main factors which determine the overall levels of production and employment in the economy, including the influence of government policy and international trade. The analysis is then extended to explore the implications of money, interest rates and financial markets. This enables a deeper examination of inflation, unemployment and economic policy. Finally, the course examines fundamental controversies in economic policy and theory, such as the respective roles of markets and governments, causes of and cures for inflation, the explanation of income distribution.

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:

Semester 1: Introduction to political economy and the development of economics

A wide-ranging introduction sketches out the range of issues which contemporary political economists must try to understand. Issues studied include:

Current problems in the Australian economy; economic policies;

Examples of contemporary economic problems and structural change in the global economy;

The concept of an economic system; different modes of economic organisation - what are the key features of a capitalist economy?

Lectures then present a broad overview of the development of the subject over the last two centuries. The objective is to identify the principal currents in economic analysis, their historical origins and their relevance to current economic concerns. In this way, insights are presented into the bases for competing views within the subject and into controversial issues concerned with economic policy. The sequence of topics is:

classical political economy
Marxist economics
neo-classical economics
institutional economics
Keynesian economics
modern political economy

The first semester concludes with a consideration of why economists disagree and of the conditions for further progress.

Semester 2: 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 1 will be encountered again but in particular contexts that will help to deepen understanding of their usefulness and/or limitations. In this way a challenging approach to the issues of economic transformation and development is constructed. Illustrative topics include:

Globalisation — the forces generating increased international economic integration through trade investment and finance, and the tensions and contradictions arising from these processes;

Economic inequality — what is the impact of structural change in the national and international economies on opportunities for employment and on income; class and gender inequalities; problems of development and underdevelopment;

The nation-state and public policy — a critical examination of the role of the state as coordinator; consideration of selected policy issues to establish the limitations of conventional policy proposals emanating from mainstream economic analysis.

The particular issues to be studied may vary from year to year.

Tutorials: A single stream, running in parallel with the lectures.

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 as well as 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 topics covered will include the structure and development of the Australian economy, foreign trade, foreign investment, the impact of inflation, problems associated with maintaining full employment and monetary and fiscal policies. Attention is also given to the manufacturing sector including issues relating to industry, competition and monopoly.

The service, agriculture and mining sectors are also analysed as well as the system of wage determination and issues related to income and wealth distribution.

Economics 201 and 202 — each 8 units

Classes Yr: (3 lec & 1 tut)/wk — lectures are repeated once

The broad aim of Economics 201 and 202 is the development of theoretical and applied skills in economics. In the first semester the emphasis is on *microeconomics* while in the second, the emphasis switches to *macroeconomics*. Both provide the basis for the more specialised options which comprise third year economics.

The first semester covers applications and extensions of the theory of consumer choice, firm behaviour and market structure. Emphasis is given to the economics of information and choice under uncertainty; industry structures other than monopoly and perfect competition; markets for factors of production; general equilibrium and economic efficiency; market failure and the role of government. Applications of the theory are 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.

The second semester develops models of the goods, money and labour markets, and in this context, examines issues in macroeconomic policy. Macroeconomic relationships, covering consumption, investment, money and employment, are explored in detail. Macro-dynamic relationships, especially those linking inflation and unemployment, are also considered. 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, tutorials and assessment.

Textbooks and reference books
Information will be provided at the beginning of the year

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 II 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 of theory of probability; random variables and probability distributions; mathematical expectation; multiple regression; regression analysis and analysis of variance (ANOVA).

Economics (P) 201 and 202 — each 8 units

Classes Yr: (3 lec & 1 seminar)/wk

Economics (P) 201: The surplus approach in political economy

Understanding the capacity of an economy to produce a surplus is a central issue in economic analysis. How is an economic surplus generated? What forms does it take, how is it distributed and for what purposes is it used? These are key questions in analysing the functioning of the modern capitalist economy, how it grows, why it experiences crises, and why there are marked inequalities in the distributions of wealth and income both nationally and internationally. Moreover, within the context of the surplus approach it is possible to explore, for example, the notion of modern capitalism and the changing role of the state in economic management.

In introducing students to the surplus approach to political economy, Economics IIP builds particularly on the contribution of Marxist theory and explores modern developments in political economy based on that tradition. The first half of the program (I) involves a critical appreciation of Marxist value theory in its historical context as well as in contemporary application. This is followed by (II) a consideration of more recent debates which have emerged within a Marxist and neo-Marxist tradition, as well as of so-called 'post-Keynesianism' which also has a clear link to Marxism (particularly through Kalecki). A discussion of the role of the state in the generation and distribution of surplus will be a central consideration.

I. Value theory and its contemporary application
- preamble: the surplus approach in political economy
- the Marxian approach to history and economy
- capitalist production
- particular Marxian conceptions: of the international economy; of gender, race and exploitation; of the environment question

II. Recent debates in Marxist and neo-Marxist theory
- modern theories of surplus
- the question of monopoly
- forces determining distribution of income between workers and capitalists; and distribution of investible surplus between enterprises and corporations; feminist arguments regarding distribution
- Neo-Marxist international economic relations; unequal exchange; neo-imperialism, dependency theory and underdevelopment; world systems
- crisis theories: underconsumption; the falling rate of profit theory; crisis in the international monetary system
- theories of the state in Marxist and Neo-Marxist traditions
- other currents of economic analysis: Post-Keynesianism and the French regulationist school

Economics (P) 202: The contemporary economy: origins, structure and evolution

This unit introduces students to an examination of the modern economy conceived more broadly than it is in the first unit. It deals not only with impersonal forces structured through the market mechanism and the social division of labour, but with more conscious social action through key institutions such as business, unions, government instrumentalities and the family. The activities of production, exchange and distribution are considered within an extensive context of political and cultural influences, and crisis tendencies are contrasted with the processes which have worked to create economic stability and social order. The economic system charted in second semester is put into a clear historical perspective and its dynamics are explicitly examined. Case studies are drawn upon to illustrate the forces at work. The three main sections of the unit are as follows:

I. Development of the economy
- evolution of the nation state, commodity production and the domestic sphere of the economy; the formation of economic communities: industrial, commercial and financial centres; urbanisation/suburbanisation and consumption
- the linkages between the public and private spheres of the economy; 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

Economics (P) 290 — 8 units

Classes Yr: 1 seminar/wk

The course Economics (P) 290 consists of a supervised additional long essay. It 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 essay 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		*Prerequisite*
.01	International trade: theory and policy	—
.02	International finance and open-economy macroeconomics	—
.03	Business enterprise	—
.04	Corporate structure and strategy	—
.05	History of economics: classical economics	—
.06	History of economics: modern developments 1860-1960	—
.07	Financial economics	—
.09	Industrial organisation	—
.10	Australian industry policy	—
.11	Contemporary economic issues	—
.12	Capital and distribution	—
.13	Monetary economics	—
.14	Economic growth	—
.15	Public finance A: taxation and revenue	—
.16	Public finance B: public expenditure	III.15
.17	Labour economics A	—
.18	Labour economics B	III.17
.19	Economic systems	—
.20	Strategy, risk and rationality	—
.21	Bargaining, contracts and social choice	III.20
.22	Health economics	—
.23	Housing economics	—
.24	Monetary policy and the Australian financial system	—
.25	Banking institution management	—
.26	Financial intermediation	—

Students may substitute one option in the list of options in Economics (P) 300 level described elsewhere in this handbook for two Economics 300 level options.

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 economies of scale and imperfect competition are introduced as sources of trade and gains from trade. The section on the theory of international trade concludes with an examination of empirical studies aimed at testing trade theories. The analysis of trade policy begins with a discussion of the instruments of trade policy, in particular, tariffs and quotas and their effect on welfare. This discussion is then extended to the case of imperfect competition and strategic trade policy. The course concludes with an analysis of trading blocs.

Textbooks
To be advised

Economics 300 Level .02: International finance and open-economy macroeconomics

This course examines the international economy with particular reference to:

1. the principles governing the operation of the international monetary system; and
2. the role, significance and methods of international finance.

It is designed to provide an understanding of macroeconomic analysis and policy in an internationally integrated economy; global economic adjustment; and international money and globally integrated financial markets. Current issues of significance for discussion may include: Australia's current account deficit and foreign debt; the choice of exchange rate regime; the European Monetary System and the international debt crisis.

Topics covered include:

1. The variety of international financial instruments; the behaviour of international financial flows and their relation to foreign exchange markets and exchange rates.
2. The absorption, elasticities and monetary approaches to the determination of the balance of international payments, under fixed and flexible exchange rates.
3. Portfolio balance approaches to exchange rates and the current account balance.
4. The organisation of the international monetary system and the mechanism of international adjustment.
5. Macroeconomic policy in an open economy and issues in international economic policy.

Textbooks
To be advised

Economics 300 Level .03: Business enterprise

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 in 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.

Textbook

There is no suitable text for this course. A detailed reading guide is provided at the start of lectures. Students intending to take the two History of economics courses could usefully purchase William J. Barber *A History of Economic Thought* (Penguin, 1967 — still in print)

Economics 300 Level .06: History of economics: modern developments 1860-1960

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 macro-economics which grew out of the Keynesian revolution of the 1930s. The former attempted to provide a general theory of prices in the goods and factor markets as well as of the level of output as a whole within a general supply demand framework. This was developed within a general equilibrium (Walras/Pareto) and partial equilibrium framework (Marshall/Pigou). Its starting point in England was criticism of the classical system as developed by John Stuart Mill in his *Principles of Political Economy*, revealing some inconsistencies in that framework which became the point of departure for Jevons and Marshall. The course examines these developments and subsequent work in capital theory, distribution theory, welfare economics and the theory of the firm. In addition it looks at the Keynesian revolution in its various manifestations and developments in growth and cycle theory by the writers (Schumpeter, Hicks/Harrod).

Although History of economics: classical economics provides a useful introduction to this course, it is not a prerequisite. The course is free-standing and suitable for all those interested in learning about the intellectual foundations of contemporary economics.

Textbook

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 aim of this course is to provide a systematic analysis of the theory and applications relevant to an understanding of financial markets. The emphasis is on Financial Theory. The theory builds on micro-economic foundations, with decision-making under uncertainty forming a major component. The major models used in finance theory are derived and the assumptions underlying them made explicit. Concepts drawn from statistical theory are used frequently, so a familiarity with statistics is necessary. There is also quite a large mathematical input, predominantly algebra and some calculus. Results and methodology of econometric studies are discussed. The course emphasises understanding of the models and the ability to solve problems.

Textbooks

Copeland and Weston *Financial Theory and Corporate Policy* 3rd edn (Addison-Wesley, 1988)

Copeland and Weston *Student Solutions Manual for Financial Theory and Corporate Policy*

Economics 300 Level .09: Industrial organisation

This option 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.
8. Price discrimination.
9. Nonlinear pricing.
10. Vertical restrictions and vertical integration
11. Information, advertising and disclosure.
12. Durability.
13. Patents and technological change.
14. Regulation and antitrust policy.

Textbook

D.W. Carlton and J.M. Perfloof *Modern Industrial Organisation* (Harper Collins, 1990)

Economics 300 Level .10: Australian industry policy

This course examines aspects of industry policy in the context of the international competitiveness of Australian industry. It examines industry assistance and the prevalence of foreign multinationals in Australia. Attention is also given to industry regulation, trade practices legislation, privatisation and microeconomic reform. A distinctive feature of the course is the strong emphasis on the changing structure of Australian industry and on policies aimed at developing high-technology industries.

Economics 300 Level .11: Contemporary economic issues

This option treats contemporary economic issues emphasising the Australian experience though not to the exclusion of international economic issues. Attention is devoted to policy issues and experiences so that economic performance is matched against policy prescriptions. This means a heavy reliance on official papers to explore the policy announcements and books and journals for critical appraisals.

Topics to be treated in this option reflect concerns

for macroeconomic features of the Australian experience including historical perspectives on contemporary issues. With such a setting the current economic position may be placed in the context of policy developments over previous decades.

Other topics may include employment and unemployment, balance of payments on current account and capital account including matters about debt and equity financing, the role and function of international capital markets, the free trade and protection themes, investment and structural change, trading structures with exports and imports, issues in banking and financial markets, and immigration and population.

Economics 300 Level .12: Capital and distribution

Throughout the history of economics, theories about the forces which govern income distribution in a capitalist economy have been intimately bound up with the concept of 'capital', in particular, its definition and measurement and how this concept relates to the determination of prices in a capitalist economy. The purpose of this course is to examine the modern version of the classical approach to capital and distribution and also to draw out its wider implications for the theory of output and employment and for economic policy.

The major topics covered are:

1. The modern classical approach to capital, distribution and the rate of profit: circular production processes; the relation between relative prices, the rate of profit and the real wage; income distribution and the choice of technique.
2. Extensions of the modern classical approach to capital and distribution: rents and non-renewable resources; joint production, fixed capital and distribution; exogenous influences on distribution; disequilibrium pricing and stability of equilibrium in the classical approach to value and distribution.
3. Capital, distribution and economic theory — a wider perspective: marginalist views of capital and distribution and the choice of technique; controversy in capital theory and the critique of demand and supply approaches to distribution; capital, distribution, effective demand and the theory of output and employment; value, distribution and economic policy.

Textbook
To be advised

Economics 300 Level .13: Monetary economics

This course surveys the role of money in historical and modern theories of monetary economics. The main focus is on monetary aspects of macroeconomic modelling and policy. We begin with some micro foundations of money demand and supply. We describe popular macro models, showing how money manifests itself through interest rate, wealth and inflation effects. This leads to an analysis of the causes and consequences of inflation and then to a discussion of the theory of expectations and their use in various models, e.g. Monetarist, New Classical and New Keynesian. Various issues may be considered such as debt neutrality, fiscal policy and inflation, credibility in the context of optimal monetary policy, the efficiency of asset markets, the theory of the term structure of interest rates, and the problem of instruments, targets and goals of monetary policy. The course integrates closed and open economy issues—for example interest rate policy and foreign exchange intervention policy are analysed in tandem. Throughout this course, we relate the development of the theory of empirical studies and the evolution of financial institutions.

Textbooks
The following textbooks have been used in recent years:
F. Mishkin *The Economics of Money, Banking and Financial Markets* 3rd edn (Harper Collins, 1992)
M. Kohn *Money, Banking and Financial Markets* 2nd edn (Dryden Press, 1993)
with a supplementary reference being
B. McCallum *Monetary Economics, Theory and Policy* (Maxwell Macmillan International Editions, 1989)

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 or 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

Public Finance is about the taxing and spending decisions of governments. The course will cover a wide range of public finance topics. After an introduction to welfare economics and the role of government in the economy, the course focuses on the revenue side of the budget: tax incidence, efficient and equitable taxation, the Australian system of revenue raising, issues of tax reform and the theory and practice of public utility pricing.

Textbook
To be advised

Economics 300 Level .16: Public finance B: public expenditure

Additional prereq Public finance A: taxation and revenue

This course follows from Public Finance A: Taxation and Revenue. It focuses on the expenditure side of the government budget: public goods, public choice, externalities, distribution of income and programs

aimed at redistribution. It also introduces cost-benefit analysis.

Textbook
To be advised

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 issue of enterprise bargaining, what role if any should more centralised wage fixing systems have, skill acquisition and access to jobs, efficiency and equity functions of labour unions and employer associations, and the question of how to design a sustainable highly productive work environment. Although the course centres on the Australian experience, overseas experience is addressed when relevant.

Economics 300 Level .18: Labour economics B

Additional prereq Labour economics A

Using material introduced in Labour economics A, this option develops a number of themes concerning the functioning of the Australian labour market and the relationship to the labour market of a range of demographic groups within Australian society. Particular attention is given to the problems of persistent unemployment and consequences flowing from it. A profile of unemployment in Australia since the 1950s is presented, as is an assessment of the competing theoretical explanations as to why unemployment has become such a persistent problem. This is followed by an examination of the labour market status of particular demographic groups, e.g. youth, migrants, older workers, Aborigines, sole parents, and the links between labour market status and poverty.

The second part of the semester is devoted to examination of policy prescriptions designed to improve the functioning of the labour market and/or the labour market outcomes of disadvantaged individuals. Attention is given to, among other things, (i) the links between the education system and the labour market, (ii) the links between immigration policy and the labour market, and (iii) specific labour market programs designed to assist the process of skills acquisition and retraining of the labour force.

Economics 300 Level .19: Economic systems

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 aims 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

This option 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.
5. Unavoidable uncertainty: probabilistic strategies, bluffing, indeterminacy, hesitation and multiple equilibria.
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

S. Hargreaves-Heap and Y. Varoufakis *Game Theory: A Critical Guide for Social Scientists* (Routledge, 1993)

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

Additional prereq Strategy, risk and rationality

This option will reflect the following topics:

1. Introduction: (a) the bargaining problem, (b) contracts between individuals, (c) social contracts.
2. Axiomatic and procedural (i.e. explicit) models of bargaining.
3. The first solutions to the bargaining problem: the early contributions of John Nash, Kalai and Smorodinski and Luce and Raiffa.
4. A procedural approach to the bargaining problem: Rubinstein's solution.
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

S. Hargreaves-Heap and Y. Varoufakis *Game Theory: A Critical Guide for Social Scientists* (Routledge, 1993)

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

A. McGuire *et al. The Economics of Health Care: An Introductory Text* (Routledge & Kegan Paul, 1988)

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 companies.
5. Insurance and superannuation.
6. Brokers, mutual funds and collective investments.
7. Regulation.
8. Information, disclosure and supervision

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

These courses are compulsory for progression to Economics IV Honours. A prerequisite for entry is at least a Credit in Economics 290-292 or, with permission, in Economics 201-202.

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

Each course consists of one option from the list below. None is compulsory. Options 1 to 6 are of semester-length and each is four hours per week of lectures, except that an effort is made to replace one lecture a week with small-group teaching.

Options

1. Australia and world capitalism

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

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

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

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

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

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 4-unit options in Economics 301 are available to students enrolled in Economics (P) 301.

A student selecting from this list must select two options and 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
.18 Labour economics B
.22 Health economics
.23 Housing economics
.25 Banking Institution Management
.26 Financial intermediation

Any two of these options may be taken to constitute Economics (P) 301 or 302. See the Economics section in this Handbook for descriptions of the 4-unit options.

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 options, each of about two hours' lecture or seminar per week;
(b) by taking three options and submitting an extended essay not exceeding 15 000 words;
(c) by taking two options and submitting a thesis not exceeding 30 000 words.

2. The options are drawn from the existing Honours courses offered to BEc(Hons) students. In addition, there is an assessable seminar on current Australian policy issues.

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 course work 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 BEc (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.

School of Educational Psychology, Measurement and Technology and School of Social and Policy Studies in Education

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, MTeach and DipTEFL, may be found in the *Education Handbooks* (postgraduate and undergraduate).

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 Lindsay Grimison (Room 414/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)

Social and Policy Studies in Education
Dr Marjorie O'Loughlin (Room 528/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 during the week preceding the commencement of classes.

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

Either 2100: Social Perspectives on Education OR 2001: Human Development and 2002: The Psychology of Teaching

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 which 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 Issues and Perspectives on Education

This course 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 48 Senior units of Education including 290 and 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.

Textbook

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

Educational Psychology, Measurement and Technology	Social and Policy Studies in Education
2001 Human Development **2002** Psychology of Learning and Teaching	**2100** Social Perspectives on Education

Education 290

3001 Contemporary Issues and Research into the Psychology of Learning and Teaching **3002** Adolescence **3003** Evaluation and Measurement in Education **3004** Children with Special Needs **3005** Research into Troublesome Behaviour in Schools **3006** Research Areas in Educational Psychology	**3111** Knowledge and the Curriculum **3121** Ethics and Education **3131** Gender Issues in Philosophy of Education **3141** The Individual and Education **3143** Education, Work and the Economy **3112** Sports, Leisure, Youth Policy **3113** Ethnic Relations and Education **3114** Educational Policy and Programs in Industrialised Nations **3132** Secondary Schooling: Origins of Modern Practices **3123** Science, Technology and Educational Change **3124** International and Development Education **3133** Education and Equity

Education 390

Note: The options offered are subject to the availability of staff. Consult the main noticeboard for current arrangements.

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 assessment or 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.

2002 Psychology of learning and teaching

Mr Walker, Mr Anderson
Classes (1 lec & 1 tut)/wk
Assessment one 2hr exam, 2000w essay, tut presentation or assessment

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.
3. Cognition technology and classroom teaching.

Each of these themes is defined by a central question which is examined through consideration of several bodies of related recent research. Additionally three current issues in educational research (classroom management and instructional goals; gender issues in learning; the impact of media on learning) are examined through panel discussions. At the completion of the course students will be able to:

- analyse, synthesise, and draw conclusions from theory and research in each of the themes/issues considered;
- derive educational implications and applications;
- demonstrate competence in oral and written communication skills.

These outcomes will be assessed through tutorial work, integrative essay and take-home exam questions, and an optional self-directed learning unit.

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

3002 Adolescence

Ms Neilsen, Mr Anderson
Prereq 2001 & 2002 *or* Psychology 201
Classes (1 lec & 1 tut)/wk
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* (W.C.B. 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 Children with special needs

Ms Rivers
Prereq 2001
Classes Yr: 2hr (1 x 1) see Note below
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:

- be familiar with the major categories of disability and the characteristics of students with such disabilities;
- be aware regarding the N.S.W. Department of School Education policies and practices relating to students with special needs;
- become aware of basic constructs in the field and of the terminology appropriate for their discussion; and
- 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
Prereq 2001, 2002, 3001 *or* Psychology 201
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, Mr Sadler
Prereq 2100
Classes 2hr seminar/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 policy-making 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.

Department of English

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 70 units at Senior level; 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

Junior level courses

English 101—unit value 12—assumed knowledge of HSC 2/3-unit English (see entry under Junior level courses below). The prerequisite for entry to Senior courses in English is English 101.
English 103—unit value 6—assumed knowledge of HSC 2/3-unit English; pre- or corequisite English 101. This course may be taken either in conjunction with or subsequent to English 101.

Senior level courses

English 201 — unit value 16 — prerequisite English 101
English 203—unit value 8—prerequisite English 101
English 204—unit value 8—prerequisite English 203
English 290 — unit value 8 — entry requirement: English 101 at Credit level; pre- or corequisite English 201
English 301 — unit value 16 — prerequisite English 201
English 303 — unit value 8 — prerequisite English 201
English 304—unit value 8—prerequisite English 303
English 390—unit value 8—prerequisite English 201 and 290 at Credit level; corequisite English 301 (English Literature Special Entry students only)
English 391—unit value 8—prerequisite English 201 and 290 at Credit level (English Language and Early English Literature Special Entry students only)
English 392 — unit value 16 — prerequisite both English 201 and 290 at Credit level; corequisite English 391 (English Language and Early English Literature Special Entry students only)

Courses in Australian Literature are also available at Senior level (for details, see the Australian Literature 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
Junior level courses
English 101 students register with the department in their first tutorial in the foundation course (second week of first semester). Registration for English 101 second semester options and English 103 will take place during first semester at a time to be announced on the departmental noticeboards.
Senior level courses
Students in Senior level courses should register with the department during Orientation Week, when members of staff will be available for consultation.
English IV Honours
Students should consult the departmental noticeboards for English IV Honours registration details.

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 9351 2349 or 9351 3251, facsimile 9351 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

Coordinator Assoc. Prof. Gribble

English 101 is a full year, 12-unit course that consists of:
(a) a foundation course in first semester
and
(b) a choice of one of three options offered in second semester. Students will register for their second semester option with the department after the commencement of the foundation course.

The foundation course and the option chosen for second semester each represents 50% of the requirement for English 101. A student who has completed the foundation course and any one of the second semester options satisfactorily will be eligible to undertake Senior level courses in English.

English 103 can be taken as an additional six-unit course in second semester by students who are completing (or have completed) English 101. It consists of a second choice of one of the three English 101 second semester options.

All Junior level courses in English comprise two

lectures and one tutorial hour a week. They are based on the assumption that 2/3-unit English has been completed at the Higher School Certificate. Students who have not completed this course should consult the Coordinator of Junior level courses (Assoc. Prof. Gribble) before commencing English 101.

English 101

A. Foundation course:

Coordinator Dr Kelly
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one assignment, one essay, end of semester exam

Through a study of modern and earlier texts, students will be introduced to critical issues involved in reading narrative in various genres, both verse and prose. Lectures and tutorials will highlight reading techniques that will enable students to develop individual responses to the texts and expand their understanding of a broad range of approaches to literature.

Shakespeare *The Tempest*
Conrad *Heart of Darkness*
Malouf *An Imaginary Life*
Astley *Beachmasters*
The Norton Anthology of Poetry (4th edn)
A resource book containing information for students and additional material for use in lectures and tutorials will be available from the department

English 101

B. Option:

Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one essay, end of semester exam

For the second semester component of English 101, students will choose one of three options. Each of these options is designed to continue the investigation of critical issues and approaches introduced in first semester and will focus on particular periods or genres.

Option 1

Narratives of romance and adventure

Coordinator Dr Quinn

This option will focus on narratives, in both prose and verse, produced in the later Middle Ages and in the nineteenth century. Students will explore the texts in relation to their social and cultural contexts and will pay particular attention to the ways in which they evoke a sense of the past.

Waite (ed.) *Sir Thomas Malory: Le Morte D'arthur tales seven and eight*
Chaucer *The Wife of Bath's Tale* (available from the department)
Bronte *Wuthering Heights*
Hardy *Under the Greenwood Tree*
The Norton Anthology of Poetry (4th edn)

Option 2

Dramatic transformations

Coordinator Assoc. Prof. Gay

This option will develop the study of narrative through an intensive exploration of 'the dramatic' in the genres of novel, film, play and poetry. The transformation of one genre into another will be a particular focus of the course, and several films will be studied alongside the printed texts.

Anon *Jack Juggler* (available from the Department)
Shakespeare *Richard III*
Austen *Sense and Sensibility*
James *The Turn of the Screw*
Beckett *Waiting for Godot*
Campion *The Piano* (filmscript)
Mander *The Story of a New Zealand River*
The Norton Anthology of Poetry (4th edn)

Option 3

Contemporary Australian Literature and its international context

Coordinator Dr Brooks

This option will survey a range of contemporary Australian writings and the poetries and fictions most influential upon them. Students will be introduced to a number of styles and concepts important to an understanding of contemporary literature.

Simic (ed.) *Another Republic: Seventeen European and South American Writers*
Mead and Tranter (ed.) *The Penguin Book of Modern Australian Poetry*
Halpern (ed.) *The Penguin Book of International Short Stories*
Anderson (ed.) *Contemporary Classics*
Marquez *One Hundred Years of Solitude*
Hulme *The bone people*
Malouf *Child's Play*
Mudrooroo *Master of the Ghost Dreaming*
The Norton Anthology of Poetry (4th edn)

English 103

Classes (2 lec & 1 tut)/wk
Assessment one essay, end of semester exam

Students who wish to take an additional six-unit course in junior level English will make a second choice of one of the three English 101 second semester options.

2. Senior level 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 1997 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 one hour per week and others of two hours per week.

The options the Department offers at Senior level are divided into the following Areas of Study, which are intended as a guide to the major concentrations of the Department's teaching and research interests.

There are a number of options that cross area boundaries:

1. Old English, Old Norse (Old Icelandic) and Medieval Celtic Language and Literature
2. Medieval English Language and Literature
3. Renaissance, Seventeenth- and Eighteenth-century Literature in English
4. Romantic, Nineteenth- and Twentieth-century Literature in English
5. Australian Literature
6. Critical Theory, Semiotics and English Language Studies

Both one-hour and two-hour options are offered within each of the six Areas of Study at 200-300 level. These are set out below within their Areas.

The full range of options across the Department's offerings at Senior level is available to all students who have passed English 101, subject to the following restrictions and recommendations:

(a) options will be offered only if the enrolment in each is sufficient (normally 15-20 minimum).

(b) students must observe prerequisite requirements for individual courses or options. For example, English 290, 390-2 are only available to students who have obtained Credits in English 101 and 201 respectively.

(c) since the Department believes that any student who majors in English must have studied a minimum number of options from Areas of English Literature before 1800, all students who major in English (i.e. take at least 32 Senior units of English) must have taken at least 2 hours' worth of options from Areas 1-3 by the end of the major. For example, a student takes English 201 and 301, or 201 and 203-4. By the end of either of the final courses in each of those sequences, that student must have taken either two 1-hour options or one 2-hour option from Areas 1-3.

(d) students whose principal interests are in English Literature from 1500 to the twentieth century (i.e. literature from Areas 3 and 4) and who are majoring in English are strongly recommended to include two 2-hour options from each of Areas 3 and 4. It is further recommended that these students take two 2-hour options from Area 3 in the one academic year, and two 2-hour options from Area 4 in the one academic year.

Note:
Students contemplating eventually doing English IV Honours English Literature since 1500 are advised that they *must* have passed at least two 2-hour options from each of Areas 3 and 4 before entering their Honours year.

Areas of study at Senior level

Area 1

Old English, Old Norse (Old Icelandic) and Medieval Celtic language and literature

The Department has a teaching and research strength in Old English (Anglo-Saxon) Studies, Old Norse (or Old Icelandic to be more precise) and Medieval Celtic, comprising both Old Irish and Middle Welsh. All these languages and their literatures offer interesting comparisons with the earlier forms of the English Language and its Literature as well as offering literature that is fascinating in its own right. Area 1 offers opportunities to study Old English, Old Norse, Old Irish and Middle Welsh languages in the original. Further study in these areas is available in the Special Entry courses 391 and 392 and at Honours level.

Old English (Anglo-Saxon)

Options 1.01-1.04 are about the language, literature and culture of the Anglo-Saxons, who migrated to England from the continent of Europe from the late fourth century after Christ, developed a literate, Christian culture there and first wrote down literary texts in the English language.

1.01 An introduction to Anglo-Saxon literature and society

Dr Harbus, Mr Ronalds
Classes Sem 1: 1hr/wk
Assessment 2000-2500w essay or 'default' exam

This one-hour option introduces students to some of the most interesting literature in Old English in its social context and combines well with option 1.02, which allows you to study some Old English texts in the original language. All texts will be read in translation.

We will consider how Anglo-Saxon society developed from its traditional Germanic base under the influence of Christianity and, later, the Viking invasions. We will read some of the prose texts produced during the reign of King Alfred, together with a selection of Old English poetry.

Textbook
Asser *et al. Alfred the Great* trans. S. Keynes and M. Lapidge (Penguin, 1983)

1.02 Old English language

Mr Jones
Classes Sem 1: 1hr/wk
Assessment assignment(s) and exam

Old English (Anglo-Saxon) is the oldest recorded form of English, closely related to German, Dutch, and Scandinavian languages. An extensive and varied literature in poetry and prose is written in it. Knowledge of Old English is valuable both to students of the English language and to those interested in medieval literature.

No previous knowledge of Old English is assumed. Students will be assisted to acquire a basic knowledge of the language through tutorial-type sessions and a small selection of texts will be closely studied in the original language. Students in this option might also consider taking 1.01 *An Introduction to Anglo-Saxon Literature and Society* which will provide a more general cultural background to their Old English language studies.

Students wishing to extend their knowledge of Old English Language and Literature may apply to enter an appropriate option from the Special Entry options offered under courses 391 and 392 (see below) in

Second Semester. This opportunity is available only to those who pass 1.02 with a Credit or better at the end of the Semester 1 examination.

Textbook
Reading Old English—An Introduction (available from the Department)

1.03 The Anglo-Saxons: text and culture
Dr Huisman
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay or 'default' exam

In this option we consider the development of the literate culture of the Anglo-Saxons from the seventh to the eleventh century. Topics considered will include the contribution of pre-existing oral traditions, of transferred Latin literacy, of the influence of near-contemporary literate practices in Ireland and France. These general matters will also be explored through the close study of individual texts in parallel translation (Old and Modern English) although it would be advisable to have taken or be taking Option 1.02 Old English Language.

Textbook
Reader available from the Department

1.04 The Vikings in England
Dr Quinn
Classes Sem 2: 1hr/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 Old Icelandic sagas and society
Assoc. Prof. Barnes, Prof. Clunies Ross
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay or 'default' exam

This option offers a literary analysis of seven Old Icelandic family sagas, narratives of the lives of Icelanders and their neighbours in the Viking Age, against the socio-cultural background of their production.

Textbooks
Egil's Saga, Njal's Saga, King Harald's Saga, Laxdoela Saga, Orkneyinga Saga, Eyrbyggja Saga (Penguin Classics)
The Saga of Grettir the Strong (Everyman, latest repr.)

1.06 Scandinavian myths of the Middle Ages
[Not offered in 1997, but expected to be offered in 1998]

1.07 Elementary Old Icelandic 1
Dr Harbus
Classes Sem 1: 1hr/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.)
Consult Department for availability of textbook
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.

Students who are enrolled in both English and Celtic Studies can count options 1.08-1.11 only in one course.

1.08 An introduction to medieval Irish literature
Mr Martin
Classes Sem 1: 1hr/wk
Assessment 2000-2500w essay or 'default' exam

Apart from its intrinsic merits, medieval Irish literature is one of the few European literatures not strongly marked by Roman classical culture: it gives us a glimpse of the pre-Roman and non-Roman world. The course surveys the principal 'cycles' or groupings of fictional tales, indicates their social setting and later influences, and includes reference to poetry and Christian literature. No knowledge of the Irish language is required.

Textbooks
J. Gantz *Early Irish Myths and Sagas* (Penguin, 1981)

1.09 Medieval Welsh literature
Dr Fulton
Classes Sem 2: 1hr/wk
Assessment tut work and 2000w essay

This option describes the major texts written in Welsh from the sixth to the fourteenth century, using English translations. Texts include heroic poetry, court poetry, prose folk tales and Arthurian romances. They will be considered particularly in the context of the history of Wales and its relationship with England throughout the medieval period.

Textbooks
J. Gantz *The Mabinogion* (Penguin Classics, 1976)
T. Conran *Welsh Verse* (Poetry Wales Press, 1986)

1.10 Old Irish 1

Dr Fulton
Classes Sem 1: 1hr/wk
Assessment class exercises and 2hr exam

This a reading option in Old Irish for students who want access to Old Irish texts in the original language. The basic grammatical principles for reading and translating the language are taught, and by the end of the option students should be able work through an Old Irish text with the help of a dictionary and grammar. Some linguistic ability is assumed. The set text for this option is a short story from the cycle of heroic sagas in Old Irish, which will be translated in class.

It is possible for students to take an additional 1-hour option of Old Irish 1 in Semester 2. Students must achieve at least a Credit in the Semester 1 examination in order to continue into Semester 2.

Note: Students will only be admitted to this option after consultation with the Department as it is at Special Entry standard.

Textbooks
R.Thurneysen (ed.) *Scela Mucce Meic Datho* (Dublin Institute, 1969)
J. Strachan *Paradigms and Glosses* (Royal Irish Academy, 1970)

1.11 Middle Welsh 1

Dr Fulton
Classes Sem 1: 1hr/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.

It is possible for students to take an additional 1-hour option of Middle Welsh in Semester 2. Students must achieve at least a Credit in the Semester 1 examination in order to continue into Semester 2.

Note: Students will only be admitted to this option after consultation with the Department as it is at Special Entry standard.

Textbooks
R.L. Thomson *Pwyll Pendeuic Dyued* (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

Coordinator Dr Rogerson
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* 2nd edn (Blackwell, 1995)

2.03 Medieval English romances

Coordinator Dr Rogerson, 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

Assoc. Prof. Barnes, Ms Wogan-Browne
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)
Other texts will be indicated, and some material will be available from the Department

2.05 Chaucer's Canterbury Tales 1
[Not offered in 1997, but expected to be offered in 1998]

2.06 Chaucer's Canterbury Tales 2
Assoc. Prof. Barnes
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay or 'default' exam

This option offers further reading of *The Canterbury Tales* following the introduction to Chaucer given in English 101. It considers the overall idea of Chaucer's collection of tales told by the pilgrims *en route* to the shrine of St Thomas à Becket at Canterbury and pays special attention to the General Prologue and the first four Tales (by the Knight, Miller, Reeve, and Cook) which together form a planned, coherent group at the head of this great, unfinished work.

Textbook
A.C. Cawley (ed.) *The Canterbury Tales* (Everyman, 1976)
or
L.D. Benson (gen. ed.) *The Riverside Chaucer* 3rd edn (Oxford, 1988)

2.07 Early drama 1: The English theatrical tradition before Shakespeare
Coordinator Dr Rogerson, Mr Kruse, Mrs Taylor
Classes Sem 1: 1hr/wk
Assessment 2000-2500w essay or 'default' exam

There was a thriving tradition of well-established forms of entertainment in England before Shakespeare and the era of the permanent professional theatre. This option examines examples of the forms that have survived in manuscript and in printed book: the liturgical play, the biblical history play, the moral play, the folk play, the interlude, and plays written as tributes to reigning monarchs. These forms are considered in their cultural and historical context and in the context of the ongoing story of the English stage.

Textbooks
An Anthology of Early Drama
The Castle of Perseverance
A Pretty Interlude Called Nice Wanton
Texts are available from the department

2.08 Early Drama 2: The plays of the Wakefield Master
[Not offered in 1997, but expected to be offered in 1998]

2.09 Sir Thomas Malory 1: The Foundations of Chivalry
Mrs Taylor
Classes Sem 2: 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 looks at the origins of the Arthurian story, and Malory's treatment of the themes of chivalry, honour, love and exemplary kingship, especially as they are established in the first four Tales of his book.

Note: Option 2.11 goes well with this option but it is not a prerequisite for it.

Textbook
E. Vinaver (ed.) *Malory: Works* (Oxford Standard Authors, paperback, 1977)

2.10 Sir Thomas Malory 2: The Limitations of Chivalry
[Not offered in 1997, but expected to be offered in 1998]

2.11 The Arthurian legend and its social context
Coordinator Dr Fulton and others
Classes Sem 1: 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 Medieval women's writing in Britain
Ms Wogan-Browne
Classes Sem 1: 1hr/wk
Assessment 2000-2500w essay or 'default' exam

The full extent of medieval writing by and for women has yet to be explored in modern accounts of the Middle Ages. This option uses a pioneering anthology and some other materials (audio and photocopy) to look at the reading and writing of medieval women and to ask how our sense of literary history and our models of literature might be affected by increased awareness of early women's texts.

Textbooks
Alexandra Barrett (ed.) *Women's Writing in Middle English* (Longman, 1992, pbk)
J. Wogan-Browne (ed.) *Voicing Medieval Women* (Chaucer Studio, 1996, pbk and tape)

2.13 Women writers of the European Middle Ages
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
[Not offered in 1997, but expected to be offered in 1998]

2.15 Medieval crime fiction

Assoc. Prof. Barnes
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay or 'default' exam

Whereas the nineteenth century idealised the Middle Ages, the twentieth century is fascinated with their murkier side. The first part of this option examines a variety of medieval narratives which deal with familiar themes of crime and corruption. The second part compares and contrasts these with a selection of twentieth-century mystery novels with medieval settings. A reading list will be provided.

Textbooks
Course reader, available from the University Copy Centre, Wentworth Building
Geoffrey Chaucer selections from *The Canterbury Tales* ('The Prioress's Tale', 'The Pardoner's Prologue and Tale', extracts from 'The Nun's Priest's Tale'), ed. A.C.Cawley (Everyman, 1976) OR Larry D. Benson (gen. ed.) *The Riverside Chaucer* 3rd edn (Oxford, 1988)
P.C. Doherty *The Assassin in the Greenwood* (London, 1993)
P.C. Doherty *The Angel of Death* (London, 1989)
P.C. Doherty *The Song of the Dark Angel* (London, 1994)
Margaret Frazer *The Novice's Tale* (New York, 1992)
Ellis Peters *The Potter's Field* (London, 1989)
Kate Sedley *Death and the Chapman* (New York, 1991)
Josephine Tey *The Daughter of Time* (London 1951, latest repr.)

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

Mr Brooks, Dr Jackson, Dr Kelly
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment 1500w assignment; and 2hr exam or 2500w essay

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.

Note: Not available to those who have taken or are taking 3.05-6 *Metaphysicals to Milton* or 3.07-8 *John Milton*.

Shakespeare *Hamlet*
King Lear
Donne *Songs and Sonnets*
Milton *Paradise Lost* (Norton)

Part Two:

3.03-4 Eighteenth-century bourgeois individualism and its critics

Mr Brooks, 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*.

Note: Not available to those who have taken or are taking 3.01-2 *Renaissance humanism*, or 3.07-8 *John Milton*.

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, *Comus*A *Masque*, and to selected prose polemical writings of his from the revolutionary period.

Note: Not available to those who have taken or are taking 3.01-2 *Renaissance humanism* or 3.05-6 *Metaphysicals to Milton.*

Milton *Complete English Poems* (Everyman)

3.09-10 The art of writing in the eighteenth century

Dr Indyk
Classes Sem 2: 2hr/wk
Assessment 1500w assignment; and 2hr exam or 2500w essay

Increased education and the dissemination of the printed word through the eighteenth century gave added significance to the act of writing, and to the role of being 'a writer' — or 'scribbler', to use the contemporary, derogatory term. This option examines the rise in power of the writer, as public arbiter and public nuisance during the period, and its decline during the later part of the century, by focussing on a variety of literary forms — essay, satire, epistle, novel, poem, travelogue — and the range of literary stances taken in these forms.

Note: Not available to those who have taken 3.09-10 *Aspects of Augustanism.*

Addison and Steele, essays from *The Tatler and The Spectator* (Holt, Rinehart)
Johnson *Selected Writings* (Penguin)
Montagu *Turkish Embassy Letters* (Virago)
Pope *Collected Poems* (Everyman)
Richardson *Pamela* (Houghton Mifflin, Riverside edn)
Sterne *A Sentimental Journey* (World's Classics)
Swift *Gulliver's Travels and Other Writings* (Modern Library College Editions)
Selections from additional texts may be discussed in class

3.11-12 Sense and Sensibility

[Not offered in 1997]

3.13 Jacobean and Restoration drama

[Not offered in 1997]

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
Coriolanus

3.15 Shakespeare's comedies

Mr Kruse
Classes Sem 1: 1hr/wk
Assessment 2000w essay

A study of Shakespeare's comedies which includes discussion of the treatment of romance and sexual politics, the clowns, and the idea of carnival.

The Taming of the Shrew (Everyman)
A Midsummer Night's Dream (Everyman)
Much Ado About Nothing (World's Classics)
As You Like It (World's Classics)
Twelfth Night (Challis)

3.16 Political Shakespeare

[Not offered in 1997]

3.17 The language of Shakespeare and his contemporaries

Mr Kruse, Dr Miller, Mrs Taylor (Coordinator), Dr Rogerson
Classes Sem 2: 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; the language of Shakespeare's Roman city and its politics; Shakespeare's 'bawdy' and sexual politics; the choice of grammatical constructs to convey meaning. Any scholarly editions of Shakespeare and his contemporary dramatists may be used.

3.18 'To see God only': studies in English spirituality and poetry, 1600-1800

[Not offered in 1997]

3.19 Women's writing 1660-1800

[Not offered in 1997]

3.20 Eighteenth-century prose fiction: Behn to Austen

[Not offered in 1997]

3.21 Rakes, rogues and rantipoles

Dr R. Williams
Classes Sem 1: 1hr/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.

Note: Not available to those who have 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)

3.22 Modes of satire

[Not offered in 1997]

3.23 Special study of Jane Austen

[Not offered in 1997]

3.24 American literature: seventeenth to nineteenth century

[Not offered in 1997]

3.25 Primary and secondary ancient epic: Homer's Odyssey and Ovid's Metamorphoses

Prof. Lee, Dr MacAlister, Dr Miller
Classes Sem 1: 1hr/wk
Assessment 2000w essay

This option 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.

Note: Not available to those who have taken or are taking *Epic* in Greek and Roman Literature, Senior Level.

Homer *The Odyssey* trans. W. Shewring (Oxford)
Ovid *Metamorphoses* trans. A.D. Melville (Oxford)
Other materials will be available from the Department

3.26 Town and country: some English poetry from Pope to Wordsworth

Dr R. Williams
Classes Sem 2: 1hr/wk
Assessment exam

When, in 1784, the poet William Cowper wrote that 'God made the country, and man made the town' he was stating yet again the eighteenth century's preoccupation with the individual's relationship to society on the one hand and to nature on the other. This option will look at some of the mainstream poetry across the period 1710-1780 and indicate some of the ways in which poets dealt with the century's move towards Romanticism. There are a number of poems for special study which may be read in any edition, and additional material from Gray and Cowper will be provided in class. Students may concentrate on poets or themes that interest them.

Pope *Windsor Forest*
Epistle to Burlington
Epistle to Dr Arbuthnot
Johnson *London*
The Vanity of Human Wishes
Gray *Ode on a Distant Prospect of Eton College*
Elegy Wrote in a Country Churchyard
Goldsmith *The Traveller*
The Deserted Village

3.27 Renaissance poetry

Mr Brooks
Classes Sem 1: 1hr/wk
Assessment 2000w essay

This option will explore a range of poetry from the sixteenth and early seventeenth centuries. It will study the poems both as the expressions of lived experience still valuable for us, and as the cultural products of their age dependent on conventions of genre, technique and social function. The poets will include Shakespeare, Donne, Queen Elizabeth I, Jonson, Mary Sidney, Milton and numerous others.

The Penguin Book of Renaissance Verse 1509-1659, selected by David Norbrook and edited by H.R. Woudhuysen

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 options build on Parts One and Two (Area 3) in pursuing the historical and political implications of 'canonicity' in the light of recent theoretical challenges to the humanist construction of the autonomous individual subject. How do nineteenth-century writers construe and construct the self? How are these constructions affected by considerations of gender, class, ideology, money, environment? How does the nineteenth-century spiritual autobiography, the classic 'realist' novel, the early modernist text, reflect and shape a changing self?

Part Three: *4.01-2*

Assoc. Prof. Gribble, Dr 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* (Norton)

Part Four: *4.03-4*

Assoc. Prof. Gribble, Dr Jackson
Prereq 4.01-2
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment 1500w assignment; and 2hr exam or 2500w essay

Tennyson *In Memoriam, Maud and other Poetry* (Everyman)
Hopkins *The Wreck of the Deutschland* (Gerard Manley Hopkins, Penguin)
James *The Portrait of a Lady* (Penguin)
Conrad *Heart of Darkness* (Norton)
Woolf *Mrs Dalloway* (Penguin)

4.05-6 Poetry in revolution and reaction 1780-1830

Dr Christie
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment 1500w assignment; and 2hr exam or 2500w essay

This option will consider the poetry of the late eighteenth and early nineteenth centuries in relation to the French Revolution and its social and political consequences, addressing such questions as how far the late eighteenth century saw a comparable 'revolution' in poetic form, language, and subject matter; what effect the political reaction in Britain had on the poetry of the 'second generation' romantics; whether or not we can identify a distinctively feminine Romantic tradition. Other cultural changes that will be considered have more to do with the *industrial* revolution and with the development of the physical sciences: how the expansion of printing and of the reading public for example, or the challenge of positivist and utilitarian thinking might have altered the form and self-conscious function of poetry during the period.

Wu (ed.) *Romanticism: An Anthology* (Blackwell)
Byron *Don Juan* (Penguin)

4.07-8 Modernism

Dr Spurr
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 leading figures in Modernism and will include an assessment of their influence on later literary developments in this century.

Yeats *Selected Poetry* (Macmillan/Pan)
Eliot *Collected Poems 1909-1962* (Faber)
Pound *Selected Poems* (Faber)
Joyce *Dubliners* (Penguin)
A Portrait of the Artist as a Young Man (Penguin)
Lawrence *Sons and Lovers*
Woolf *To the Lighthouse* (Penguin)
The Waves (Penguin)

4.09-10 Post-1945 British literature

Mr Kruse, Dr Marks
Classes Sem 2: 2hr/wk
Assessment 1500w assignment; and 2hr exam or 2500w essay

This option analyses new voices in post-war British Literature. The texts include poetry, drama, novels, short stories and related films, providing an opportunity to explore contemporary literary modes and forms such as social realism, magic realism, fantasy, and fairy tales. The topics for discussion include colonialism, gender, class, and identity.

Osborne *Look Back in Anger* (Faber)
Harrison *Selected Poems* (Penguin)
Rushdie *Midnight's Children* (Picador)
Churchill *Cloud Nine* (Nick Hern)
Ballard *The Drowned World* (Phoenix)
Carter *The Bloody Chamber* (Vintage)
Winterson *Oranges Are Not The Only Fruit* (Vintage)

4.11-12 American literature: mid-nineteenth century

[Not offered in 1997]

4.13-14 American writing since 1960: conspiracy, scandal, resistance

[Not offered in 1997]

4.15 Romantic fiction, 1785-1818

[Not offered in 1997]

4.16 Victorian poetry

Assoc. Prof. Gay
Classes Sem 2: 1hr/wk
Assessment exam

This option explores the rich variety of poetry in the Victorian period. Themes include the ambivalent relation with Romanticism, the retreat to alternative worlds, questions of 'masculinity' and 'femininity' in writing and representation, and the problems of modernity.

A resource book containing the poetry to be discussed in the course will be available in the Department

4.17 Narrative kinds in the Victorian novel

Prof. Harris
Classes Sem 1: 1hr/wk
Assessment 2000w essay

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.

Dickens *Bleak House*
Trollope *Barchester Towers*
George Eliot *The Mill on the Floss*
Gaskell *Cranford* and *Cousin Phillis*

4.18 The Brontes

[Not offered in 1997]

4.19 The English novel from Thomas Hardy to Virginia Woolf

Prof. Harris, Assoc. Prof. Gay
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 — 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 *Lord Jim* (World's Classics)
Forster *Howards End* (Penguin)
Lawrence *The Rainbow* (Penguin)
Woolf *Between the Acts* (Penguin)

4.20 Special study of Henry James

Dr Anderson
Classes Sem 2: 1hr/wk
Assessment exam

Americans abroad; politics and the novel; the marriage of aesthetics and ethics.

'Daisy Miller' *The Princess Casamassima; The Golden Bowl*

4.21 Early twentieth-century American fiction

[Not offered in1997]

4.22 Modern drama

[Not offered in1997]

4.23 Novel into film: showing and telling

Dr Runcie
Classes Sem 1: 1hr/wk; 2hr film sessions (alternate wks)
Assessment 2000w essay

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; causality; continuity; the visualization of the conceptual; troping; point of view; irony; characterization; action; intention and dream; realism, expressionism and surrealism.

George Eliot *Silas Marner* (Penguin), *Silas Marner* (Director: Giles Forster)
Dickens *Great Expectations* (World's Classics), *Great Expectations* (Director: David Lean)
Hardy *Tess of the D'Urbervilles* (Penguin), *Tess* (Director: Roman Polanski)
Joyce *Ulysses* (Penguin), *Ulysses* (Director: Joseph Strick)
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

[Not offered in1997]

4.25 Masculine mythologies and male experience

[Not offered in1997]

4.26 Writing the self

[Not offered in1997]

4.27-8 'Sapphos in Poetry': women writing, 1760-1960

Dr Gardiner
Classes Sem 2: 2hr/wk
Assessment 1500w assignment; and 2hr exam or 2500w 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 construe their femininity, especially how codes of chastity have affected women reading and writing erotic lyrics;
(ii) how some men (specifically, William Collins, John Keats, Pablo Picasso and Ezra Pound) have advised or provoked women to read and write different kinds of poetry, especially how crucial Romantic Hellenism has been in this history of advice and provocation; and
(iii) how successive phases and competing forms of feminism have affected and been affected by women reading and writing poetry.

Anne, Charlotte and Emily Bronte *The Bronte Sisters: Selected Poems* ed. Stevie Davies (Carcanet)
Elizabeth Barrett Browning *Aurora Leigh* ed. Cora Kaplan (Women's Press)
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)
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: 1hr/wk
Assessment 2000w 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 Arthuriad, 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.

William Butler Yeats *Collected Poems and Eleven Plays*
Jeffrey Gantz (ed.) *Early Irish Myths and Sagas*
Brendan Kennelly (ed.) *Penguin Book of Irish Verse* (2nd edn)
Thomas Kinsella (ed.) *New Oxford Book of Irish Verse*

4.30 Contemporary African American women's writing

Dr Lilley
Classes Sem 1: 1hr/wk
Assessment 2000w essay

An investigation of current poetry and prose by the new generation of African American women writers in relation to questions of sexed subjectivity, genre, history, textual experiment and tradition.

Sapphire *American Dreams* (High Risk/Serpent's Tail)
Haryette Mullen *Muse and Drudge* (Singing Horse Press)
Rita Dove *Selected Poems* (Norton)
Lorene Cary *Black Ice* (Vintage)
Thulani Davis *1959* (Penguin)
Carolivia Herron *Thereafter Johnnie* (Vintage)

4.31 Aspects of postmodern fiction

[Not offered in 1997]

4.32 Literature of the 1930s

Dr Marks
Classes Sem 2: 1 hr/wk
Assessment exam

This option studies the major young poetry and prose writers of the 1930s, a decade in which enormous political and social upheaval called into question the function of writers and writing. Topics to be considered include the relationship between the documentary and reality, women's writing and the representation of women, working-class writing, the influence of modernism, satire and conservatism, the interaction of text and context, and arguments for and against political commitment in literature.

Robin Skelton (ed.) *Poetry of the Thirties*
Walter Greenwood *Love on the Dole*
Rosamond Lehmann *The Weather in the Streets*
Evelyn Waugh *Vile Bodies*
George Orwell *Homage to Catalonia*
Jean Rhys *Good Morning, Midnight*
Graham Greene *Brighton Rock*

4.33 Special study of T.S. Eliot

Dr Spurr
Classes Sem 2: 1hr/wk
Assessment exam

The influence of T.S. Eliot's poetry and criticism has been pervasive in the twentieth century. In this option, a study of the significance of his innovative Modernist poems and of his provocative critical studies of other poets, early in his career, will be followed by a reading of his later Christian writings, in poetry and prose, with reference also to his dramatic works. The option will conclude with a consideration of Eliot's standing today, as poet and critic.

T.S. Eliot *Collected Poems* 1909-1962 (Faber)
Selections from Eliot's essays and plays will be made available in class

4.34 Coleridge and English romanticism

Dr Coleman
Classes Sem 1: 1hr/wk
Assessment 2000w essay

A consideration of Coleridge's literary and political career, with emphasis on the collaborative period with the Wordsworths, and on the later mythologising of Coleridge's career by the younger essayists De Quincey and Hazlitt.

Jackson (ed.) *Coleridge* (Oxford Authors)
Brett and Jones (eds) *Lyrical Ballads* (Methuen)
Moorman (ed.) *Dorothy Wordsworth's Journals* (Oxford)
De Quincey *Confessions of an English Opium Eater* (World's Classics)
Hazlitt *Selected Writings* (Penguin)

4.35 Other literatures in English

Assoc. Prof. Mitchell
Classes Sem 1: 1hr/wk
Assessment 2000w essay

A range of recent fiction from outside the context of the mainstream. How do we read the unfamiliar? Do these works represent themselves as exotic?

Atwood *Bodily Harm*
Hulme *The Bone People*
Naipaul *The Middle Passage*
Okri *The Famished Road*
Rushdie *The Moor's Last Sigh*

4.36-7 Americans, animals and angels

Dr Gardiner
Classes Sem 1: 2hr/wk
Assessment 1500w assignment; and 2hr exam or 2500w essay

A 'diplomatic' history of the confrontation between Amerindian oral traditions and Anglo-American literary traditions, tracing the figure of the American Indian in American literature. Topics of special interest will include:

(i) the semiosis of the hummingbird;
(ii) Aztec and Mayan sovereignty and its aftermath;
(iii) the political and religious histories of the Iroquois, New York State, and New York City; and
(iv) imagination, magic and medicine among the Pueblo and Navajo peoples of the Southwest.

John Bierhorst (ed.) *Four Masterworks of American Indian Literature*
James Fenimore Cooper *The Deerslayer*
Walt Whitman *Leaves of Grass* (original 1855 edn only)
William Carlos Williams *Paterson*
Leslie Marmon Silko *Ceremony*
(supplemented by handouts)

4.38-9 Contemporary American prose

Dr Hardie
Classes Sem 2: 2hr/wk
Assessment 1500w assignment; and 2hr exam or 2500w essay

This option will examine recent trends in American fiction and nonfiction. Topics to be considered include periodisation and locality in postmodern discourses; 'yuppie' and 'Generation X' writing; the relationship between written texts and other media; true crime, cyberpunk, sex-radical and minority cultures as textual domains in the 1980s and 1990s.

Kathy Acker *My Mother: Demonology, a Novel*
Denis Cooper *Frisk*
Brett Easton Ellis *Less Than Zero*
William Gibson *Virtual Light*
Jewelle Gomez *The Gilda Stories*
Peter Kramer *Listening to Prozac*
Camille Paglia *Sex, Art, And American Culture*
Anne Rule *The Stranger Beside Me*

4.40 Possession and trespass: American poetry and sovereignty

Dr Gardiner
Classes Sem 2: 1hr/wk
Assessment exam

A 'geography' of several North American cultures and their poetries, including those of the United States of America, Canada, New France, New Netherlands, and the West Indies, by poets and singers of Amerindian, African and European descent. The course will focus on two theatres of conflict, the northeastern United States and its Canadian frontiers, and the southern United States and its Caribbean neighbours, and will relate the earliest identifiably 'American' poetry to that being written now.

National or regional anthologies of twentieth-century poetry will serve as textbooks (to be announced), complemented by handouts of earlier poetry, and by an introduction to Fisher Library's copious American archive, much of it in microform. Texts not originally in English will be studied in English translation.

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 who have completed 16 Senior units may include Australian Literature 4 unit courses among their English options. These are equivalent to English 2 hour options.

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 6.20), and critical theory (6.14-6.19).

6.01 Understanding grammar

Mr Jones
Classes Sem 1: 1hr/wk
Assessment assignments and exam

What is a noun? A verb? An adjunct? An adjectival clause? Does it matter, and if so why? This option will introduce and discuss some basic grammatical terms

and ideas, and will look at some of the different ways that people talk about grammar and the assumptions that underlie them. Materials will be supplied.

6.02 Words and sounds in Australian English

Mr Jones
Classes Sem 2: 1hr/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

[Not offered in 1997, but may be offered in 1998]

6.04 Food language and culture: a thematic examination of the English language and its speakers

Prof. Clunies Ross
Classes Sem 2: 1hr/wk
Assessment research assignment or 'default' exam

This is an examination of the English language through the medium of food. Topics covered include: food terms and their history; the semiotics and symbolics of food; food and body, food and gender.

Textbook
A course reader will be available from the Department

6.05 The Bible in English: culture and politics

[Not offered in 1997, but may be offered in 1998]

6.06 Writing

Dr Quinn
Classes Sem 1: 1hr/wk
Assessment two assignments (750w and 1500w)

In this option students will explore the nature of academic writing by studying and experimenting with different stylistic and compositional techniques. Tutorial exercises and assignments will provide opportunities for students to analyse and develop an appreciation of the interplay between styles of writing, including exposition and narrative, impersonal and personal constructions, and writerly and speakerly modes. Other aspects of writing that will be investigated include genre, register, cohesion, argument and structure. The option will also address the impact of computers on writing, including the development of hypertext.

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 Reading: critical approaches to language in use

Dr Huisman, Dr G.Williams
Classes Sem 2: 1hr/wk
Assessment class exercises and assignment

This option offers a means to develop skills in analysing language in use, skills which are relevant to the practice of literary criticism and to the critical interpretation of everyday language. It is an introduction to practical uses of grammatical analysis, in which the analysis is designed to provide insights into how language is used in different types of context (rather than to make observations about structure as an end in itself). We will also consider how different patterns of use affect readings of texts. No prior knowledge of a grammar is assumed.

Textbook
D. Butt *et al. Using functional grammar: An explorer's guide* (North Ryde: NCELTR, 1995)
A set of readings compiled by the Department

6.08 Language in poetry

[Not offered in 1997, but expected to be available in 1998]

6.09 Poetics and politics of children's literature

Dr G. 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

Dr G. 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
Classes Sem 1: 2hr/wk
Assessment 2000-2500w 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). The option aims to give students a sense of the movement from so-called structuralism to post-structuralism as the critical context for semiotics, that is a movement from the originating study of signs to a study of signifying practices.

Textbook
A course reader will be available from the Department

6.13 Communication and the media

Dr Fulton
Classes Sem 1: 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

[Not offered in 1997]

6.15 Modern literary theory

[Not offered in 1997]

6.16 Postmodernism

Mr Kruse
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay

An introduction to postmodernism as a new historical development which involves traditional literature, media culture, and new technology. The course includes some recent theory; discussion of texts from recent literature, popular fiction and film; and the option of looking at the wider area which includes computer games such as *Myst* and effect of the World Wide Web on the idea of fiction. Topics for discussion include representations of violence and America in recent fiction and the cinema, and the current debate about the significance of postmodernism.

Textbooks
Baudrillard *Simulacra and Simulation* (Michigan U.P.)
William Gibson *Mona Lisa Overdrive* (Grafton)
David Lynch *Blue Velvet*
Jackie Collins *Hollywood Kids* (Pan)
Thomas Pynchon *Vineland* (Minerva)
Quentin Tarantino *Pulp Fiction*, the film and the script (Faber)

6.17 Tragedy: ancient and modern

Dr Jackson
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay

This option will consider the development of the idea of tragedy and the tragic in relation both to examples drawn from drama, poetry and fiction — from the Greeks to the twentieth century — and to theories of the origin and significance of tragedy ranging from Aristotle to Nietzsche and beyond.

Textbooks
Sophocles *Oedipus Rex*
Shakespeare *Hamlet*
Webster *The Duchess of Malfi*
Johnson *'The Vanity of Human Wishes'*
Wordsworth *'The Ruined Cottage'*
Eliot *The Mill on the Floss*
Hardy *Poems of 1912-13*
Miller *Death of a Salesman*
Beckett *Waiting for Godot*
Aristotle *The Art of Poetry*
Nietzsche *The Birth of Tragedy*
Bradley *Shakespearean Tragedy*
Additional material will be distributed in class

6.18-19 Reading sexuality

Dr Lilley
Classes Sem 2: 2hr/wk
Assessment 1500w assignment; and 2hr exam or 2500w essay

This course will investigate a wide range of theoretical and aesthetic texts in the context of current work around sexuality and its histories by Eve Sedgwick, Judith Butler, Lee Edelman, Jonathan Goldberg and others, drawing on literary theory, queer theory, feminist theory and cultural studies. A particular interest of the course will be the relation between 'modern' and 'early modern' deployments of sexuality. A reader will be available.

Textbooks
Nella Larsen *Passing and Quicksand* (Serpent's Tail)
Scholder and Silverberg (eds) *High Risk* (Serpent's Tail/ High Risk)
Judith Butler *Bodies That Matter* (Routledge)
Michel Foucault *The History of Sexuality* Vol. 1

Films
Paris is Burning
Without You I'm Nothing
The Accused
Queen Christina
Laura

6.20 Communication and ideology

Dr Fulton
Classes Sem 2: 1hr/wk
Assessment classwork and 2000w essay

The aim of this course is to theorise the processes by which media texts and their audiences are reproduced and constructed. Topics covered include media genres and institutional discourse, theories of ideology, the construction of 'reality', and audience and subjectivity. Various texts from radio, television, newspapers and magazines will be discussed as institutional products of media organisations. Media genres and discourses will be analysed in terms of the relationship between meaning and ideology. The course will also examine

ways in which 'media reality' and social stereotypes are constructed, and the subject positions from which we as audience can 'read' these messages. This option follows up some of the ideas introduced in 6.13 'Communication and the Media' in Semester 1 but this is not a pre- or co-requisite.

Textbook
R. Fowler *Language in the News* (Routledge, 1991)

3. Special Entry courses

There are Special Entry courses (290 and 390-2) at both 200 and 300 levels, which are specially designed as preparation for entry into the Fourth Year Honours course and all students wishing to enter Fourth Year Honours English must have gained credits in these courses. All students who gain a Credit or better in English 101 may take English 290 which, when passed at Credit level together with English 201 (also at Credit level), is the prerequisite for entry into English 390 and 391-2. The content of these courses is described below.

English 290

This 8-unit Special Entry course is intended to be a foundation for Honours work in English. It is available to students who have completed or who are concurrently enrolled in English 201 and who obtained at least a Credit in English 101.

It consists of two strands (A and B), and involves two hours of classes a week (lectures, seminars or tutorials) throughout the year. **Both strands A and B must be taken.**

The curriculum in English 290 is designed to introduce intending Honours students to a range of skills and methodologies that the Department considers essential preparation for Honours work, whether students eventually specialise in English literature since 1500 or in English language and Early English literature.

Strand A (English literature since 1500)

290A Poetry: genre, history, criticism

Dr Christie, Dr Coleman, Dr Miller, Dr Spurr
Classes Yr
Assessment two 2000w essays (one due each semester)

Wide reading in poetry forms the basis for a study of topics such as: major modes and genres and their evolution; aspects of versification; canon formation; premises of criticism. This strand of the course is taught by a combination of lectures and seminars.

Textbook
Allison (ed.) *The Norton Anthology of Poetry*

Strand B (English language and Early English literature)

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. Students will take 290B.1 in First Semester and 290B.2 in Second Semester.

290B.1 Orality and literacy

Dr Quinn
Classes Sem 1: 1hr/wk
Assessment one 2000w essay

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 post-medieval texts will be studied, and connections made between the social and scholarly practices of their day (including ideas of transmission and tradition) and their resonance in twentieth-century textual theory.

Textbooks
Walter Ong *Orality and Literacy. The Technologizing of the Word* (Methuen, 1982)
Course reader (from Department)

290B.2 Language, literature and cultural theory

Dr Fulton, Dr Rogerson
Classes Sem 2: 1hr/wk
Assessment one 2000w essay

The aims of this strand 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
John Storey *An Introductory Guide to Cultural Theory and Popular Culture* (Harvester Wheatsheaf, 1993)
Antony Easthope and Kate McGowan *A Critical and Cultural Theory Reader* (Allen and Unwin, 1992)

Special Entry options in English at 300 level

At 300 level Special Entry students specialise in either (a) English literature since 1500 or (b) English language and Early English literature. Students specialising in English literature since 1500 take English 301 and 390, while students specialising in English language and Early English literature take English 391 and 392.

English 390

This 8-unit Special Entry course must be taken by all students who are seeking to qualify for entry to English IV Honours specialising in English literature since 1500. Both English 201 and 290 must have been passed at or above Credit standard, and English 301 is a corequisite.

Two options from 390.1-390.12 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 English 391 and 392.

390.1 Inventing the Renaissance

Dr Miller
Classes Sem 2: 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
Troylus and Cressida
Jonson *Complete Poems*

390.3 The condition of man: the existentialist novel

Dr Runcie
Classes Sem 1: 1.5hr/wk
Assessment 3500w essay

A study of novels that explore the Post-Darwinian human condition within nature and society, the nature of society, human freedom and commitment.

Conrad *Heart of Darkness*
Forster *A Passage to India*
Sartre *Nausea*
Lowry *Under the Volcano*
White *Voss*
Heller *Catch 22*
Fowles *The French Lieutenant's Woman*
Gaarder *Sophie's World*

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 visionary poems;
4. Olive Schreiner *The Story of an African Farm*, Herbert George Wells *The Time Machine*, and some poems by Thomas Hardy;
5. Poems from the two Books of the Rhymers' Club, James Joyce *A Portrait of the Artist as a Young Man*, and some Victorian Catholic literature;
6. August Strindberg *The Dance of Death*, Eugene O'Neill *Long Day's Journey into Night*, and short scenes from plays by Chekhov and Yeats;
7. Edward Fitzgerald *The Rubaiyat of Omar Khayyam*, Ezra Pound *Hugh Selwyn Mauberley: Contacts and Life*, and some orientalist and tourist poems; and
8. Oscar Wilde *The Picture of Dorian Gray*, Djuna Barnes *Nightwood*, and some Uranian, Sapphic and pornographic texts.

390.6 '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 grammatological modes of reading.

Pound *Selected Poems* (Faber)
Selected Cantos (Faber)
Moore *Complete Poems* (Penguin)
O'Hara *Selected Poems* ed. Donald Allen (Knopf)
Allison (ed.) *The Norton Anthology of Poetry*

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 Olympes 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 significance of the Demidenko/Darville furore?

Maurilia Meehan *Fury: A Novel* (Penguin)
Jean Bedford *If with a Beating Heart: A Novel* (McPhee Gribble)
Caryl Phillips *Cambridge* (Picador)
Susan Sontag *The Volcano Lover: A Romance* (Vintage)

Toni Morrison *Beloved* (Picador)
Jamaica Kincaid *Lucy* (Picador)
Frances Sherwood *Vindication* (Phoenix)
Jost, Totaro and Tyshing (eds)*The Demidenko File* (Penguin)
Course reader (from lecturer)

390.9 Dead fathers

Dr Anderson
Classes Sem 1: 1.5hr/wk
Assessment 3500w essay

'Death of the Father would deprive literature of many of its pleasures.' — Roland Barthes.

Sophocles *Oedipus Rex*
The Gospel According to St Matthew (Authorised Version)
Sir Thomas Malory *Morte d'Arthur* (last two books)
Shakespeare *Hamlet*
Emily Dickinson, selected poems
Sylvia Plath, selected poems
William Faulkner *Absalom, Absalom!*
Virginia Woolf *To the Lighthouse*
Donald Barthelme *The Dead Father*
Kate Grenville *Dark Places*
Further reading will include selections from Roland Barthes ('La Morte d'Auteur'), Jacques Lacan, Julia Kristeva, and Sigmund Freud

390.10 Text to text: literature and cinema

Dr Kelly
Classes Sem 2: 1.5hr/wk; additional time for screenings
Assessment 3500w essay

This option is conceived as an investigation into comparative textuality; its aim is to pursue the critical and theoretical perspectives that arise from the juxtaposition of literary, cinematic, and other texts. One or two films will be shown each week to be considered in relation to a literary and at times a theoretical text.

Textbooks
Swift 'An Argument Against Abolishing Christianity', 'A Modest Proposal'
Wycherley *The Country Wife*
Buchan *The 39 Steps*
Stoker *Dracula*
Stoppard *Rosencrantz and Guildenstern are Dead*
Tourneur *The Revenger's Tragedy*
Sophocles *Oedipus Rex*
Hammett *The Maltese Falcon*
Selected critical and theoretical writings will also be considered during the option

Films
Marx Bros *Horse Feathers*
Leigh *A Sense of History*
Laurel and Hardy, various shorts
Cleese and Booth *Fawlty Towers*
Lynn and Jay *Yes, Prime Minister*
Hitchcock *North By Northwest* and *Rope*
Huston *The Maltese Falcon*
Zinneman *High Noon*
Donner *Lethal Weapon*
Allen *Shadows and Fog*
Coppola *Bram Stoker's Dracula*

390.11 Novel cities, 1930-1990

Dr Hardie
Classes Sem 1: 1.5hr/wk
Assessment 3500w essay

A constitutive concern of theories of modernity has been the development, from the nineteenth century, of modern urban cultures and subjects. This course examines a number of modern and contemporary novels to explore the representation of modern and postmodern urban subjectivity. Issues to be considered include the narrativisation and figuration of old and new world urban topographies and questions of gender, sexuality, class and ethnicity.

Djuna Barnes *Nightwood*
Ralph Ellison *Invisible Man*
Ayn Rand *The Fountainhead*
Iain Sinclair *White Chappell, Scarlet Tracings*
James Ellroy *L.A. Confidential*
Other materials will be made available in class

390.12 Rhetoric and reading

Dr Lilley
Classes Sem 2: 1.5hr/wk
Assessment 3500w essay

This option introduces theories of rhetorical analysis and performance as they intersect with protocols of reading and models of subjectivity. We will explore the crucial place of rhetorical analysis in contemporary textual theory as well as its interdisciplinary significance for feminist theory, psychoanalysis, queer theory and cultural studies. The reader will include Butler, Parker, Edelman, Sedgwick, Abraham and Torok, Spillers.

A reader will be available in the Department
Lanham *A Handlist of Rhetorical Terms* (U. of California)
De Man *The Resistance to Theory* (U. of Minnesota)
Barthes *A Barthes Reader* (Vintage)

English 391

This 8-unit Special Entry course must be taken by all students who are seeking to qualify for entry to English IV Honours specialising in English Language and Early English Literature. Both English 201 and 290 must have been passed at or above Credit standard, and English 392 is a corequisite.

Students select two options from 392.01-392.41, listed below under English 392.

English 392

English 392 is a 16-unit Special Entry course designed for students wishing to specialise in English Language and Early English Literature in English IV. Both English 201 and 290 must have been passed at Credit level or above by students wishing to enter English 392 and English 391 is a corequisite. Together English 391 and 392 are worth 24 units towards the Pass degree.

English 392 consists of five one-semester options, of which at least two must be chosen from 392.01-41 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 392.01-41 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 391-2/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

[Not offered in 1997, but expected to be offered in 1998]

392.02 Medieval manuscript culture

Dr Rogerson (Coordinator)
Classes Sem 1: 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

Prof. Clunies Ross
Classes Sem 2: 1.5hr/wk
Assessment research projects

This option complements 392.01 and 392.02 and aims to give senior Special Entry and Honours students an introduction to the research methodology of the discipline of medieval English studies. The skills and information taught here will form a firm foundation for the Honours year and for postgraduate study, as well as giving a general overview of the resources available to and required in the discipline.

Subjects covered include: the theory and practice of scholarly editing, including electronic resources; textual criticism and textual theory; bibliographical studies, enumerative, descriptive and historical.

Textbook
D.C. Greetham *Textual Scholarship. An Introduction* 2nd edn (Garland Publishing, New York, 1994)

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 Harbus
Prereq 392.04 *or* 1.02
Classes Sem 2: 1.5hr/wk
Assessment 2500-3000w essay

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.

Textbook
A textbook will be available from the Department

392.06 The Junius Manuscript

Dr Huisman
Prereq 392.04 *or* 1.02
Classes Sem 1: 1.5hr/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, Dr Huisman, Mr Jones
Prereq 392.04 *or* 1.02
Classes Sem 1 and Sem 2: double option, 1.5hr/wk
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
F. Klaeber (ed.) *Beowulf and the Fight at Finnsburg* 3rd edn with supplements (D.C. Heath, Boston, 1950)
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*.

Textbooks
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 Rogerson (Coordinator)
Classes Sem 1: 1.5hr/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* 2nd edn (Blackwell, 1995)

392.13 Post-Conquest texts

Ms Wogan-Browne
Classes Sem 1: 1.5hr/wk
Assessment 3000w essay

This option concentrates on some texts of high literary and linguistic interest from the late twelfth and early thirteenth centuries in England. Prominent themes include the construction of identity in writers and readers, the representation of women, models of the person, and the inter-relations of body and psyche. We will work principally in Early Middle English, but in order further to pursue the status of English and the literary and linguistic implications of post-Conquest 'multi-culturalism', we will also look at some biographies for women in the French written in England after the Conquest.

Textbooks
B. Millett and J. Wogan-Browne (eds. and trans.) *Medieval English Prose for Women from the Katherine Group and Ancrene Wisse* (Clarendon, 1990, pbk)
J. Wogan-Browne and G.S. Burgess (trans.) *Virgin Lives and Holy Deaths: Two Exemplary Biographies of Anglo-Norman Women* (Dent, 1996)

392.14 Chaucer 1: Troilus and Criseyde

[Not available in 1997, but expected to be offered in 1998]

392.15 Chaucer 2: The art of narrative

Assoc. Prof. Barnes, Ms Wogan-Browne
Classes Sem 1: 1.5hr/wk
Assessment 3000w essay

This option explores Chaucer's narrative modes and story-telling techniques in a range of narratives from *The Canterbury Tales* and other works. In 1997 texts to be read will include the Prologues and Tales of the Knight, Cook, Wife of Bath, Clerk, Physician, Pardoner, Shipman, and Monk, the Prologue of the Parson (with Chaucer's Retraction), the Tales of Sir Thopas and Melibee, selections from *The Legend of Good Women*, *The Book of the Duchess*, and *The Parliament of Fowls*.

Textbook
L.D. Benson (gen. ed.) *The Riverside Chaucer* (Oxford U.P., 1988)

392.16 Views from Camelot and Troy in the fiction of medieval England

[Not offered in 1997, but expected to be offered in 1998]

392.17 Sir Gawain and the Green Knight

Ms Wogan-Browne
Classes Sem 1: 1.5hr/wk
Assessment 3000w essay

This option involves a close study of the late-fourteenth-century alliterative poem *Sir Gawain and the Green Knight*, commonly regarded as one of the most brilliant of medieval English texts and one of the most sophisticated texts of the Arthurian tradition.

Textbook
N. Davis (rev. ed.), J.R.R. Tolkien and E.V. Gordon (eds) *Sir Gawain and the Green Knight* (Oxford U.P., 1967)
or
A.C. Cawley and J.J. Anderson (eds) *Pearl, Cleanness, Patience, Sir Gawain and the Green Knight* (Everyman, 1976)

392.18 Medieval drama 1

Dr Rogerson, Mrs Taylor
Classes Sem 2: 1.5hr/wk
Assessment 3000w essay

This option considers the biblical cycle plays from the great medieval cities of York, Chester and Coventry as well as similar plays which cannot be so clearly localised. Emphasis will be placed on close textual study and the plays will be discussed in their theatrical, social, iconographic and religious contexts. A reading list will be provided.

392.19 Medieval drama 2

[Not offered in 1997, but expected to be offered in 1998]

392.20 William Langland, Piers Plowman

[Not offered in 1997, but expected to be offered in 1998]

392.21 Medieval literature of prophecy

Dr Quinn
Classes Sem 2: 1.5hr/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

[Not offered in 1997, but expected to be offered in 1998]

392.23 The quest for origins

[Not offered in 1997, but expected to be offered in 1998]

Group 4 Text and culture: theory and practice

392.24 Phonology

[Not offered in 1997, but expected to be offered in 1998]

392.25 Functional grammar for text analysis/ interpretation

Dr G. Williams
Classes Sem 1: 1.5hr/wk
Assessment assignments

The orientation of this course is to provide a working knowledge of grammatical descriptions, from a functional perspective, which will assist with a range of interpretative tasks typically encountered in research and editing. No prior knowledge of a grammar is assumed.

392.26 Functional linguistics in critical contexts

Prereq 392.25
Classes Sem 2: 1.5hr/wk
Assessment 3000w essay

The course extends linguistic descriptions introduced in 392.25 beyond clause grammar to enable students to develop descriptive approaches for research purposes, including descriptions of cohesion, logical relations, genre and register. Relations between systemic functional linguistic theory, critical linguistics and critical sociology will also form a significant part of the course discussion.

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)

392.30 The semiotics of literary discourse: poetry

Dr Huisman
Classes Sem 1: 1.5hr/wk
Assessment 2500-3000w essay

In 1997, 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.

392.31 Institutional discourses

[Not offered in 1997]

392.32 From Indo-European to Old English

Mr Jones
Classes Sem 1: 1.5hr/wk
Assessment 2500-3000w essay

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.

392.33 The language in the Middle English period

[Not offered in 1997, but expected to be offered in 1998]

392.34 An introduction to lexicography

Dr Simes
Classes Sem 1: 1.5hr/wk
Assessment assignments

In his *Dictionary* of 1755 Dr Johnson defined a lexicographer as 'a writer of dictionaries; a harmless drudge, that busies himself in tracing the original and detailing the signification of words'. What kinds of dictionaries are there? What do they contain and how does it get there? How are words defined? Who writes dictionaries? What authority do they possess? Are the products of the drudgery harmless? This course examines the history, practice and theory of English dictionary-writing. It also looks at new developments in lexicography, including applications of the computer. The course assumes a basic knowledge of grammar.

Textbook
Sidney I. Landau *Dictionaries: The Art and Craft of Lexicography* (New York, Scribner's 1984; repr. Cambridge U.P., 1989)

392.35 Adolescent subjects

Dr G. Williams
Classes Sem 1: 1.5hr/wk
Assessment 3000w essay

In this option we will investigate the construction of images of adolescent subjectivities in the field of 'Young Adult' fiction writing, which has rapidly expanded since the publication of S.E.Hinton's *The outsiders* in 1967. The course will include close reading of selected texts drawn from recent writing for young adults originally published in Australia, Sweden, Britain, New Zealand and the USA. Additionally, we will investigate functions of fictive texts in maintaining and subverting relations between psychological accounts of adolescent development and market strategies which depend on dominant images of adolescence.

Textbook
A course reader will be available from the Department

Group 5 Old Icelandic studies

392.36-37 Old Icelandic 1

Assoc. Prof. Barnes, Prof. Clunies Ross, Dr Quinn
Classes Sem 1 and Sem 2: double option, 1.5hr/wk
Assessment Sem 1: 2hr exam; Sem 2: 2000w essay and class test

Like its Pass single-semester counterpart **1.07 Elementary Old Icelandic**, this double option aims to give a basic grounding in medieval Icelandic language and literature. Grammar and the close study of texts in the original language will be conducted in tutorial-type classes.

Textbook
E.V. Gordon *An Introduction to Old Norse* 2nd edn. rev. A.R. Taylor (O.U.P., 1957 or repr.)
Consult Department for availability of textbook

IV Honours only Old Icelandic 2

Assoc. Prof. Barnes, Prof. Clunies Ross, Dr Quinn
Classes Sem 1 and Sem 2: double option, 1.5hr/wk
Assessment two 3000w essays

In this option students' knowledge of the language will be extended, and a variety of texts in prose and verse will be read. In the first half of the year we will read a complete saga, *Hrafnkels saga* (text in Gordon's Reader). In the second half of the year we will study one of the most original works of the European Middle Ages, the *Edda* of Snorri Sturluson, a treatise on myth and Old Norse poetry. The section of the work known as *Gylfaginning* will be set for close study.

Textbooks
E.V. Gordon *An Introduction to Old Norse* 2nd edn. rev. A.R. Taylor (O.U.P., 1957 or latest reprint)
Anthony Faulkes (ed.) *Snorri Sturluson, Edda: Prologue and Gylfaginning* (Clarendon Press, 1982)
Anthony Faulkes (trans.) *Snorri Sturluson, Edda* (Everyman Pb., 1992)

Group 6 Medieval Celtic studies

Two strands are available, each of two semesters. They are intended for students who have undertaken the Old Irish or Middle Welsh options in second or third year, but students who can demonstrate a good linguistic background in other languages may be admitted.

392.38-39 Old Irish

Dr Fulton
Classes Sem 1 and Sem 2: double option, 1.5 hr/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 1.

Textbooks
J. Strachan *Stories from the Táin* (Dublin, 1970)
J. Strachan *Paradigms and Glosses* (Royal Irish Academy, 1970)

392.40-41 Middle Welsh
Dr Fulton
Classes Sem 1 and Sem 2: double option, 1.5hr/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 as 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 Sem 1 and Sem 2: double option, 1.5hr/wk
Assessment essay and 2hr exam

IV Honours only Middle Welsh
Dr Fulton
Classes Sem 1 and Sem 2: double option, 1.5hr/wk
Assessment essay and 2hr exam

A two-semester option in Old Irish or Middle Welsh is available to students who have already done at least two semesters' work in the area.

Textbooks
Will be arranged at the beginning of the year

4. English IV Honours
There are two alternative English IV Honours courses.
1. Students entering English IV Honours English Literature since 1500 must have fulfilled the following requirements:
(i) they must have passed at least two 2-hour options from each of Areas 3 and 4 and
(ii) they must have obtained Credit or better results in English 301 and 390.
2. Students entering English IV Honours English Language and Early English Literature must have obtained Credit or better results in English 391 and 392. Students wishing to proceed to English IV Honours in English Language and Early English Literature are strongly advised to consult the Coordinator of English 391-2/IV Honours at the beginning of their third year in order to plan an integrated sequence of options over the two years.

With the approval of the Department, students taking one course may substitute for part of it a maximum of two full-year or four semester units from the other course. Alternatively English IV students may be given permission to take up to two semester options from Australian Literature IV.

English IV Honours

English IV Literature since 1500
Students take three units, including at least one from units 1-5.

(1) The English Renaissance
(2) Seventeenth-century literature
(3) Eighteenth-century literature [Not offered in 1997]
(4) Early Modern Women's writing: Rhetoric, Gender, Sexuality
(5) Studies in Romanticism
(6) Romanticism and the Nineteenth Century
(7) The Edwardians [Not offered in 1997]
(8) Transatlantic Connections: American and English Writing in the Twentieth Century
(9) The theory, criticism and practice of literature
(10) American literatures: 'Red, black, blond, and olive' [Not offered in 1997]

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 2 hour examination, a 2000 word assignment 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, monarchic 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.

Kyd *The Spanish Tragedy*
Marlowe *Tamburlaine* Parts I and II
Doctor Faustus
Jonson *Sejanus*
The Alchemist
Bartholomew Fair
Shakespeare *Cymbeline*
The Winter's Tale
The Tempest

(2) Seventeenth-century literature
Prof. Wilding
Classes Yr

(1) The background and tradition
More *Utopia*
Shakespeare *Sonnets*
Raleigh, Wyatt *Sonnets* (in *Norton Anthology)*
Jonson *Poems*
Donne *Poems*
Herbert *Poems*

(2) The revolution
Marvell *Poems*
Milton *Areopagitica, Paradise Regained, Samson Agonistes*
Hutchinson *Life of Colonel Hutchinson*
Osborne *Letters to Sir William Temple*
Herrick *Poems* (in *Norton Anthology*)
Walton *Complete Angler*

(3) The restoration
Dryden *Poems*
Aubrey *Brief Lives,*
Bunyan *Pilgrim's Progress*
Rochester *Poems*
Behn *Oronooko*

(3) Eighteenth-century literature
[Not offered in 1997]

(4) Early modern women's writing: rhetoric, gender, sexuality
Dr Lilley
Classes Yr

This option examines a wide variety of English and American women's writing in the seventeenth and eighteenth centuries including utopia, romance, captivity narrative, travel journal, autobiography, prophecy, sonnet sequence, feminist polemic, epistolary fiction, drama, scandal memoir, satire and novel. Particular emphasis will be given to questions of gender, rhetoric and genre, and their dynamic relations with social and sexual taxonomies, and the discourses of history and literary history.

Cavendish *The Blazing World and other writings* (Penguin)
Behn *Oroonoko and other writings* (World's Classics)
Behn *Loveletters Between A Nobleman and his Sister* (Penguin)
Fielding *The Adventures of David Simple* (World's Classics)
Lennox *The Female Quixote* (World's Classics)
Sheridan *Memoirs of Miss Sidney Bidulph* (World's Classics)
Martin (ed.) *Colonial American Travel Narratives* (Penguin)
Lyons and Morgan (eds.) *Female Playwrights of the Restoration* (Everyman)
Graham, Hinds, Hobby, Wilcox (eds) *Her Own Life: Autobiographical Writings by Seventeenth-Century Englishwomen* (Routledge)
Lonsdale (ed.) *Eighteenth Century Women Poets* (Oxford)
A reader will also be made available including texts by Wroth, Speght, Philips, Carleton, Astell, Haywood and Charke

(5) Studies in Romanticism
Dr Coleman
Classes Yr

This course will examine the writings of the first and second generations of Romantics, particularly as these reflect the impact of the French Revolution on British politics and culture. Amongst our concerns will be feminist writing, anti-slavery polemic, the politics of Wordsworth and Coleridge and their literary collaboration, and *The Prelude*. We will also look at the Gothic and Jacobin novel, travel writing, poetry by P.B. Shelley and Byron, and the fiction of Edgeworth and Austen.

Wollstonecraft *Political Writings* (World's Classics)
Blake *Visions of the Daughters of Albion, The Book of Thel* (Penguin, Longman, or Oxford Authors)
Godwin *Caleb Williams* (Penguin Classics)
Hays *Memoirs of Emma Courtney* (World's Classics)
Brett and Jones (eds) Wordsworth and Coleridge *Lyrical Ballads* (Methuen)
Gill (ed.) *Wordsworth* (Oxford Authors)
Beer (ed.) Coleridge *Poems* (Everyman)
Radcliffe *A Sicilian Romance* (World's Classics)
Hogg *Confessions of a Justified Sinner* (World's Classics)
Edgeworth *Belinda* (World's Classics)
Wollstonecraft and Mary Shelley *Wrongs of Woman* and *Mathilda* (Penguin)
Austen *Mansfield Park* (World's Classics)
Mary Shelley *Frankenstein (1818 text)* (World's Classics)
Wollstonecraft and Godwin *A Short Residence in Sweden and Memoirs of the Author of 'The Rights of Woman'* (Penguin)

Prose and poetry selections from
Butler (ed.) *Burke, Paine, Godwin, and the Revolution Controversy* (C.U.P.)
Lonsdale (ed.) *Eighteenth Century Women Poets* (Oxford)
Ashfield (ed.) *Romantic Women Poets 1770-1838* (Manchester)
McGann (ed.) *The New Oxford Book of Romantic Period Verse* (Oxford)

(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, Blake and Austen persist, develop and are transformed during the nineteenth century.

Austen *Sense and Sensibility* (Penguin)
Blake *Songs of Innocence and Experience*
Selections from *Wordsworth* Gill (ed.) (Oxford Authors)
Mill 'Bentham' and 'Coleridge', selections from Autobiography
Shelston (ed.) Carlyle *Selected Writings* (Penguin)
Emily Bronte *Wuthering Heights* (World's Classics)
Eliot *Silas Marner* (Penguin)
Dickens *Hard Times* (Penguin)
Gaskell *Mary Barton* (Penguin)
Eliot *Daniel Deronda* (Penguin)
Mill selections from *The Subjection of Women*
Hardy *Jude the Obscure* (World's Classics)
Haight (ed.) *The Portable Victorian Reader* (Penguin)
Poetry as selected from Ricks (ed.) *The New Oxford Book of Victorian Verse*

(7) The Edwardians
[Not offered in 1997]

(8) Transatlantic connections: American and English writing in the twentieth century
Dr Kelly, Dr Anderson
Classes Yr

First semester:
Wharton *The Age of Innocence*
Scorsese 'The Age of Innocence'
James *The Ambassadors*
Madox Ford *The Good Soldier*
Silkin (ed.) *Penguin Book of First World War Poetry*
Hemingway *A Farewell to Arms*
Pound, poems [in *Norton Anthology*]
Stevens, poems [in *Norton Anthology*]
Moore, poems [in *Norton Anthology*]

Second semester:
Pynchon *Gravity's Rainbow*
Kubrick 'Dr Strangelove or, How I Learned to Stop Worrying and Love the Bomb'
Auden, poems [in *Norton Anthology*]
Henry Green *Party Going*
Gunn, poems [in *Norton Anthology*]
Graham Greene *The Quiet American*
Waugh *The Loved One*
Murdoch *A Severed Head*
Frears 'Sammy and Rosie Get Laid' screenplay by Hanif Kureishi

(9) The theory, criticism and practice of literature
Dr Christie
Classes Yr

Besides critically examining the definitions of literature offered by a selection of influential twentieth-century theories and the theoretical assumptions that inform a number of critical or interpretative works, this option looks at the theoretical questions raised by some 'creative' texts about their own nature, form, and function.

First semester:
Leavis *The Great Tradition* (Pelican)
Frye *Anatomy of Criticism* (Princeton)
Eco *et al. Interpretation and Overinterpretation* (Cambridge)
Jameson *The Political Unconscious* (Methuen)
Said *Culture and Imperialism* (Verso)
Belsey & Moore (eds) *The Feminist Reader* 2nd edn (Macmillan)
Derrida *Acts of Literature* (Routledge)
Steiner *Real Presences* (Faber)

Second semester:
Shakespeare *The Tempest*
Pope *The Rape of the Lock*
Shelley *Frankenstein*
Woolf *Orlando*
Stevens *Selected Poetry* (Faber)
Stoppard *Travesties* (Faber)

(10) American literatures: 'Red, black, blond, and olive'
[Not offered in 1997]

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.

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 1997 Mr A.I. Jones) to discuss their topic and the appropriate supervisor. The student and supervisor are expected to agree on a timetable for progress reports and submissions to meet a deadline of the first Monday after the semester break in Second Semester. The thesis is expected to be between 10 000 and 12 500 words inclusive, except for references and bibliography.

2. Options not previously studied from those listed under English 392
Students select ten options (or seven options if writing a thesis) from the list.

Australian Literature

(English Department Area 5)
The Australian Literature Office (N404), Resources Centre (N411) and noticeboard are situated on the top floor of the John Woolley Building. Students may take a major in Australian Literature by completing Senior courses to the value of 32 units. For 1997, four 8 unit courses are available. A further four 4 unit courses are available to students who have already completed 16 Senior units in Australian Literature or English. It is hoped to introduce more courses for 1998, subject to student demand and staff resources.

An Honours program is also available in Australian Literature. Students who have completed 16 Senior units of Australian Literature with a Credit or better average may enrol in Australian Literature 390, in preparation for entry to Australian Literature IV.

See the Table of Courses for entry requirements. Students who have already completed courses in Australian Literature should consult the Department before choosing courses.

201: Australian Literature, 1900s-1950s
8 units

Dr Rowe
Classes Sem 2: 3hr (2 lec & 1 tut)/wk
Assessment 2000w essay (mid-semester, 40%) and 3hr exam or equivalent (end-of-semester, 60%)

This course aims to introduce some of the key writers of this period. It will also encourage students to develop reading skills appropriate to different genres and to acquire an awareness of the issues, movements and critical debates which were central to the development of Australian literature.

Students will also be expected to read, as part of their tutorial program, some of the significant critical and cultural essays of this period.

J. Barnes and B. McFarlane (eds) *Cross-Country* (Heinemann)
M. Boyd *A Difficult Young Man* (Penguin)
X. Herbert *Capricornia* (Angus & Robertson)
L. Hergenhan (ed.) *The Australian Short Story* (U.Q.P.)
K.S. Prichard *Intimate Strangers* (Angus & Robertson)
H.H. Richardson *Maurice Guest* (Virago)
C. Stead *The Man Who Loved Children* (Angus & Robertson)
J. Tranter and P. Mead (eds) *The Penguin Book of Modern Australian Poetry* (Penguin)
P. White *The Aunt's Story* (Penguin)

202: Australian Literature, 1968 to the Present
8 units

Assoc. Prof. Kiernan, Dr Brooks
Classes Sem 1: 3hr (2 lec & 1 tut)/wk
Assessment 2000w essay (mid-semester, 40%) & 3hr exam or equivalent (end-of-semester, 60%)

This course will survey some of the developments in Australian writing over the past three decades. The lectures will focus on the texts prescribed below, but reference will be made to other works and other writers who emerged during this period, and wider reading will be encouraged.

B. Beaver *Selected Poems* (U.Q.P.)
P. Carey *Collected Stories* (U.Q.P.)
B. Farmer *A Body of Water* (U.Q.P.)
H. Garner *Postcards from Surfers* (Penguin)
D. Hewett *Selected Poems* (Fremantle Arts Centre Press)
E. Jolley *The Well* (Penguin)
D. Malouf *Child's Play* (Penguin)
F. Moorhouse *The Americans, Baby* (Angus & Robertson)
S. Morgan *My Place* (Penguin)
G. Murnane *Velvet Waters* (Penguin)
J. Tranter and P. Mead (eds) *The Penguin Book of Modern Australian Poetry* (Penguin)
D. Williamson *Collected Plays Volume I (The Coming of Stork, The Removalists, Don's Party, Jugglers Three,* and *What if You Died Tomorrow)* (Currency)

203: Introduction to Aboriginal Writing
8 units

Dr van Toorn
Classes Sem 1: 3hr (2 lec & 1 tut)/wk
Assessment class participation (20%), assignment (30%), 3000w essay (50%)

For Aboriginal people, the technologies of writing and print have worked both as instruments of colonial control, and as resources they have been able to utilise for their own purposes. This course examines Aboriginal writing from the early colonial period to the present, focusing on works of fiction, drama, poetry, autobiography, short stories, children's literature, and transcribed oral narrative, as well as a selection of mixed and non-literary genres. The texts chosen for study exemplify the kinds of creative interactions that occur between traditional Aboriginal oral modes and Western literary forms. The course will also address a range of political and theoretical questions surrounding the production, interpretation and evaluation of contemporary Aboriginal writing.

J. Davis *et al.* (eds) *Paperbark: A Collection of Black Australian Writings* (U.Q.P.)
J. Davis, E. Johnson, R. Walley, B. Maza *Plays from Black Australia* (Currency)
K. Gilbert *Inside Black Australia: An Anthology of Aboriginal Poetry* (Penguin)
R. Huggins and J. Huggins *Auntie Rita* (Aboriginal Studies Press)
R. Langford Ginibi *Don't Take Your Love to Town* (Penguin)
Mudrooroo/C. Johnson *Wild Cat Falling* (Angus & Robertson)
M. Narogin *Doin Wildcat* (Hyland House)
K. Scott *True Country* (Fremantle Arts Centre Press)
H. Willmot *The Castles of Tuhbowgule* (Weldon)
Supplementary course materials will be supplied in photocopy form

204: Australian Literature, 1788-1901
8 units

Assoc. Prof. Mitchell
Classes Sem 2: 3hr (two 1.5hr sem/lec) wk
Assessment 2000w essay (mid semester, 40%) & 3hr exam or equivalent (end-of-semester, 60%)

This course introduces and surveys a range of writing—poetry, fiction, nonfictional prose—from the First Fleet to Federation. As texts and anthologies of the literature of this period may go out of print without much warning, intending students are advised to check the Australian Literature noticeboard for late alterations. Students will also be issued with supplementary material.

D. Adams (ed.) *The Letters of Rachel Henning* (Penguin)
J. Barnes and B. McFarlane (eds) *Cross-Country* (Heineman)
B. Baynton *Bush Studies* (Angus & Robertson)
J. Furphy *The Annotated Such is Life* (O.U.P.)
H. Lawson *Short Stories* (Penguin)
R. Praed *The Bond of Wedlock* (Mulini Press)
E. Webby (ed.) *Colonial Voices* (U.Q.P.)
M. Wilding (ed.) *Marcus Clarke* (U.Q.P.)

301: Creative Writing: Poetry
4 units

Dr Rowe
Prereq 16 Senior units in English *or* Australian Literature
Classes Sem 1: 2hr
Assessment a portfolio of poems, developed in the workshop and equivalent to 3000w

This is a workshop course which requires regular attendance. It encourages students to reflect critically on and experiment with their own writing practices. Enrolment is limited to 25 students.

302: Creative Writing: Prose — 4 units

Prof. Wilding
Prereq 16 Senior units in English *or* Australian Literature
Classes Sem 2: 2hr
Assessment assignments, total 3000w

This is a workshop course which requires regular attendance. It encourages students to reflect critically on and experiment with their own writing practices. Enrolment is limited to 25 students.

303: Special Author Study: Patrick White — 4 units

Assoc. Prof. Kiernan
Prereq 16 Senior units in English *or* Australian Literature
Classes Sem 1: 2hr
Assessment 3000w essay

The Aunt's Story, Voss, Riders in the Chariot, The Vivisector, A Fringe of Leaves (all published by Penguin)

304: Displacement and its Aesthetic — 4 units

Dr Indyk
Prereq 16 Senior units in English *or* Australian Literature
Classes Sem 2: 2hr
Assessment 3000w essay

This course examines whether the experience of displacement or dispossession—experiences central to many Australians—has had distinctive aesthetic consequences in Australian writing. Discussion of the issues involved will be focussed on the following texts:

J. Furphy *The Annotated Such is Life* (O.U.P.)
A. Kefala *Absence: New and Selected Poems* (Hale & Iremonger)
E. Langley *The Pea Pickers* (Angus & Robertson)
Mudrooroo *Master of the Ghost Dreaming* (Angus & Robertson)
L. Murray *Selected Poems* (Angus & Robertson)
K. Slessor *Selected Poems* or *Collected Poems* (Angus & Robertson)
J. Waten *Alien Son* (Angus & Robertson)

Australian Literature 390 — 8 units

Assoc. Prof. Mitchell and others
Prereq 16 Senior units in Australian Literature with Credit average
Classes Yr: 2hr
Assessment assignments and essays to a total of 6000w

This course aims to prepare students for the Honours year in Australian Literature through an introduction to research methodology and a study of current issues and approaches in research and criticism.

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 20 October 1997.

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 pastoral

Dr Indyk
Classes Sem 1

The pastoral is possibly the most ancient of Western literary forms—it is certainly one of the most durable. This course examines the way in which a literary tradition works through continuity and change, by tracing the various manifestations of the pastoral form in Australian literature.

The course will begin with the classical examples of pastoral from Theocritus and Virgil, and then proceed through selections from Harpur and Kendall, Paterson and Lawson, to a closer consideration of some twentieth-century versions of the form, in Hugh McCrae, Shaw Neilson, Katharine Susannah Prichard (*Working Bullocks*), Judith Wright, David Campbell, Les Murray, David Malouf (*An Imaginary Life*) and John Forbes.

Australian poetry and the Symbolistes

Dr Brooks
Classes Sem 2

A study of the poetics and key poetry of the *Symboliste* movement and its role in the development of Australian poetry from 1900 to the present day.

E.A. Poe *The Fall of the House of Usher and Other Writings* (Penguin)
C. Baudelaire *Les Fleurs du Mal* trans. Richard Howard (Picador Classics)
A. Rimbaud *Complete Works* trans. Paul Schmidt (Picador Classics)
S. Mallarmé *Selected Poetry and Prose* ed. Mary Ann Caws (New Directions)
R.M. Rilke *The Selected Poetry* ed. and trans. Stephen Mitchell (Picador Classics)
C. Brennan *Christopher Brennan* ed. Terry Sturm (U.Q.P.)
J. McAuley *James McAuley: Poetry, essays and personal commentary* ed. Leonie Kramer (U.Q.P.)
A.D. Hope *Selected Poems* (Angus & Robertson)
J. Tranter *Selected Poems* (Hale & Iremonger)
R. Adamson *Selected Poems* (U.Q.P.)

Contemporary writing

Classes Sem 2

This course will examine a wide range of texts written over the last few years to show the variety of thematic and stylistic concerns in contemporary Australian writing. The following texts will be considered, with others (including plays) to be prescribed at the beginning of the course:

J. Anderson *One of the Wattle Birds* (Penguin)
L. Fogarty *New and Selected Poems* (Hyland House)
K. Grenville *Dark Places* (Picador)
J.S. Harry *The Life on Water and the Life Beneath* (Angus & Robertson)
I. Indyk and E. Webby (eds) *Poetry* (Angus & Robertson)
E. Jolley *The Georges' Wife* (Penguin)
D. Malouf *Remembering Babylon* (Penguin)
D. Modjeska *The Orchard* (Pan Macmillan)
G. Murnane *Emerald Blue* (Penguin)
D. Porter *The Monkey's Mask* (Hyland House)
J. Scott *Before I Wake* (Penguin)

Note: Students may also be given permission to choose up to two semester options from those offered for the MA program or for English Language and Early English Literature IV. One full-year course may be taken from those offered for English Literature IV, in place of 2 semester options.

European Studies

Coordinator Dr Elizabeth Rechniewski, Department of French

Enquiries

Dr Rechniewski, Department of French; Associate Professor Ros Pesman, Dr Judith Keene, Dr Glenda Sluga, Department of History.

European Studies

In 1997 European Studies may be taken as one or two units.

First semester: Contemporary Europe: East and West in Contemporary Europe

Dr Judith Keene, Dr Glenda Sluga (Department of History)
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 4000w essay or equivalent, 60% for classwork, 40% for examination

Students will develop a critical understanding of different analytical approaches to contemporary cultural and social issues in Europe, East and West, since World War 11.

Using secondary analyses, first person accounts and film, the course is arranged around several themes. These include the Cold War and its ramifications, changes in the politics of Left and Right, the impact of new social movements such as the green and women's movements, nationalism, the effects of migration and racism and the evolution of welfare states. Students will examine the comparative impact of these themes on the politics and cultures of nations in East and Western Europe and the daily lives of the women and men experiencing them.

Second semester: Reform, Revolution and Post-Communism

Prof. Graeme Gill (Department of Government)
Classes (2 lec & 1 tut)/wk
Assessment exam 40%, essay 40%, class work 20%

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 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 be principally be upon Russia, but some attention may also be given to other communist states.

These courses are also available as courses in Government and History but students in European Studies will be in a separate stream and will do some different tutorial work.

Power Department of Fine Arts

Pass course

Candidates for the Bachelor of Arts may count up to 76 units from Fine Arts toward degree requirements. There is no entry requirement for Fine Arts 101.

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. Entry to certain Senior level options may be restricted by quota. *Students should consult the Department before the enrolment period.*

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.

Supplementary charges
A charge will be made for all course readers together with a $5 photocopying fee.

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 9351 2147; the fax number is 9351 4212.

Noticeboards
Noticeboards are located on the second floor of the R.C. Mills Building in the vicinity of the general office.

Fine Arts 101 — 12 units

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)

This year long course offers students an introduction to the study of the Fine Arts. The subject matter of the course covers a wide range of visual material. In addition to art history students will be introduced to other areas of study in the Department. These will include film, television, design and costume. Although there will be a range of historical reference there is a particular focus on the nineteenth and twentieth centuries. The key concepts of modernism and modernity will be examined in relation to the visual culture of this period. The course will have a loose chronological progression with the second semester concluding with a consideration of contemporary issues and debates. Throughout the course historical analysis will be combined with discussions of the different methodologies and approaches to the interpretation and study of art history and visual culture in general.

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 — 8 units

These courses consist of one of the options listed below under Fine Arts Senior level options.

Fine Arts 390 — 8 units

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.The course may only be taken by third year students.

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 (2 lec & 1 tut)/wk
Assessment one 3000w essay & one 1500w 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 (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 (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 courtesan quarters.

1.1(e) The art and architecture of modern Japan

Dr Clark
Classes (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, Dr. Jayamanne and Dr Patton
Classes (1 lec, 1 tut & 1 directed viewing)/wk
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 (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 (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.

3.5 Baroque courts

Dr Milam
Classes (1 lec & 1 tut)/wk
Assessment essay, visual test, class work

This course considers the place of the artist in European courts during the seventeenth century. The focus will be on the image of the ruler and the princely palace as a political and social symbol. Patterns of patronage and issues of artistic independence will be investigated through examples of major commissions in painting and sculpture, as well as the art of specific centres, including Prague, Rome, Paris, Madrid, London, the Hague, Potsdam and Saint Petersburg. Tutorials will involve a more careful examination of theoretical approaches to the expression of power, wealth and glory in visual form.

3.6 The art of the Ancient Regime France: 1648-1789

Dr Milam
Classes (1 lec & 1 tut)/wk
Assessment essay, visual test, class work

This course explores the development of a national tradition of art in France from the establishment of the Royal Academy of Painting and Sculpture until the eve of the Revolution. Topics of lectures and tutorials include the circumstances leading to the foundation of the Academy and the development of academic discourse; the commitment to an official system for educating young artists, both in France and in Rome; the alliance between art and absolutism; the artist and the courtier; the public display of art and the creation of new audiences; the emergence of criticism; the portrayal of daily life, landscape and erotic subjects in relation to major currents of Enlightenment thought.

4.2(a) Painting in France 1760-1799: The age of revolution

Prof. Spate
Classes (2 lec & 1 tut)/wk
Assessment essay, visual test, tut paper

This course will examine developments in French painting in relation to the social and historical transformations occurring in the period. Among the topics to be developed in lectures and tutorials are: the revival of history painting; the political function of painting; the relationship between the public and the private; the representation of gender; the relationship between individuality and tradition: the problems of creating a new art for a new society; revolutionary iconography; caricature; festivals; portrait painting; the expansion of minor genres of landscape and scenes of common life; the relationship of painting to its audiences, the art market and art institutions.

4.2(b) Realism and Impressionism in France: 1840-1880

Prof. Spate
Classes (2 lec & 1 tut)/wk
Assessment essay, visual test, class work

This course will examine developments in French

Realism and Impressionism with particular emphasis on their relationship to contemporary social and political developments. Students will be expected to read the major theorists of the period, and are strongly advised to read the novels of Flaubert, Zola, etc. Topics discussed in lectures and tutorials will include: Realism and the 'real'; 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.

4.2(c) Themes in European art: 1880-1914

Prof. Spate
Classes (2 lec & 1 tut)/wk
Assessment essay/paper (total 5000w)

The course will focus mainly on art in France, Italy, Germany and Russia (this focus will vary from year to year); it will examine the relationship between the visual arts and society, and will be concerned with the ways in which they produce meaning, and with their relationship with their audiences. It will not be a chronological survey of 'movements', but will examine selected topics including Modernism and Modernity; the city; the landscape and its human occupants; Orientalism, exoticism and primitivism; the construction of gender in pictorial images; art as social critique; aestheticism.

4.4 Modernism

Dr Pefanis
Classes (2hr lec & 2hr tut)/wk
Assessment essay/paper (total 5000w)

This course will examine the origins of Modernism in the nineteenth century and its evolution in the twentieth, focusing on Modernism between the World Wars. It will consider Dada and Surrealism's radical threat to the 'call to order' — their invocation of the absurd, of the anarchic, of irreason, madness and desire. It will also consider the relationship between the arts and contemporary philosophical and theoretical investigation and will take into account Postmodernism's disruption of the concept of Modernism. The focus of the course will be on European modernism. Australian and American modernism are examined in other advanced options.

4.5 Contemporary international art

Dr Moore
Classes (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 combustion of dominant cultural traditions of Europe and North America. Tutorials will include visits to significant national and international exhibitions. Students are encouraged to work with contemporary museum holdings.

4.6 Postwar art and cultural politics in America and Europe

[Not offered in 1997]

4.7 Masterpieces and metapictures

Dr Pefanis
Classes (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* (Velasquez) 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 (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 (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 globalising cultures, contemporary Koori art and Aboriginality in art by white Australians; ongoing shifts in the treatment of traditional subjects such as landscape; picturing and planning the urban environment and changing concepts of public art, feminist cultural politics, the institutionalisation of Australian art criticism, curatorial practice and arts administration; current debates on Australian art history.

5.4 Contemporary Aboriginal art: race and representation

Prof. Smith and Aboriginal artists
Classes (2 lec & 1 tut)/wk
Assessment essay/project, visual test

A study of the development of contemporary Aboriginal art, particularly since 1970, in the context of recent Australian social history, with special reference to questions of race and representation. The issue of speaking positions will be prioritised, with significant parts of the course being presented by Aboriginal artists. The main focus will be on the emergence of acrylic painting in the Desert areas, the revival of bark painting in Arnhem Land, the growth of Koori and Murri art cultures, and the appearance of art and craftwork at other places in recent years. There will be a thorough study of a variety of discourses surrounding this art, from those of tribal elders to the mass media with special attention to the discursive structures of the art market, of art museums, art criticism and art history/theory.

6.2 American art, design and society 1900-1945

Prof. Smith
Classes (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(a) Film Studies I: Theory of narrative fictional film past and present

Dr Cholodenko
Classes (2 lec, 1 tut & film screenings)/wk
Assessment one 3000w essay, tut paper

Film Studies I is a course in film theory, analysis and criticism. It operates on multiple levels simultaneously. First, it studies a variety of film texts and filmic forms, addressing crucial issues in and around their analysis, criticism and theorising. Second, it presents, analyses and criticises theories of film from the past (for example, those of Eisenstein, Bazin and Grierson) and present (especially the work of French film semioticians Christian Metz and Raymond Bellour and the English and American work derived from them). Third, it investigates the theoretical work done in France in the last decades which not only informs the theories of film semioticians but also has itself offered a number of theories of film as well as general theories which, while situated within specific disciplines, also travel across and give accounts of the different disciplines, knowledges, discourses and institutions of our society. Film Studies I presents these various theories of such writers as Barthes, Kristeva, Deleuze, Foucault, Derrida, Baudrillard and Virilio as they correlate with specific film texts and film theories. In its articulation of film with post-structuralist and postmodernist thought, this course privileges the work of Baudrillard and Derrida. The work of the course is divided as follows:

Part I
Narrative fictional films and theories of textuality (including examination of methodologies of narrative analysis, cinematic codes and signifiers, notions and issues of cinematic realism, theories of montage and mise-en-scène, modes of narration, the construction of author and reader).

Part IIA
Cinema's relation to desire (including examination of psychoanalytic semiotics' notion of the imaginary signifier, the specular text, forms of visual pleasure, and the metapsychology of the cinematic apparatus; theories of transgressive film practices; auteur and genre theory).

Credit for coursework can be acquired not only through the writing of essays but also by successfully completing a concurrent Advanced course in video at the Art Workshop.

7.1(b) From silent to sound cinema

Dr Jayamanne
Classes (1 lec, 3hr film screening & 1 tut)/wk
Assessment essay, tut paper, film review

This course will examine the cultural and technological forces that made film a major popular cultural form in the late nineteenth century by looking at some of the early silent film genres and their development into sophisticated forms of visual story telling and spectacle. In order to do this we will focus on the two major American silent film genres of comedy and melodrama which include the work of Sennett, Chaplin, Keaton and Griffith. We will also be examining a selection of silent films from the national cinemas of Germany and the Soviet Union in order to understand the range and complexity of silent cinema. The transition into sound will be studied via Hollywood screwball/romantic comedy genre of the 1930s and 1940s. The final part of the course will examine a selection of contemporary films that pay tribute to and work with ideas generated by silent cinema.

7.2(a) Film Studies II: approaches to independent, documentary, horror/science fiction and animation film

Dr Cholodenko
Prereq Film Studies I
Classes (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 Advanced course in video at the Art Workshop.

7.2(b) Contemporary cinema: cross-cultural perspectives

Dr Jayamanne
Prereq 7.1b From silent to sound cinema
Classes (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.

7.4 Reanimators: The theory of film, television and computer animation

Dr Cholodenko
Classes : (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 *7 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 and staff of the Art Workshop
Classes 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) Heritage and architecture

Dr Mackay
Classes (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 in Australian nineteenth-century buildings, environments and material culture. It offers knowledge and skills that will assist in gaining work in related areas. Topics to be studied include: theories of everyday life, the modern past, local and marginal cultures, approaches to preservation, collecting, and public presentation, and the interaction between heritage and community issues. Students will be expected to visit local sites in class hours.

9.1(b) Design I

9.1(c) Design II

Both Design I and II are subject to the appointment of a lecturer. Students should consult the Department at the start of the year.

9.3 Thinking ecodesign

Dr Fry
Classes 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.

(Note: This course will incur a $160 charge. Students wishing to take it should consult with the Department at the start of the year.)

10.1 Theories of art history

(Compulsory for intending honours students)
Prof. Smith
Classes (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.

11.2 Costume, clothing and fashion

[Not offered in 1997]

11.3 Style

Dr Carter
Classes (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.

12.1 Special studies

Each semester there will be an option additional to those listed above. The nature of this option will vary with each semester so students are advised to consult with the Department at the start of each year for more details.

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 pre-enrol in October and make a preliminary registration with the Department in November of the preceding year. They should also have an approved dissertation topic by then.

Dissertation on an approved subject

15 000-18 000 words: this will be written under the individual supervision of a member of staff.

Seminar options

Not all options will be offered in any one year. These courses are based on weekly two-hour seminars. Students are required to submit written work totalling 8000 words for each option.

(a) Modernisms/modernity

An exploration of the concept-formations 'Modern Art', 'modernism', 'modernisation' and 'modernity' through the close reading of key texts in art criticism, history, sociology and philosophy from Baudelaire to the present.

(b) Feminism and film theory

This course is in two parts The first will examine the history of feminist film theory and feminist criticism. The second will examine a selection of films that are not designated as 'feminist' to see how they can pose questions and problematise some aspects of feminist theorising on cinema.

(c) Australian colonial culture 1788-1870

This interdisciplinary course, normally conducted in conjunction with the Department of English, will consider nineteenth-century Australian culture from two main perspectives: the production of culture in a colonial situation and the construction of images of a new world and its inhabitants.

(d) Romanticism—consult department for details

(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) 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.

(i) Mystic eroticism

The focus of this course is upon the persistent habit of eroticised 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.

(j) 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'.

(k) Colonial Australia and the South Pacific: constructions of the 'other'

Visual images of South Pacific peoples and Australian Aboriginals 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 Aboriginals as 'other': it extends this debate into a study of nineteenth-century ideas of collecting, museum display and exhibitions.

Specific areas of study include post-colonial theories of ethnocentrism, the stereotype, the body, the fetish and regimes of power/knowledge.

(l) Australian art since 1945: current perspectives

This option investigates selected themes in contemporary Australian Art and Art Criticism. These include ideas about art objects and practices, the public sphere, cultural diversity, Aboriginal politics, art and the environment, regionalism and internationalism, new technologies, feminism and queer aesthetics. Our point of view is the present and the course aims to contribute constructively and critically to current debate.

Participants will be expected to lead discussion on one of the broad seminar topics listed above. The readings specified for each week are to be read by all participants. Students will also be expected to visit exhibitions regularly and be familiar with current newspaper reviews and articles in art journals.

(m) Play and art in the 18th century

This course is an inquiry into the analogy often made between art and play, with a specific focus on French painting during the Enlightenment. Attention will be given to the phenomena of games as subject and style in the history of art with the aim of determining a more precise criteria for assessing an image that operates as play. In addition to art historical discussions of emblematics and game imagery readings will draw from the fields of anthropology, sociology, cultural history, philosophy and aesthetics, literary criticism, and theories of viewer response.

Department of French

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)
— French social sciences (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
Brennan Building, Level 6. Enquiries: Room 687. Phone: 9351 2381

Placement test
Students who do not fall easily into one of the categories above, including advanced and native speakers of French, should contact the coordinators of the relevant courses and may be asked to sit for a placement test.

COURSE SEQUENCES

The following course-sequences may be taken:

Stream	Optional additional courses Note that not more than a total of 82 units of French courses overall can count toward the degree.
A Stream	
A 101 (12 units)	A 103 (6 units)
A 201 (16 units)	A 203, A 204 (8 units each)
A 301 (16 units) †	A 303, A 304 (8 units each)
A Stream leading to French IV Honours	
A 101 (12 units)	A 103 (6 units)
A 201 (16 units) & French 290 (8 units)	A 203, A 204 (8 units each)
A 301 (16 units) † & French 390 (8 units) IV Honours	A 303, A 304 (8 units each)
AB/B Stream	
AB 101 (12 units)	AB 103 (6 units)
B 201 (16 units)	B 203, B 204 (8 units each)
B 301 (16 units) †	B 303, B 304 (8 units each)
AB/A Stream	
AB 101 (12 units)	AB 103 (6 units)
A 201 (16 units)	A 203, A 204 (8 units each)
A 301 (16 units) †	A 303, A 304 (8 units each)
AB/A Stream leading to French IV Honours	
AB 101 (12 units)	AB 103 (6 units)
A 201 (16 units) & French 290 (8 units)	A 203, A204 (8 units each)
A 301 (16 units) † & French 390 (8 units) IV Honours	A 303, A 304 (8 units each)
B Stream*	
B 101 (12 units)	B 103 (6 units)
B 201 (16 units)	B 203, B204 (8 units each)
B 301 (16 units) †	B 303, B 304 (8 units each)
B Stream leading to French IV Honours*	
B 101 (12 units)	B 103 (6 units)
B 201 (16 units)	B 203, B 204 (8 units each)
B 301 (16 units) † & French 290 (8 units)	
A 301 (16 units) † & French 390 (8 units) IV Honours	

Notes

†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.

*** Transfer from B Stream to A Stream:**

Standard track

B 101 (12 units)	B103
B 201 (16 units)	B 203, B 204
A 201 (16 units)	A 203, A 204, 290, A 303
A 301 (16 units)	A 304, 390

Fast track

B 101 (12 units)	B103
B 201 (16 units) & B203 with B204	A203
A 301 (16 units)	A303, A304

Students wishing to proceed to Honours through the fast track should consult the Department, as particular conditions will apply.

Assessment
Assessment in the Department is cumulative and 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 to the advanced level without being asked to demonstrate their competence.

Honours
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.

Information and advice
More detailed information is contained in the booklet *Undergraduate 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 notices in the Department on level 6 of the Brennan Building at the beginning of the academic year).

Textbooks and duplicated material
Booklists are subject to revision, and students should check with the Department when they register.

Textbooks are supplemented by duplicated material produced by the Department. A charge of $20 is made.

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.[1]

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 2: 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 Departmental Office.

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

Syllabus

1. Practical language
Ms. A. Bourvéau
Classes Yr: (1 lec & 2 tut)/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.

There will also be a separate class for French A101 students with advanced language skills, including native speakers of French. Interested students should consult the course coordinator.

Textbook
To be announced

[1]Applications for credit and advanced standing must be submitted to the Faculty.

2. Reading
Coordinator Dr Grauby
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 transformations France has undergone this century and the political challenges it confronts as it attempts to redefine its role in the world and in Europe. The course progresses to a study of cultural movements and discursive analysis of literary and other texts.

Textbooks
Dossiers de textes provided by the Department
J. Giraudoux *La Folle de Chaillot* (Hachette)
Other texts to be announced

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

Coordinator Assoc. Prof. Steele
Classes Yr: (2 lec & 3 tut)/wk
Assessment continuous

Syllabus

1. Practical language
Assoc. Prof. Steele
Classes Yr: (1 lec & 2 tut)/wk

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 Dr White; Sem 2 Mr Walkley
Classes 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 Littré) or *Le Petit Larousse* (Librairie Larousse)
Collins-Robert French Dictionary or *Harrap's Concise French and English Dictionary*

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 books 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. Language and vocabulary development are seen as an integral part of the course.

Textbooks
Dossier de textes provided by the Department

Senior level courses: A Stream

French A 201 — 16 units

Coordinators Mr Gabriel, Mr Walkley
Classes Yr: 4 class/wk

Syllabus

1. Practical language
Mr Gabriel, Dr White
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. Ollivier *Grammaire française* (Harcourt Brace Jovanovich)
Additional duplicated material will be made available by the Department

OR

Advanced practical language
Ms Bourvéau
Classes Yr: 2 class/wk
Assessment continuous

Textbooks
To be announced

2. Core Study
2 class/wk

Students choose *one* of four strands:
(i) French linguistics
(ii) French literature
(iii) French social sciences
(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, the course consists of one lecture and one tutorial, 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. See Schedule of Core Options below.

Note: Students wishing to qualify for French IV will also enrol in French 290.

French A 203 — 8 units

Coordinators Mr Gabriel, Mr Walkley
Classes Yr: 2 class/wk
Assessment mainly continuous

Students choose a core option in *one* of the four strands not already taken in another course:
(i) French linguistics
(ii) French literature
(iii) French social sciences
(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

Coordinators Mr Gabriel, Mr Walkley
Classes Yr: 2 class/wk
Assessment mainly continuous

Syllabus

As for French A 203.

French 290 — 8 units

Coordinator Dr White
Classes Yr: 2 class/wk
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

Syllabus

First semester

1. Regards sur la France contemporaine

Assoc. Prof. Sankey
Classes Sem: 1 class/wk
Assessment classwork, assignment, essay

Une exploration de l'écriture de l'altérité dans la pensée française contemporaine. Ce cours examine la nature du rapport entre la société et la littérature, et de l'insertion de l'écriture dans la réalité sociale.

Textbooks
Claude Lévi-Strauss *Tristes Tropiques* (Terre humaine)
Simone de Beauvoir *Les Mandarins* (Folio)

2. Les technologies du texte

Prof. Martin
Classes Sem: 1 class/wk
Assessment class tests, assignment

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

Second semester

3. An introduction to medieval French: language and literature

Mr Walkley
Classes Sem: 1 class/wk
Assessment classwork, assignment, exam

An introduction to the wide variety of French texts written from the twelfth to the thirteen 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
Textes d'études (Ancien et moyen français) Ed. de R.-L. Wagner renouvelée par O. Collet. Préface de B. Cerquiglini (Droz)

4. Montaigne, le moi et le poids de l'histoire

Dr White
Classes Sem: 1 class/wk
Assessment classwork, assignment

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 A 301 — 16 units

Coordinators Mr Gabriel, Mr Walkley
Classes Yr: 4 class/wk

Syllabus

1. Practical language
Mr Gabriel
Classes Yr: 2 class/wk
Assessment continuous

This course follows on from French A 201. It provides a review of both communicative and traditional grammar and is based on a variety of contemporary documents, including video materials.

Textbooks
Duplicated material will be provided by the Department

OR

Advanced practical language
Teacher to be announced
Classes Yr: 2 class/wk
Assessment continuous

2. Core study
2 class/wk

Students will normally continue in the strand taken in their second year course, *either* (i) French linguistics,

or (ii) French literature *or* (iii) French social sciences. As an alternative, students may choose to take (iv) Le français dans le monde, if they have not taken it in the previous year.

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.

Note: Students wishing to qualify for French IV will also enrol in French 390.

French A 303 — 8 units

Coordinators Mr Gabriel, Mr Walkley
Classes Yr: 2 class/wk

Students choose a core option in *one* of the following strands not already taken in another course:
(i) French linguistics
(ii) French literature
(iii) French social sciences
(iv) 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

Syllabus
As for French A 303.

French 390 — 8 units

Coordinator Dr White
Classes Yr: 2 class/wk
A Special Entry unit (prerequisite for admission to Honours)

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. Students will be asked to participate by writing different kinds of discourse.

Textbook
M. Royer and F. Grauby *Recherche: Mode d'emploi* (French-Australian Research Centre)

Second semester

2. Theories of social analysis and artistic creation
Dr Rechniewski
Classes Sem 2: 1 class/wk
Assessment one essay, classwork

This course examines the contribution of the theories of Pierre Bourdieu and his school to the analysis of areas that include the intellectual field, social questions and artistic creation.

Textbooks
A dossier of articles will be provided by the Department

3. La langue des sciences sociales et de la critique littéraire
Lecturer to be announced
Classes Sem 2: 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

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.

Senior level courses: B Stream

French B 201 — 16 units

Coordinator Ms Winter
Classes Yr: 5 class/wk

Note: Students wishing to do further study in French are encouraged to enrol in French B 203 and/or B 204.

Syllabus
1. Practical language
Ms Winter
Classes 3 class/wk

This course is based on a communicative approach and concentrates on interactive exercises and activities to consolidate speaking, listening, writing and reading skills, reinforce understanding of grammar, extend vocabulary and improve pronunciation.

Textbooks
J. Ollivier *La Grammaire française*
Collins-Robert French Dictionaries

2. Reading
Dr Grauby
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
J. Giraudoux *La Folle de Chaillot* (Hachette)
Other texts to be announced

French B 203 — 8 units

Coordinator Ms Winter
Classes Yr: 2 class/wk
Assessment continuous

Langue et créativité
The course concentrates on developing creativity and spontaneity in oral and written skills. These are developed through the use of role plays, simulations, language games and problem-solving activities.

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 B 301 — 16 units

Coordinator Ms Bourvéau

Syllabus
1. Practical language
To be announced
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
To be announced

Reference book
P. Robert *et al. Le Petit Robert* (Société du Nouveau Littré)

2. Core study
Classes Yr: 2 class/wk

Students choose *one* of four strands:
(i) French linguistics
(ii) French literature
(iii) French social sciences
(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, the course consists of one lecture and one tutorial, 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. See Schedule of Core Options below.

French B 303 — 8 units

Coordinator Ms Bourvéau
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) French social sciences
(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 — 8 units

Coordinator Ms Bourvéau
Classes Yr: 2 class/wk or Sem: 4 class/wk

Syllabus
As for B 303

Alternative third year courses

The alternative third year courses (B 310, B 311, B 312, B 313) allow students not intending to continue in French to complete parts of the B 301 16 unit course. None of these courses may count for credit with French B 301.

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)

	Linguistics			Literature			The Social Sciences		
Status	No.	Sem.	Title	No.	Sem.	Title	No.	Sem.	Title
Part A of the core	701-2	1 & 2	French Linguistics (A)	801-2	1 & 2	Introduction to Genres: Cinema and Novel	901-2	1 & 2	Introduction to the Social Sciences
Part B of the core	703-4	1 & 2	French Linguistics (B)	803-4	1 & 2	Introduction to Genres: Poetry and Drama	903-4	1 & 2	French Social and Political Thought
Part A or B of the core	951	1 & 2	Le français dans le monde			In combination with another core unit			
Honours course									French 290 (see prerequisites) French 390 (see prerequisites)

Definitions

The *core option* (two hours) is designed to give students a greater awareness of the nature and aims of the discipline they have chosen as well as a better understanding of the assumptions behind the methods of enquiry available.

Note: Students wishing to qualify for French IV must include French 290 and French 390 in their course. Note that no more than 82 points of French may be counted towards the degree.

200 and 300 Core Options and Additional Units

French linguistics

701-2 French linguistics (A)

Dr Barbaux-Couper, Ms Caffarel, 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
To be announced

703-4 French linguistics (B)

Mr Gabriel, Ms Caffarel
Prereq 701-2
Classes Yr: (1 lec & 1 tut)/wk
Assessment class work, tests, assignments

This course follows on from 701-2. It will include the study of a number of the following topics : discourse analysis, autonomous learning, introduction to the theory and practice of translation, the use of technology in language teaching and learning and theories of vocabulary acquisition and their application to second language learning, all with special reference to the learning of French. The final choice of topics will be determined by staff availability.

Textbook
To be advised

French literature

In 1997, all literature strand students will take 801-2.

801-2 Introduction to genres: cinema and novel

Assoc. Prof. McAuley, Assoc. Prof. Sankey, Mr Durel

First semester
Assoc. Prof. Sankey, Mr Durel
Classes (1 lec & 1 tut)/wk
Assessment class work, assignment, essay

801 Communicative structures in the novel

This course looks at three major novels (from the 18th, 19th and 20th centuries) and introduces students to some of the main theories of literary analysis. Students' active participation in discussions, group work and debates is an essential aspect of all classes.

The program of study aims to develop students' ability to read literary works in French, to reflect on and discuss these works, and gain confidence in their use of analytical concepts and theoretical frameworks.

It is strongly recommended that students acquaint themselves with the texts prior to the beginning of classes.

Textbooks
A.F. Prévost *L'Histoire du chevalier des Grieux et de Manon Lescaut* (Garnier-Flammarion)

E. Zola *Thérèse Raquin* (Garnier-Flammarion)
M. Duras *Moderato cantabile* (Ed. Minuit)

Second semester
Assoc. Prof. McAuley
Classes (1 lec, 1 tut & film screening)/wk
Assessment class work, assignment, essay

802 Meaning and communication in French narrative cinema

An introduction to the language of film and to techniques of film narrative. This course explores some basic concepts in French film theory and analytical methods derived from them. Film screenings are an integral part of this unit and students must arrange their timetables so that they can attend the screenings

Textbook
J. Aumont and M. Marie *L'Analyse des films* (Eds Nathan)
J. Collet, M. Marie *et al. Lectures du film* (Eds Albatros)

French social sciences

901-2 Introduction to the social sciences: contemporary France in context

Dr Rechniewski
Classes Yr: (1 lec & 1 tut)/wk
Assessment continuous

901 Revolution and social thought

This course examines the development of theories about society in the context of the social, political and intellectual revolutions that took place in France from the 18th century onwards. Can contemporary French society be understood within these traditions of thought?

Textbooks
Dossier of texts will be provided by the Department

902 The Second Revolution

Since the Second World War French society has undergone unprecedented change. This course seeks to examine these changes from a sociological perspective with special emphasis on the writings of contemporary French theorists. A particular study is made of changes to institutions such as school and family.

Textbooks
Dossiers of texts will be provided by the Department

903-4 Intellectuals and society

Dr White, Dr Rechniewski
Prereq 901-2
Classes Yr: (1 lec & 1 tut)/wk

First semester
Dr White
Assessment continuous

903 Descartes and the Enlightenment

This course will consist of a survey of the 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

904 The challenge to Enlightenment thought

The second semester of this course will study intellectual movements in France since World War II, 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)
A dossier of texts

951-2 Le français dans le monde

Mr Walkley, Ms Winter
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 (Switzerland), North America (Quebec), the Mahgrib (North Africa), and either black Africa or the Caribbean (to be announced).

First semester
Ms Winter

951 Maghrib and black Africa/Caribbean

Textbooks
To be announced

Second semester
Mr Walkley

952 Switzerland, Québec

Textbooks
C.-F. Ramuz *La Grande Peur dans la montagne* (Livre de poche)
L. Hémon *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

(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.

Textbook
M. Royer and F. Grauby *Recherche: Mode d'emploi* (French-Australian Research Centre)

(b) Thesis in French (12-15 000 words)

(c) 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) Chrétien de Troyes and the Medieval French romance

Mr Walkley
Classes Sem 2: 2 class/wk

A study of the work of Chrétien de Troyes and of the traditions of the medieval French romance. Students taking this course should have previously completed a course in Medieval French.

Textbook
Chrétien de Troyes *Yvain* (Champion CFMA)

(2) L'évolution du genre romanesque au XVIIe et au XVIIIe siècles

Prof. Martin
Classes Sem 1: 2 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. A choice of examples of short fiction will be issued and discussed in class.

Textbooks
Marivaux *La Vie de Marianne* (Folio)
Laclos *Les Liaisons dangereuses* (Garnier-Flammarion)

(3) European theories of the theatre

Assoc. Prof. McAuley
Classes Sem 1: 2 class/wk
Assessment one 3000w essay, one seminar paper

This course is not a history of theatre theory, but rather an attempt to provide a historical perspective to some current issues of concern in theatre practice (e.g. the representation of gender, intercultural performance, narrativity and the role of text, power relations in the creative hierarchy...) and to explore some seminal texts in the European tradition.

Textbooks
To be announced

(4) Approche sociolinguistique du français contemporain

Ms Bourvéau
Classes Sem 2: 2 class/wk

The course offers an introduction to contemporary sociolinguistic theory, methods and results with special emphasis on the ways in which French is used in different circumstances and settings. It examines not only the linguistic data but also the social environment in which contemporary French is used and looks at issues such as the conflicts between French and regional languages, language varieties, language attitudes and language legislation.

Textbooks
D. Ager *Sociolinguistics and Contemporary French* (Cambridge)
M. Yaguello *Catalogue des idées reçues sur la langue* (Points)

Reference books
M. Offord *Varieties of Contemporary French* (Macmillan)
J. Holmes *An Introduction to Sociolinguistics* (Longman)
P. Guiraud *Le Français populaire* (PUF)
C. Baylon *La Sociolinguistique* (Nathan)
G.-D. de Salins *Une introduction à l'ethnographie de la communication* (Didier)
Reading material will also be provided by the Department

(5) Theory and practice of literary translation

Assoc. Prof. Sankey, Mr Gabriel
Classes Sem 1: 2 class/wk

This course is designed to give some insights into the basic problems involved in literary translation. Particular attention will be paid to the notion of translation loss and to the development of techniques for minimising such loss. Students will come to grips with these questions by working on a series of assignments. In the latter part of the course published translations of literary works from the seventeenth century to the present will be compared and contrasted.

Reference books
S. Hervey and I. Higgins *Thinking Translation* (Routledge)
Duplicated material will be provided by the Department

(6) Ecriture oppositionnelle et 'minorisation politique': la notion de la 'différence'

Ms Winter
Classes Sem 2: 2 class/wk

This seminar will focus on the notions of 'dominant culture', 'political minority' and the construction of 'difference', through the study of fiction and non-fiction texts that address issues of gender, sexuality, race and class. The first part of the course will focus on theoretical analyses of the notions of sexual and racial 'difference', in particular through the work of Colette Guillaumin. The second part of the course will consist of a study of fictional texts which explicitly or implicitly position themselves within the 'political minority', and thus outside and/or in opposition to the 'dominant culture'. This will also involve addressing the related question of what makes a text 'minor' or 'major', 'marginal' or 'mainstream', within a given socio-historical context.

Textbooks
Colette Guillaumin *Sexe, race et pratique du pouvoir. L'Idée de nature* (Côté-femmes)
Mireille Best *Le Méchant Petit Jeune Homme* (Gallimard)
Anne Roche *Louise/Emma* (Tierce)
Plus one or two other texts to be announced

(7) La 'mise en abyme' dans le roman contemporain

Assoc. Prof. Sankey
Classes Sem 2: 2 class/wk
Assessment class work, tut paper, essay

An exploration of the nature and function of self-reflexive elements in the contemporary novel. Attention will be paid to the relationship and self-reflexivity and the implication of this in terms of the evolution of literary practices and the role the novel plays on the cultural stage.

Textbooks
A. Gide *Les Faux-Monnayeurs* (Livre de Poche)
G. Pérec *La Vie mode d'emploi* (Garnier-Flammarion)
M. Tournier *Le Roi des Aulnes* (Gallimard – 'Folio')
D. Pennac *Comme un roman* (Folio)

(8) Social change and political ideology in twentieth-century France

Dr Rechniewski, Dr White
Classes Sem 1: 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'Extrême Droite en France de Maurras à Le Pen* (Éditions Complexe)
J. Giono *Écrits pacifistes* (Gallimard 'Idées')

(9) Computers and communicative language teaching

Dr Barbaux-Couper
Classes Sem 2: 2 class/wk

The course aims to place computer-aided language learning within applied linguistics and language methodology theories, with special reference to communicative teaching.

Textbooks
To be announced

Department of Geography

Geography is a varied and versatile subject covering a broad spectrum of knowledge. It was once concerned principally with the description of the earth, but modern geography now embraces society's relationship with the earth within a scientific and highly-structured framework. Currently there are three main elements of Geography actively pursued by the Department. Aspects of Physical Geography deal with phenomena such as landforms, plants and soil as elements of physical landscapes. Human geography consists mainly of social and economic geography and is concerned with such features as rural and urban settlements, cultural influences and way of life. Economic geography includes the study of agriculture, industry, transport, marketing and resources. Environmental geography is concerned with the human/land relationships. This was a traditional theme used as early as in Griffith Taylor's time in the 1920s. It has come to the forefront with contemporary concerns for the environment. However, these three divisions are arbitrary, and some courses involve integration of various aspects of them all.

As theoretical understanding and quantitative precision have advanced, geography has developed as a useful discipline for analysing and proposing solutions to practical problems. Geographers have proved their value in such fields as local government, town and regional planning, decentralisation and environmental management.

Location
The Department's enquiry office is on the third level of the Institute Building (Room N421) on the eastern side of City Road.

Noticeboards
First year noticeboards are on the second level of the Dixon wing in 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 on the ground floor. Students should consult their respective noticeboards regularly for details of excursions, course outlines and so on.

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.

Advice on courses
Students may consult with members of staff, especially year supervisors, at any time concerning their courses. During the latter part of the summer vacation, inquiries as to staff availability should be made at the departmental office.

Tutorials and practical work
First year students must attend one three-hour practical session each week (see timetable). All students in second and third years are required to attend tutorials and/or designated practical sessions each week.

Assigned work and examinations
In first, second and third years, semester assignments contribute significantly to final marks for the year.

Conducted field excursions
In first year, students are required to attend two one-day excursions to localities within about 150km of Sydney. In each of second and third years, students are required to take part in long excursions, of about a week's duration, based on a centre remote from Sydney. However, in physical and environmental geography, there may be the chance of substituting for this remote excursion by having a number of days each semester in the field (up to five days each semester). Those who wish to apply for an interest-free loan to enable them to meet the costs of excursions should consult the SRC and the financial assistance section of the central administration.

Excursion work will be assessed by written assignment and/or examination. Exemption from excursions will only be granted under exceptional circumstances. Requests for exemption must be submitted in writing to the Head of Department.

Departmental handbook
Further details of Departmental activities, courses, excursions, and other relevant material are contained in the Geography Handbook available from the enquiry office in the Institute Building.

Note: Some courses may be rescheduled to allow for expected staff changes.

Junior courses in Geography

Morning or afternoon courses. Morning lectures are repeated in the afternoon. All students do the same course.

There are two junior courses in Geography: Geography 101F in Semester 1 and Geography 102S in Semester 2. Both courses consist of three lectures and three hours of laboratory work a week.

Geography 101F Physical Geography 6 units

Assoc. Prof. Short, Dr Gale
Classes Sem 1: (3 lec & 3hr prac)/wk
Field excursion one half day/sem
Assessment (one 3hr exam, 1500w report, prac assignments)/sem
Morning or afternoon course

This course is an introduction to the earth's physical environment. The course begins by considering the earth's place in the Universe, it's origin and development, and the nature and evolution of the earth's structure. This is followed by the evolution of the earth's physical environment and environmental change over time. With this background, the course goes onto examine the earth's hydrosphere and atmosphere and the major landforms produced by the interaction of the atmospheric and ocean processes with the earth's surface, including fluvial, arid, coastal, karst and glacial systems.

Geography 102S Environmental and Human Geography 6 units

Assoc. Prof. Connell, Dr Davey
Classes Sem 2: (3 lec & 3hr prac)/wk
Assessment (one 3hr exam, 2000w essay, practical exercises)/sem
Morning or afternoon course

Environmental and Human Geography develops understandings of processes and consequences of interactions among people and between people and their environments. Questions, challenges and issues that stem from the relationships and transformations in the built, natural, social and spatial environments are introduced and scrutinised. Social structures and development are explored and principles of human geography are presented through study of the location and distribution of economic activities with special reference to Australia and the Asia-Pacific region.

Senior courses

There are 6 courses at 200 level:

Geomorphology	Geography 201F and 202S
Environmental	Geography 211F and 212S
Human	Geography 221F and 222S

Each course consists of three lecture and the equivalent of five hours assigned work (which may comprise of tutorials, practicals, individual course work and/or field work). All students are required to attend compulsory one to three day field excursions associated with each course which are held within the semester. Some courses hold two to three such excursions.

Each course is 8 units. A student would normally select two sequential courses from one of the three streams (Geomorphology, Environmental, Human). However, students may be permitted by the Faculty to take a course without meeting the entry requirement. Students should note that they cannot take more than 64 units in a subject area. Not all courses may be offered in any given year.

Geography 201F Megascale Physical Environments and their Processes 8 units

Dr Cowell, lecturer to be determined
Classes Sem 1: (3 lec & 2 prac/field)/wk
Assessment (one 3hr exam, 1500w assign/prac papers)/sem

This course is concerned with the geomorphology of global environments, as mega-landforms and the processes that shape them. The major focus is on continental-scale landforms and the long term processes which shape the physical platform which is the home, workplace and exploitation surface of humankind.

Geography 202S Geomorphology of Fluvial and Coastal Environments 8 units

Dr Dragovich, lecturer to be determined
Classes Sem 1: (3 lec & 2 prac/field)/wk
Assessment (one 3hr exam, 1500w assign/prac reports)/sem

This course focuses not on global, but meso- and micro-scales on two of the major morphostratigraphic systems, namely fluvial and coastal geomorphology. Both provide introductory analyses of rivers and coasts, so fundamental to understanding the physical environments which affect the sustainability of these regions.

Environmental

Geography 211F Environmental Change and Human Response 8 units

Dr Chapman, Dr Dragovich
Classes Sem 1: (3 lec & 2 prac/field)/wk
Assessment (one 3hr exam, 1500w assign/prac reports)/sem

This course considers in even greater detail geomorphological, biophysical and undulated environmental problems. Part of the course may be taken in Soil Science. This deals with soils and landforms and is useful to pedologists and geomorphologists. The other two components are concerned with the weathering of rocks, whether on-site or as building materials and a specialised topic in the fluvial area. In recent years, major element in environmental geomorphology has rotated or varied. Topics emphasised includes: urban geomorphology; environmental impacts of mining; river management; environmental problems of stormwater. All these are topical and relevant to sustainable environmental management.

Geography 212S Environmental Management — 8 units

Dr Hirsch, Dr Davey
Classes Sem 2: (3 lec & 5hr tut/prac/fieldwork)/wk
Assessment (one 3hr exam, 2000w essay, tut papers, prac and fieldwork reports)/sem

This course forms part of the Environmental Geography and Resource Management stream which is designed to evaluate human interaction with the biophysical environment and use of the earth's surface and its resources. Emphasis is upon human impacts on environments through social, economic and political processes and through deliberate decision making and management. Policy responses are considered at a range of scales. The course characteristics of selected resource processes with special reference to Australian (and, as appropriate, other national and international) contexts. The second is at a more global and regional scale focusing on the changing relationship between people and environments in tropical Asia and the Pacific.

Human Geography

Geography 221F Social and Cultural Geography — 8 units

Assoc. Prof. Connell, lecturer to be determined
Classes Sem 1: (3 lec & 5hr tut/prac/fieldwork)/wk
Assessment (one 3hr exam, 2000w essay, tut papers, prac and fieldwork reports)/sem

This course has two components. The first deals with the significant role that society and culture play in influencing spatial structures. The course examines how people perceive and construct space in western and non-western contexts. Topics include the relativity and subjectivity of geography, mental maps, language, religion and music. The manner in which social values and ideologies shape rural and urban space is examined in different cultural contexts. Differences in perception and use of landscapes are compared against various social variables. The second component focuses on population and gender. Population processes and structures are applied and extended to national and global scales. Relationships between population, resources and development are considered, as are population policies. The geography of gender and sexuality is examined with reference to the role of distance and the area in constructing relations between men and women. Spatial variation in gender relations is also covered.

Geography 222S Geography of Restructuring — 8 units

Lecturers to be determined
Classes Sem 1: (3 lec & 5hr tut/prac/fieldwork)/wk
Assessment (one 3hr exam, 2000w essay, tut papers, prac and fieldwork reports)/sem

This course starts by examining urban processes and problems in developed and developing countries. For developed countries, the focus is on urban economies, suburbs, urban politics and the nature of the built environment. For developing countries, urbanisation trends and ideology of planning policies are considered, including governments' perception of and response to the informal sector, slums and rural-urban migration. The course then presents the main principles of economic geography, examining 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. The course discusses the major alternative theories in economic geography and their implications for policy and politics.

There are 6 courses at 300 level:

Geomorphology	Geography 301F and 302S
Environmental	Geography 311F and 312S
Human	Geography 321F and 322S

Each course consists of three lecture and the equivalent of nine hours assigned work (which may comprise of tutorials, practicals, individual course work and/or field work). All students are required to attend compulsory one to three day field excursions associated with each course which are held within the semester. Some courses hold two to three such excursions.

Each course is 12 units. A student would normally select two sequential courses from one of the three streams (Geomorphology, Environmental and Human). However, students may be permitted by the Faculty to take a course without meeting the entry requirement. Students should note that they cannot tkae more than 64 senior units. Not all courses may be offered in any given year.

Geomorphology

These courses examine the evolution of the landscape involving the history of landforms and vegetation in association with tectonic forces, climatic change and biological factors. Physical, chemical and biological weathering processes are studied and there is an emphasis on pedogeomorphology.

Geography 301F Coastal Environments and Dynamics — 12 units

Assoc. Prof. Short, Dr Cowell
Classes Sem 1: (3 lec & 6hr prac/field)/wk
Field excursion (one 1 day & two 3 day)/sem
Assessment (one 3hr exam, two 1500w assign, prac reports)/sem

This course examines the marine, terrestrial and atmospheric components that contribute to the formation and the nature of coastal environments, with particular emphasis on Australia coastal systems. It goes on to focus on the general principles of morpho-dynamic adjustment to changes in coastal boundary components and their impact on the inner shelf, shoreface and estuaries. The field excursions are closely linked to the course and practical work.

Geography 302S Environmental Geomorphology — 12 units

Dr Dragovich, lecturer to be determined
Classes Sem 1: (3 lec & 6 prac/field)/wk
Assessment (one 3hr exam, two 1500w assign, prac and field reports)/sem

This course considers in even greater detail geomorphological, biophysical and related environmental problems. Part of the course may be taken with Soil Science. This part deals with soils and landforms and is useful to pedologists and geomorphologists. The other two components are concerned with the weathering of rocks, whether in landscapes or building materials; and a specialised topic in the fluvial area.

Advanced Environmental Geomorphology

Geography 311F Fluvial Environments 12 units

Assoc. Prof. Warner, Dr Gale
Classes Sem 1: (3 lec, 1 tut & 8 prac/field)/wk
Assessment (one 3hr exam, two 1500w assign)/sem

This course consists of two parts, one concerned with ancient environments and the other with the environmental geomorphology of today's and tomorrow's rivers. The first section deals with the long-term history of the Australian biophysical environment, tracing changes from the start of the Cenozoic up to the present. The second section focuses on human (European) impacts on fluvial systems in catchments, on floodplains and in channels, using recorded data and historical records to assess human influence on the environment.

Geography 312S Coastal Environmental Management and GIS 12 units

Dr Chapman, Dr Cowell
Classes Sem 1: (3 lec & 6 prac/field)/wk
Field excursion one 2 day
Assessment (one 3hr exam, two 1500w assign, prac/reports)/sem

The coastal zone provides an ideal area for the study of resources management, since virtually all the central concerns of resources management are exemplified in that zone. Hence, the structure of the course will be determined by these concerns, with the application to the coastal zone providing the central unifying theme. The course first addresses critical physical systems and natural hazards in the coastal zone, and the ways in which decisions are made about resources management. The course then applies geographical information systems in environmental assessment and management of coastal drainage catchments. It focuses on the development and application of GIS models for strategic planning and is structured around a field exercise in location-analysis within a coastal catchment. Practical work involves extensive use of computers.

Advanced Social and Economic Geography

Geography 321F Socio-Economic Development in the Asia-Pacific Rim 12 units

Assoc. Prof. Connell, Dr Hirsch
Classes Sem 1: (3 lec & 9hr tut/prac/fieldwork)/wk
Assessment (one 3hr exam, two 2000w essays, tut papers, prac and fieldwork reports)/sem

This course deals with processes and consequences of development and restructuring in the dynamic Asia-Pacific economies. It provides a regional geography of Australia's neighbouring region and focuses on key social, political and economic patterns and trends. The region is presented as a highly differentiated entity undergoing rapid social and spatial transformation. Historical and contemporary processes of uneven development constitute a thematic focus for the course. The course builds on key human geographic principles from the sub-disciplines of economic, development, social and urban geography.

The course contains three options. Two are taught sequentially within the semester by Assoc Prof Connell and Dr Hirsch. The third is a field course run by Dr Hirsch and held in South-East Asia before the commencement of Semester 1. Students who undertake the field option only take one of the other options within the Semester.

Geography 322S Urban and Regional Change in Australasia 12 units

Staff to be determined
Classes Sem 2: (3 lec & 9hr tut/prac/fieldwork/indiv. res.)/wk
Assessment (one 3hr exam, two 2000w essay, tut papers, prac and fieldwork reports)/sem

This course develops and extends an understanding of the varied human geographies of urban and regional Australia with an emphasis upon geographic change in response to local, national and international influences. The intention is that students completing this course will have a sound knowledge of the range of issues relevant for further study or policy applications to urban, rural and remote regions of Australia. Topics covered include: the interaction of economic, social and political processes, the geography of economic restructuring, the relationships among structures and processes, metropolitan and large city spatial management, policies and processes pertaining to smaller settlements and regional development issues.

Geography Honours

Students contemplating Geography honours will be invited to complete a preliminary registration form in Semester 2. Following the publication of Geography 3 results, those eligible students who have pre-enrolled will be invited to formally enrol. They are required to consult the Head of Department as soon as possible after the publication of third year results concerning choice of topic and the appointment of a staff supervisor. Preliminary work should begin shortly after the publication of these results.

Honours students are required to undertake formal course work during first semester and to participate in seminars throughout 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 Honours

Students who enter fourth year through Geography 3 Geomorphology, and who choose to work on landform studies, may elect to proceed to an honours degree in Geomorphology in lieu of Geography. General course requirements are identical with those listed for Geography honours.

Department of Geology and Geophysics

Geology and Geophysics

Geology is the science of the whole Earth, its composition, history, origin and structure. It also investigates the processes that shape our planet. Geology is composed of many disciplines that include crystallography, engineering geology, environmental geology, field geology, geochemistry, geodynamics, geophysics, hydrogeology, igneous petrology, marine geology, metamorphic petrology, mineralogy, ore deposits, palaeobotany, palaeoecology, palaeomagnetism, palaeontology, petroleum geology, plate tectonics, sedimentology, and structural geology. The courses in Geology teach how to observe, measure and interpret the processes that are currently shaping the Earth, and how to use these data to interpret the history of our planet. Studies of past environments reveal the likely consequences of phenomena like global warming, or hypervelocity impacts of materials from outside of the Earth. Even a simple bush walk is enhanced by an appreciation of landforms and rocks. Geology is a thriving science, with diverse employment opportunities, and many openings for postgraduate research.

Location

The Department is housed in the Edgeworth David Building, immediately south of Fisher Library on Eastern Avenue. Lectures and practical classes for the junior courses are all held in the Carslaw Buildings.

Geology in the BA

BA candidates may take a variety of junior, intermediate and senior courses in Geology. There are two, six unit, junior courses, and seven intermediate courses. Course 102S is the normal prerequisite for entry into the intermediate courses. *Senior courses are described in the Faculty of Science Handbook.* More detailed information is available from the Enquiry Office, Edgeworth David Building, or telephone 9351 2912.

Noticeboards

Information for junior courses is posted on noticeboards both inside and outside Carslaw Laboratory 1. Notice boards for students in intermediate and later years are in the foyer and along the corridors of level two in the Edgeworth David Building. Students should consult the noticeboards regularly.

Registration

All students are required to register with the Department before the end of the first week of lectures.

Structure of courses

No prior knowledge of geology is necessary for entry into the two junior courses, or the two intermediate courses in Environmental Geology (206F and 207S). Most intermediate and senior courses build on earlier course work, and students are advised to confirm that they have the required prerequisite courses before attempting to register for intermediate or senior courses. Geophysics is a component of most junior and intermediate courses in geology. Six, four unit, courses in geophysics are available as senior courses.

Textbooks

For details of prescribed textbooks, students should consult the pamphlets relating to various courses available from the Enquiry Office in the Edgeworth David Building.

Examinations

With the exception of the field studies courses, examinations are held at the end of each course.

Geology 101F — Earth and its environment 6 units

Coordinator Dr Keene
Classes Sem 1: (3 lec & 1 prac/tut)/wk
Assessment one 2hr theory exam, and 1hr lab exam, plus reports on field work

This course provides students with an understanding of how the Earth system works, its origin, plate tectonics, surface processes, the evolution of life and geologic time. Students will also learn some of the techniques and types of observations required to decipher the processes that operate in an dynamic planet. Laboratory classes, and the one day field trip to the South Coast, contain exercises in observing and describing Earth materials and interpreting Earth history.

Textbook
W.K. Hamblin and E.H. Christiansen *Earth's Dynamic Systems* 7th edn (Prentice Hall, 1995)

Geology 102S — Earth processes and resources 6 units

Coordinator Dr Keene
Classes Sem 2: (3 lec & 1 prac/tut)/wk
Assessment one 2hr theory exam, and 1hr lab exam, plus reports on field work

This course is designed to give students an understanding of the chemical, physical, and biological processes responsible for the formation of Earth materials. It examines topics such as the physical and chemical nature of the interior of the Earth, volcanic activity, magmas and plutonic rocks, metamorphism, mountain building processes, ore deposits, and the forces that drive planetary processes. This course includes two field trips, one to the Hunter Valley, and the other to the Blue Mountains.

Textbook
W.K. Hamblin and E.H. Christiansen *Earth's Dynamic Systems* 7th edn (Prentice Hall, 1995)

Geology 201F — Plate tectonics and materials 8 units

Coordinator Dr Middlemost
Classes Sem 1: (4 lec & 2 prac/tut)/wk
Assessment two 2hr theory and lab exams, plus lab work

This course introduces students to new techniques that provide a heightened understanding of the concepts introduced in the junior courses in geology. The principal objectives of this course are (1) to explore the quantitative tectonophysical approach to global plate tectonics, (2) to introduce students to the analysis and interpretation of geological structures, (3) to provide a theoretical and practical introduction to the use of the polarising microscope in mineralogy and petrography, (4) to provide an introduction to the methods of optical crystallography and optical mineralogy, (5) to investigate the fundamental processes responsible for the origin and evolution of the main types of rocks, and (6) to use of the polarising microscope to reveal the textures and phases present in the common igneous, sedimentary and metamorphic rocks.

Geology 202S — Resources and exploration 4 units

Coordinator Dr Birch
Classes Sem 2: (2 lec & 1 prac/tut)/wk
Assessment one 2hr theory and lab exam, plus lab work

This course reviews the various economic mineral deposits that are currently mined in Australia. It shows how the geological concepts developed in course 201F can be applied to the study of fuels and ore deposits. It includes an introduction to the techniques used in geophysical exploration.

Geology 203S — Fossils and time 4 units

Coordinator Dr Buick
Classes Sem 2: (2 lec & 1 prac/tut)/wk
Assessment one 2hr theory and lab exam, plus assignments

This course in palaeontology and stratigraphy is aimed at archaeologists, biologists, geographers, geologist, and others who use fossils, or stratigraphic data, to determine ages, environments, or evolutionary lineages. It provides an overview of fossil biodiversity, concentrating on invertebrate animals, but it also includes vertebrates, plants and microorganisms. Emphasis is placed on those groups of fossils that are most environmentally or stratigraphically useful, and on the main methods of stratigraphic age determination.

Geology 204F — Environmental geology, hazards 4 units

Coordinator Dr Birch
Classes Sem 1: 3 lec/wk and 2 days field work
Assessment one 3hr theory examination

Geology provides the essential framework for understanding natural and anthropogenic hazards. Various geological and geophysical processes are discussed so that students can understand the geological setting and destructive potential of natural hazards, such as earthquakes, landslides and volcanic activity. The processes that operate in the Earth's surficial environment are complex and require to be understood, if the impact of anthropogenic hazards is to be managed and minimised. Topics covered include, seismic activity, coastal hazards, flooding, landslides, volcanic activity, and human interaction with the environment, in particular groundwater use and pollution, land use and waste management.

Geology 205S — Environmental Geology, resources 4 units

Coordinator Dr Birch
Classes Sem 2: 3 lec/wk and 2 days field work
Assessment one 3hr theory examination

The main aim of this course is to review global energy resources and show how geological information can be used to minimising environmental degradation and conflict during the planning and development of new resource projects. Topics covered include, renewable and non-renewable global energy resources, the importance of minerals in an industrialised society, mineral extraction and processing, environmental impact of mining and mineral processing, site reclamation, recycling, ecologically sustainable development, global climate change, and environmental law.

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. Language teaching is a central part of the curriculum and it is the policy of the Department to place all students, whatever their prior knowledge, in a language class that will improve to the maximum their competence in the skills of speaking, reading and writing German. The cultural studies available in the Department extend across the field of literature in the German-speaking countries, and include some seminars within the broader field of German culture and society.

The Department offers two streams of courses, either of which permits a student to qualify for the Honours year. The *A stream* is intended for those who come to the Department with a prior knowledge of the language at approximately HSC level; the *B stream* is for those coming with a lesser knowledge of the language, or none at all. Both streams allow students to take full-year courses at Junior (12 unit) and Senior (16 unit) levels, and to supplement these with further courses at both levels.

Junior courses
All junior students enrol in either German A101 or B101. They may also enrol in the respective 6-unit courses German A103 or German B103, but the taking of these courses is not necessary in order to continue German in Senior years. 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. In both streams some further internal streaming takes place in order to accommodate as far as possible the different needs of students. *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, and on the basis of this test and the results obtained in the HSC they 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. *All first-year students without HSC German* should enrol in the course *German B 101*. Those with considerable experience of the language may be asked to take the departmental placement test during the orientation period to ascertain whether they should transfer their enrolment to *German A 101*.

Senior courses
The Department offers Senior courses of 16 units in both streams, and 8-unit courses for all students. It is necessary to have completed, or be concurrently taking, a 16-unit course in order to enrol in an 8 unit course at the same level. Language studies are a major component of the 16-unit courses, and for this part of their studies all students are assigned to a language group appropriate to their level and not tied directly to the 16-unit course.

The courses German 290 and German 390, which require the completion of specified Seminars, must be taken by students intending to take the Honours year. See the Table of Courses for entry requirements for *German IV Honours*.

Honours
Students may qualify for the Honours year through either the *A stream* or the *B stream*. Students in the *B stream* wishing to embark on Honours are advised to discuss the matter with the Department at the earliest possible opportunity. Those wishing to take the Honours year in or after 1999 should note that they will have to have completed both the courses 290 and 390. Students wishing to take Honours in 1998 will only need to have completed one of these two courses. For full details of the pre-requisites, see the Table of Courses.

Access to University courses
Students wishing to enrol in Access to University courses in the Department of Germanic Studies must consult the Department before enrolment with the Centre for Continuing Education.

Noticeboards
These are on the eighth floor of the Christopher Brennan Building. During the orientation period first year students should consult these boards for time and place of all classes.

Information
Members of the Department will be available before semester begins to give advice about courses. Enquiries may be made at the Administrative Assistant's office. From mid February, students should consult the 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: 9351 2380, fax: 9351 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 26 to Friday 28 February, between 9 am and 5 pm. Students will be asked at the time of registration to make a contribution of $25 towards the cost of the photocopied material they will receive from the Department in the course of the year. This is only to cover the overhead costs involved and does not represent a charge on the intellectual content of the copied material.

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 course: Reading

A reading course in German (normally free for enrolled students of the Faculty of Arts, but fee-paying for others) is usually offered each year by the Language Centre. It is a beginners' course, intended for those with little or no prior knowledge of German. It does not count towards the degree.

JUNIOR LEVEL COURSES

German A 101 — 12 units

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)
  These classes provide a systematic review of each of the four language skills and a coordinated program to develop and extend these skills. On the basis of a language placement test (and the results obtained in the HSC) students are assigned to a language group which best meets their particular skills and needs.
- Literature tutorial/text study class (discussion of a variety of literary texts to develop the students' appreciation of literature and introduce them to the skills of literary analysis): 1hr/wk

Textbooks
Borgert *et al. Moderne deutschsprachige Kurzprosa* (N.S.W. Dept of Educ.)
Borgert/Moulden/Wolters *German in Focus* (Department)
Brecht *Mutter Courage und ihre Kinder* (es 49)
Frisch *Biedermann und die Brandstifter* (es 41)
Hauptmann *Bahnwärter Thiel* (Reclam 6617)
Häussermann *et al. Sprachkurs Deutsch Bd. 2 + 3* (Diesterweg)
Horváth *Jugend ohne Gott* (Nelson)

Poetry (departmental selection)
Short stories (departmental selection)

German A 103 — 6 units

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, Einführung in die Literaturgeschichte, Einführung in die Linguistik): 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
Dürrenmatt *Romulus der Große* (Diogenes 20832)
Horváth *Kasimir und Karoline* (st 1055)
Kafka *Das Urteil und andere Erzählungen* (Fischer 19)
Kaschnitz *Lange Schatten* (Erzählungen) (dtv 243)

German B 101 — 12 units

Coordinator Dr Holbeche
Classes Yr: 5 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. Students intending to pursue the study of German in Senior years are strongly urged to consider the advantages of also taking the course German B103.

The course will consist of:
- Practical language classes and conversation: 4hr/wk: (The classes are based on a communicative approach which is reinforced by the study of basic German grammar.)
- Reading class: 1hr/wk.

Textbooks
T. Terrell, E. Tschirner, B. Nikolai, H. Genzmer *Kontakte. A Communicative Approach* 2nd edn (McGraw-Hill)
T. Terrell, E. Tschirner, B. Nikolai, H. Genzmer *Kontakte. Arbeitsbuch* 2nd edn (McGraw-Hill)

German B 103 — 6 units

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.
- 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)
Other 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. (Students 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: 2hr/wk

Textbooks
Language material supplied by Department

German B 201 — 16 units

Classes Yr: 5 class/wk
Assessment assignments, one 1hr exam, two 3hr exams

The course will consist of:
- Language and conversation classes: Sem 1: 4hr/wk; Sem 2: 3hr/wk
- Texts, reading and lectures on background studies: Sem 1: 1hr/wk; Sem 2: 2hr/wk.

Textbooks
T Terrell, E. Tschirner, B. Nikolai, H. Genzmer *Kontakte. A Communicative Approach* (McGraw-Hill)
T Terrell, E. Tschirner, B. Nikolai, H. Genzmer *Kontakte. Arbeitsbuch* (McGraw-Hill)
Borgert *et al. Moderne deutschsprachige Kurzprosa* (N.S.W. Dept of Educ.)
Frisch *Biedermann und die Brandstifter* (es 41)
Horváth *Jugend ohne Gott* (Nelson)

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 in the B-Stream should where possible take Seminars 7, 8, 15 and 16: 2hr/wk.

German 290 — 8 unit

A Special Entry course
Students in the B-Stream wishing to take this course are advised to consult with the Department. (This course will be prerequisite for students seeking admission to German IV Honours after 1997; see entry for German IV Honours below.)
Classes Yr: 2 class/wk or equivalent
Assessment 2500w essay, 1hr exam and 2hr exam

The course will consist of:
- Four seminars to be chosen from the list of Special Entry seminars given below.

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.)

- Four seminars, two per semester, to be chosen from the seminar list given below: 2hr/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.)
- Literature classes and text work: 2hr/wk. Students will normally take Seminars 7, 8, 15 and 16 from the list of Senior Seminars below. Students who obtained a Credit in German B201 may with the agreement of the Department take other seminars from the Senior Seminars list.

Textbooks
Aufderstraße *et al. Themen 3. Kursbuch* (Hueber)
Aufderstraße *et al. Themen 3. Arbeitsbuch, Ausland* (Hueber)

German 303 — 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: 2hr/wk.

German 390 — 8 unit

A Special Entry course
Students in the B-Stream wishing to take this course are advised to consult with the Department. (This course will be prerequisite for students seeking admission to German IV Honours in after 1997; see entry for German IV Honours below.)
Classes Yr: 2 class/wk or equivalent
Assessment 2500w essay, 1hr exam and 2hr exam

The course will consist of:

- Four seminars to be chosen from the list of Special Entry seminars given below.

Senior seminars

To ensure quality of teaching the number of participants in any seminar is limited, normally to 20 students. For reasons of staffing it is also necessary to set a minimum number 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.

Students may not take both Seminar 3 and Seminar 14 as part of a 16-unit course.

Seminars 7, 8, 15 and 16 are available only to students in the B-stream and to students who were in Group 3 of German A101.

First semester

1. Short fiction since 1945
Dr Moulden

Textbooks
Material to be supplied by Department

2. Contemporary fiction
Dr Holbeche

Textbooks
Walser *Ein fliehendes Pferd* (st 600)
Schwaiger *Wie kommt das Salz ins Meer?* (Rowohlt 4324)

3. Deutschland im Hochmittelalter
Assoc. Prof. Clifton-Everest

Textbook
To be advised

4. Die letzte Hexe
Dr Bandhauer

Textbooks
Hasler *Anna Gödlin, letzte Hexe* (dtv 10457)

5. Brecht's USA
Dr Nelson

Textbooks
Brecht *Aufstieg und Fall der Stadt Mahagonny* (es 21)
Brecht *Die heilige Johanna der Schlachthöfe* (es 113)
Brecht *Der aufhaltsame Aufstieg des Arturo Ui* (es 144)

6. Stilübungen
Dr Borgert

Textbook
Material to be supplied by Department

The next two seminars are available only to students in the B-stream and to students who were in Group 3 of German A101.

7. Modern drama
Dr Borgert

Textbooks
Frisch *Andorra* (st 277)
Dürrenmatt *Der Besuch der alten Dame* (Diogenes 20835)

8. Familienkonflikte in der Jugendliteratur
Dr Bandhauer

Textbooks
Härtling *Theo haut ab* (Beltz/Gulliver 14)
Nöstlinger *Ilse Janda 14* (Langenscheidt)

Second semester

9. Kafka: Das Schloß
Dr Borgert

Textbook
Kafka *Das Schloß* (Fischer 680)

10. Das Nibelungenlied
Assoc. Prof. Clifton-Everest

Textbook
Das Nibelungenlied Mittelhochdeutscher Text und Übertragung (Fischer Tb 6038-9)

11. Hofmannsthal: Two comedies
Dr Moulden

Textbooks
Strauss *Der Rosenkavalier* (English National Opera Guide, 8, Calder)
Hofmannsthal *Der Unbestechliche* (Fischer Tb 7112)

12. Poetry of the 19th century: A survey
Dr Moulden

Textbooks
Material to be supplied by Department

13. Artists and philistines
Dr Nelson

Textbooks
Heinrich Mann *Künstlernovellen* (Reclam 8381)
Thomas Mann *Tristan* (Reclam 6431)

14. German and Austrian culture and society in the 19th century
Dr Nelson

Textbooks
A selection of contemporary texts will be supplied

The next two seminars are available only to students in the B-stream and to students who were in Group 3 of German A101.

15. Two black comedies
Dr Nelson

Textbooks
Frisch *Don Juan* (es 4)
Dürrenmatt *Die Wiedertäufer* (Diogenes 20840)

16. DDR-Literatur
Dr Holbeche

Textbooks
Braun *Unvollendete Geschichte* (Suhrkamp BS 648)
Other material to be supplied by Department

Honours entry seminars
The following seminars are primarily intended for students taking the courses *German 290* and *German 390* They may be taken instead of Senior Seminars in other senior courses by students who otherwise meet the prerequisites for entry to*German 290* or *German 390*.

First semester

1. Lyrik der Goethezeit
Dr Moulden

Textbooks
Material to be supplied by department

2. Die Novelle der Romantik
Dr Holbeche

Textbooks
Tieck *Der blonde Eckbert* (Reclam 7732)
Kleist *Das Erdbeben in Chili* (Reclam 8002)
Hoffmann *Rat Krespel* (Reclam 5274)
Brentano *Die Geschichte vom braven Kasperl und dem schönen Annerl* (Reclam 411)

3. Die Soziologie der deutschen Sprache
Ms Huter

Textbooks
Material to be supplied by department

Second semester

4. Novellen des Realismus
Dr Borgert

Textbooks
Keller *Romeo und Julia auf dem Dorfe* (Reclam 6172)
Storm *Der Schimmelreiter* (Reclam 6015)

5. Literatur der Jahrhundertwende
Dr Bandhauer

Textbooks
Schnitzler *Fräulein Else* (Fisher 9102)
Wedekind *Lulu* (UB 8567)

6. Die deutsche Sprache: Gegenwart und Zukunft
Ms Huter

Textbooks
Material to be supplied by department

German IV Honours
Coordinator Dr Nelson
Entry requirement For 1997: either German A301 or B301 and, in each case, two more 8 unit courses, such as German 203, 204, 303, 304 all of which must be passed at Credit level or better. Students must have included among their seminars the Seminar Middle High German. Students intending to take this course in subsequent years should consult the table of courses as the prerequisites will change.
Classes Yr: approx. 6 class/wk
Assessment classwork, compositions, seminar assignments or exams, long essay, one 3hr exam (language), one 1.5hr 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 four seminars will be offered, selected from the following list.

1. Jungfrauen in Waffen
Dr Borgert

Textbooks
Schiller *Die Jungfrau von Orleans* (Reclam 47)
Kleist *Penthesilea* (Reclam 1305)
Hebbel *Judith* (Reclam 13161)

2. Hartmann von Aue
Assoc. Prof. Clifton-Everest

Textbooks
Hartmann von Aue *Erec* (Fischer 6017)
Hartmann von Aue *Erec* (de Gruyter)
Hartmann von Aue *Gregorius* (ATB 2)

3. Three modern novels
Dr Moulden

Textbooks
Süskind *Das Parfum* (detebe 22800)
Nadolny *Die Entdeckung der Langsamkeit* (Serie Piper 700)
Schneider, *Schlafes Bruder* (Reclam Leipzig 1518)

4. Ingeborg Bachmann
Dr Bandhauer

Textbook
Bachmann *Simultan* (dtv 1031)
Other material supplied by Department

5. Fontane
Dr Holbeche

Textbooks
Fontane *L'Adultera* (Reclam 7921[2])
Fontane *Irrungen Wirrungen* (Reclam 8971)
Fontane *Stine* (Reclam 7693)

6. Travel literature
Dr Nelson

Textbooks
Goethe *Italienische Reise* (dtv 2200)
Heine *Reisebilder* (Goldmann 7593)
Selections from texts by Winckelmann, Forster, Tieck/ Wackenroder, Chamisso, Gerstäcker, Jacob Burckhardt, Hofmannsthal, Rilke and Jünger

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 82 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 and public policy and administration. 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.

Completion of two 6 unit semester courses 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 first year, students may enrol in up to three semester courses. In second and third years, students may also do an additional 8 unit course per semester (203 and 204 or 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 Butlin Ave). The departmental office where enquiries can be made is Room 269. Telephone 9351 2054, e-mail: govtdept@sue.econ.su.oz.au, W.W.WHomepage http://www.econ.su.oz.au.

Noticeboard
On level 2, Merewether Building, outside rooms 260 (Government 101 and 102), 280 (Government Senior level courses).

Government Junior courses each 6 units
There are a number of 6 unit semester courses from which students choose. To proceed to later year courses in the Department, students must complete two of these 6 unit courses. No more than three 6 unit junior courses in Government can be counted towards the degree.

The courses are listed below. **In any year, not all may be available.** There will be up to five to choose from each semester. Students are encouraged to follow their own interests in making their choice. None is recommended above any other as a first year course, nor does any later year course require that you have completed any specific course from among them. Each of the courses, while standing alone and containing different subject matter, has the following in common:

1. the material is pitched at an introductory level;
2. the course objectives include a grounding in key concepts and methods in the study of politics and government;
3. the learning outcomes include generic skills appropriate to future study across the whole discipline.

Government 101 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?

Government 102 Introduction to world 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 103 Politics of world development
This course compares the main varieties of political organisation in the contemporary world with the aim of understanding their evolution and impact on social and economic development. Drawing on the developmental experience of Western Europe, Asia, and Latin America, the course will try to shed light on the following kinds of questions: Why do we live in nation-states and how did they become the dominant form of political organisation? Why did some countries end up with authoritarian regimes while others evolved as democracies? What difference does democracy make for contemporary social and economic development? Why have some states succeeded in developing their economies, whilst others appear trapped in conditions of poverty?

Government 104 Power in society
This course is an introduction to political sociology. It aims to get beneath the surface of media accounts of public opinion, political personalities and events to make sense of what is going on in politics. At the end of the course students should be able to think in a social science way, and to see the usefulness of this in their daily life. The organising principle of the course is power: how it is socially structured; the pluralist, class and elite theories of political power; parties, interest groups and social movements; voting; the new middle class and the 'new politics'; and cultural and materialistic approaches to the study of politics and society. There will also be some topical issues, e.g. the 'underclass' and neo-fascism.

Government 105 Australian politics in comparative perspective
This course examines Australian politics against the background of general writings on comparative democratic politics, offering both general comparisons with the other seventeen advanced industrial states which been liberal democracies continuously for the last fifty years, as well as specific bilateral comparison. The course examines the central institutions of liberal democracies — parliaments, parties, the electoral system, the mass media — and how these interact with the pursuit of major conflicts and the conduct of policy making.

Government 106 Political change in the modern world
The last two decades of the twentieth century have seen a wave of democratisation sweep the world. In Latin America, Southern and Eastern Europe, East Asia and Southern Africa, new regimes have replaced authoritarian governments and sought to build democratic systems. But such changes of regime have not been a feature only of this period; regime change has been common throughout history. This course will focus upon the politics of regime change. It will analyse the ways in which changes of regime occur, including coup d'etat, revolution, and the more gradual process of evolution. It will study the types of actors involved and the social and economic forces which assist (or hinder) this process. It will also look at the conditions facilitating the consolidation of new regimes. Examples will be taken from various parts of the world to provide a comparative perspective.

Government 107 Global politics and the environment
Global environmental problems are often regarded as part of a 'new agenda' in international relations, potentially requiring a re-evaluation of traditional notions of international politics such as national sovereignty and security. This course will examine the adequacy of more traditional notions of international politics in the light of the potential challenges posed by global environmental problems. The aims of the course are to introduce students to the basic concepts employed in the study of international politics, the political nature of global environmental problems and the connection between these problems and processes of 'globalisation' and 'modernisation'. The course covers issues such as the nature of the international politics, the influence of non-state actors (e.g. environmental movements, international environment agencies), the link between scientific knowledge and political action, international equity and environmental problems (the North/South debate), etc.

Government 108 Environmental politics and policy in Australia
Environmental issues and problems have become important political issues both within Australia and internationally. Once the province of radical social movements, environmental problems have become a 'mainstream' issue addressed by national governments and international agencies (such as the World Bank). This course aims to provide students with an introduction to the key debates in environmental politics set against an examination of the major Australian political institutions and processes. The focus is on such issues as the reasons for the emergence of the environment as a problem in contemporary political thought and hence an area of public policy, the political impact of interest groups and environment movements, the emergence of minor parties and their role in the Senate, the High Court and its influence in Commonwealth-State disputes over the exercise of environment powers, etc. The course also includes several case studies which look at issues such as Aboriginal land rights and environmental questions, environmental problems and the role of markets, Green parties and the influence of 'green preferences' in recent elections.

Government 109 Ethnicity, nationalism and citizenship

Decay of Empires like the Ottoman and Soviet unleashes nationalist forces that seem to involve an infinite regress: fragmentation into the smallest ethnic units. What is duty-worthy in the nation? Ties of blood and soil, like those of family, clan and tribe, characterize primordialism rather than ethical behaviour as such. Is this a truth or merely the way that we persuade ourselves that nationalism, racism and ethnicity are intractable to morality, beyond good and evil? Are philosophical reflection and ethical consciousness solvents of primordialism, and can multi-ethnic polities hold it at bay? These, the burning questions of post-modernity, which have been raised at critical junctures in the development of the state, and answered by theorists ancient as well as modern, will be the focus of this course.

Government 110 Comparative politics and economic change in East Asia

This course analyses political processes and institutions in major countries in the East Asian region that apparently share rapid economic development. Are there identifiable political models that underpin rapid economic growth and what have been the political consequences of this economic change? While emphasising key conceptual issues in comparative politics, the course will expose basic social, economic and political characteristics of countries in the region. Similarities and dissimilarities will be drawn between Japan, the first wave of new industrialising countries (NICs), particularly South Korea and Taiwan, and some of the rapidly changing countries of Southeast Asia.

Government Senior courses each 8 units

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 any two junior level 6 unit courses in Government 1.

Government 203 and 204, each consisting of further options, may also be attempted concurrently with Government 201/202. Government 303 and 304 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 one semester 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

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

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

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

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

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 wowserism;
- 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

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 dÈtente, 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, '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 South-east 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

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

Development of International Communism from the nineteenth century to the present. Brief examination of 1st and 2nd Internationals. Study of relations of non-ruling Communist parties with Soviet Union

during Comintern period. Relation of Soviet foreign policy and Comintern strategy. Interaction of Soviet Union and new Communist states after World War II. Disintegration of world movement after 1956, including Sino-Soviet conflict and disarray in the Warsaw pact. Relations among the remaining state socialist regimes and between them and former Communist states following the collapse of Communism in East Europe and the Soviet Union in 1989-1991.

(vii) Politics of globalism

The course will consider a range of problems which are regarded as 'global' in character and the record of attempts by international organisations and movements to cope with these problems.

There will be a review of 'globalist' thinking — especially the ideas of Falk and the World Order Models Project — and the organisations (UN organisations, conferences, etc.) convened to meet global problems.

The main part of the course will deal with particular issues in this area:

- ecological decline, pollution, resource depletion
- anti-terrorist activity
- promotion of human rights/protection of refugees
- 'common heritage' issues — Law of the Sea, Antarctica
- The New International Information Order — issue of UNESCO etc.

The aim of the course would be to reveal basic tendencies in contemporary world politics — more particularly, the extent to which such tendencies continue to frustrate utopian solutions. Such issues might include the continuing relevance of power politics and sovereignty/nationalism; the limited cohesiveness of the Third World; problems of cultural relativism etc.

(viii) The international security problem in the twentieth century

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

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

This course focuses upon news 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

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

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

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

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) South-east Asian politics

The course provides a comparative analysis of the political, social and economic transformation currently taking place in South-east Asia. The prime focus will be upon the rapid changes taking place in Malaysia and Indonesia, with particular attention also given to comparisons with Burma, Singapore and the Sultanate of Brunei. Participants in the course will focus upon the relationship between economic and political sources of power, the conflict between authoritarianism and democratic processes, the clash of nationalisms plus the political significance of religious values and cultural identity.

(ix) South Pacific politics

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

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, fuhrerist systems and corporatist structures. These will be compared principally in terms of their institutional configurations, modes of operation, legitimating ideologies and conditions making for and sustaining them. Major concepts, such as authoritarianism, totalitarianism, militarism, praetorianism and corporatism will be investigated in the context of particular states.

(xi) States and the politics of economic development

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

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

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) North-east Asian regional politics: conflict and change

Concentrating on Korea, Taiwan and Hong Kong, the course will examine the reasons for conflict and change in the region. It will focus especially on: why it has been considered a political and economic centre of gravity, whether there are unifying strands of ideology or common interest that would allow the region to rival the emerging European/Atlantic bloc, what are the potential sources of disharmony in the region, what are the politics of resources and development in the region, what place is there for Western influence in its political/ economic evolution, and does Big Power politics or a new co-prosperity notion best sum up its future.

Public policy and administration

(i) Public policy and administration

The course provides an introduction to the field of public policy and administration. It focuses principally upon the structures and processes of policy-making. Attention will be devoted to inputs into decision-making, the personnel and machinery of decision-making, and the processes and machinery of policy-making and evaluation.

(ii) Policy analysis

This course examines Australian public policies in the context of modern theories and techniques of policy analysis. Policies in areas such as social welfare, immigration, foreign policy, broadcasting and the environment will be discussed in the framework of the main themes and their application. The course also examines stages in the policy cycle, including policy initiation, formulation and allocation, implementation, evaluation and termination. Students will be encouraged to specialise in specific policy areas.

(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

This course will provide an introduction to the major theoretical approaches used to explain the development of the welfare state and will also give an overview of the key substantive debates surrounding the provision of welfare in Australia. Attention will be given to the role of political parties, the labour movement, business interests, welfare lobby organisations and other pressure groups which attempt to influence welfare policy. The course has both an historical and contemporary focus and will consider critics of welfare on the right and left.

(vi) The politics of government-business relations in Australia

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.

Political theory

(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 development of universal suffrage and the welfare state and the emergence of modern ideologies. Among the problems that have preoccupied theorists are those of freedom, justice and equality, the relation of the individual to the state and the relation of the state to society, power, legitimacy and revolution. The focus of the course is on reading and analysing texts.

(iv) Democratic theory

One of the major controversies among democratic theorists is over the meaning of 'democracy' itself. The course will examine conflicting conceptions of democracy and other major debates among contemporary theorists. These include questions concerning citizenship and forms of political participation; problems of consent, political obligation and the position of minorities and majorities; the question of representation; the issue of workplace democracy; the problem of social inequality and democracy. The focus of the course will be on recent contributions to democratic theory but, where appropriate, reference will be made to classic texts.

(v) Marxism

Marxism has been a major influence on the course of political events and movements in the twentieth century. The course introduces students to the writings of Karl Marx and his collaborator Friedrich Engels and examines their arguments about capitalism, the state and communism, private property, the fetishism of commodities, classes and class struggle, alienation and ideology and revolution. The theories of other prominent Marxists may also be considered including Lenin, Bernstein, Luxemburg, Gramsci and contemporary theorists such as Althusser and Poulantzas, together with wider questions about the development and social and political context of revolutionary movements. Recent feminist criticisms of Marxism, the controversy over Marxism and morality and rational choice Marxism may also be discussed.

(vi) Ethics and politics

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.

(vii) The politics of modernity

The politics of post-modernity raise the following question. Why did citizens acquiesce to the concentration of state power that constitutes the politics of modernity? Courtiers on the cusp of modernity engaged in a discourse counselling the king in prose and in verse producing great literatures of Renaissance Europe. But the instability of patrilineal kingship, the volatility of court politics and the premonition or experience of civil war prompted theorists like Hobbes and Locke to turn to the political and quasi-legal constraints of social contract backed by state coercion. Their social contract has become the model for modern state formation and citizenship based on individualism. Isolated from its historical context, contractarianism is no longer seen as the trial and error theory that it was at its inception. The shortcomings which modern critics of contractarianism raise — an incapacity to deal with collectivities and the tendency for rights-based cultures to deny the duties of community — are shortcomings of which the classically grounded humanists of the seventeenth century were clearly aware. Despite the later criticisms of Mary Astell and others, social contract entered the mainstream as the badge of democracy. Only now, when contract has been extended to all forms of social relations and when community is seriously under threat, is the model seriously contested.

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 Laurantus 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 post-graduate 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 9351 3658. Fax 9351 3543.

Noticeboards

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 Vivlion) (not required by the beginners' group)

and a Greek Grammar in English available from the Department

All students, including those who have Greek as their first language, should purchase dictionaries. The following are recommended for all students except the B101 beginners' group (who will be advised separately by their language teacher):

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 A 101: 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 1997 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 1996 about cross-institutional study in 1997.

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 — 12 units

Classes Yr: (2 lec, 1 tut & 2 language 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 — 12 units

Classes Yr: 5 class/wk

The B 101 courses are intended to help those with limited previous knowledge, or none at all, to develop a useful level of proficiency in the Modern Greek language. In subsequent years students may go on to B 201 and B 301.

Students in B 101 are divided into two groups, as shown below.

Group A (beginners) (= language level 1.1)

For students with little or no previous knowledge of Modern Greek. The course aims to help students acquire a sound, basic knowledge of both the spoken and the written language, which should be useful in itself as well as forming a basis for further study. The main emphasis is on achieving practical proficiency in everyday situations — for example, obtaining goods and services in a Greek-speaking environment, or writing a simple letter to a Greek friend. Some simple literary texts are read towards the end of the year.

Group B (intermediate) (= language level 1.2)

For students who have already acquired some knowledge of Modern Greek, at a level below that of the HSC. Students in Group B may have grown up in a Greek environment, or may have studied the language in evening courses or on visits to Greece.

The course gives particular emphasis to developing accuracy and proficiency at reading and writing. There are also classes for the development of oral skills, and a limited amount of literature is studied.

Modern Greek B 103 — 6 units

Greece and Greeks in the modern world

Classes Yr: 1.5hr (average)/wk

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.

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)/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 1997: 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)
- Aspects of Modern Greek thought (1hr/wk, one 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 (beginners') group. The language element (language level 2.1) provides intensive work on oral proficiency while placing increasing emphasis on writing skills. One lecture each week will provide an introduction to modern Greek history and society. In addition, students begin the systematic study of modern Greek literature, attending part of the A 101 lecture course.

Group B

Classes Yr: (2 lec, 1 tut, 1 seminar & 2 language classes)/wk

The group B course is intended as a continuation of the corresponding B 101 course, and includes the whole of Modern Greek A 101; for details see above. Language level 2.2 is identical to 1.3. In addition, Group B students will choose two half-year seminar options from the list available to A 201 students (see above).

Any students who choose B 201 after completing B 103, or after taking the history and society segment of Modern Greek 1B before 1994, must follow an extra 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 Yr: 2hr (average)/wk

Assessment 2000w and 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)

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 Cavafy
- Origins of modern Greek culture: (a) Byzantium; (b) the Post-Byzantine period

- Tutorial for further discussion of topics treated in lectures
- Two half-year seminar options (the range of options available will be the same as for A 201 — see above)

Language level 3.3
Emphasis will be primarily on the written language, and the course will include some study of texts with specialised vocabulary of the kind students will need to use in professional life.

Language level 3.4
There will be no specific language classes for this level; instead, students will be asked to take two additional half-year option seminars (see on A 201 above).

Modern Greek A 390 — 8 units

Classes Yr: 2.5 seminars (average)/wk

Modern Greek A 390 is intended to develop methodologies, theoretical concepts and background knowledge relevant to more advanced work in Modern Greek studies. The course is a prerequisite for the IV (Honours) course, but should also be useful for those intending to use their knowledge in teaching or other professional fields. It includes seminars on:

- Literary theory and criticism (1hr/wk, two semesters)
- History of the Modern Greek language (1hr/wk, one semester)
- Aspects of modern Greek thought (1hr/wk, one semester)
- Bibliography and research methods (1hr/wk, one semester)

Modern Greek B 301 — 16 units

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 1997:

- *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.**

Department of History

Why do History?
History is a rigorous discipline aiming to understand past human cultures. In doing so it is excellent training in how to think, analyse, research, write and communicate — what employers now call 'general' and 'transferable' skills — vital to a modern ever changing world. 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. 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.

Graduates of this Department have found satisfying careers in such fields as advertising, public relations, museums, arts administration, politics, research, journalism, the law, as well as more traditional fields such as academia, teaching and public administration.

The Department of History at the University of Sydney is the oldest in Australia, one of the largest and offers a wide range of historical subjects and areas. It has the largest Honours School and Postgraduate Research School in New South Wales, and one of the largest in Australia. It affords all students great opportunities to further their historical studies.

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.

Those seeking further training in historical research and method can undertake special entry courses. These courses are open to all students with a credit or above grade in Junior History and are compulsory for all intending Honours IV students. In History 290 enrolment, students are introduced to historical theory and method. 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 students undertake supervised research and seminars designed to further develop skills in 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 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
- participate in class discussion.
- complete satisfactorily such written work and examinations as may be prescribed

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.

Registrations for Senior level students continuing in History should be completed by the end of Orientation week in February 1997. See department noticeboards for final details.

Lists of Senior level courses will be posted on the departmental noticeboard, situated opposite the History Enquiry Office, 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 Ancient History

Courses in Ancient History and History at Senior level are mutually accessible to students from these

two departments. History students may choose from the following list of Ancient History senior options. For full details of the course outlines see the description in the Archaeology/Classics/Ancient History section.
*S76.1 Despots, Priests and People: The Political Forms of the Ancient Near East
*S77.2 *Urbs Roma* The Making of a World Capital
*S78.2 The World Alexander Made

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. The Department may scale marks in order to fit these grade guidelines.

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.

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.

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 9351 2862, fax 9351 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 104 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 104 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. Pryor
Classes Yr: (2 lec & 1 tut)/wk
Assessment 3hr exam or equivalent, two 3000w tut papers/ essays; 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 Early Middle Ages
By focusing on the world of Gregory of Tours, the Carolingian transition and the world 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.

Second semester
The High Middle Ages
The Norman conquest of England and South Italy closed the age of migration/invasion within Europe; which promptly embarked on the Crusades. Primary consideration will be given to developed medieval society on its own terms — those who prayed, those who fought, those who worked with their hands — the rise and fall of knighthood seen in literature and male games of chivalry and warfare; the consolidation of feudal monarchies; the Church with its papal bureaucracy, schism and corruption, intensely personal religiosity, anti-clerical heresy; the rise of trade and towns and their attendant institutions, guilds, universities, and intellectual life. At the end of the period, Europe, only checked by the Black Death, was poised for dramatic expansion overseas.

103 Early Modern European History

Renaissance and Reformation: royalty and revolution, 1500-1800

Assoc. Prof. S. Jack, Dr Reeve
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 and secular politics, and the fall and execution of Charles I and its place in the development of parliamentary institutions.

Second semester
The world of Louis XIV and the Guillotine (1650-1800)
The world of Louis XIV was dominated by an elegant court society, a grandiose Baroque culture, an aristocratic elite, an agrarian economy and a patriarchal and religious culture. But it was also a world which was being challenged by the success of rather different commercial and parliamentary cultures in England and Holland. This semester will focus on Louis XIV's world of Versailles and the challenges 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.

104 Modern European History

Making the modern world, 1700 to the present

Dr Cameron, Dr Keene
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, two 3000w essays/ tut papers; 60% for classwork, 40% for exam

The focus of this course is on the history of private and public life from the eighteenth century to the present. The course is offered in two semester-length, linked courses. In first semester students undertake a common course and in second semester choose one of the two electives set out below.

In each semester, one of the two weekly lectures will occasionally be replaced by a film.

First semester

In first semester the course will examine the history of public and private life in Europe from the early eighteenth century to the First World War by tracing the transformations which took place in four key areas of human activity. These are in what and how people ate and drank; in the forms of human sexuality and their representation; in relationships within the family between parents and children and in the developments which took place in the nature of warfare.

The course consists of two formal lectures a week and a small group tutorial discussion. The aim of the latter is to provide an informal and supportive environment in which students, while focusing on the themes of the course, will acquire the basic skills of historical analysis. These are the development of effective strategies for reading and research, the basics of writing clear essay drafts with correct footnoting and the presentation of a history essay in its final form.

Second Semester

Students choose either

Europe in Revolution, 1760-1820

Dr Cameron

This course will trace the history of public and private life through an examination of the political and social events which shaped the collapse of the Old Order and the impact of Revolution on the countries of Europe. The course will focus on the daily lives of those who experienced these events. Using a variety of sources — first-person accounts, literary works, art and music — we will examine the ways in which Europeans from Ireland to Russia responded to the changes in the world around them. And we shall trace developments, particularly recent ones, in the ways in which historians and film-makers have understood and presented the period.

In tutorial discussion groups and in supervised writing exercises students will have the opportunity to hone the skills of historical analysis which they have acquired in first semester.

Or

Twentieth Century Politics and Culture

Dr Keene

This course will trace the history of public and private life through the examination of the political and social events which have shaped the twentieth century from the end of the First World War to the collapse of the Berlin Wall. In particular the course will focus on the daily lives of those who experienced these events. Using a variety of sources from oral history, first person accounts and literary works, as well as new historical interpretations, students will examine the ways in which ordinary people have attempted to make sense of the changing world around them and respond to it.

In tutorial discussion groups and in supervised writing exercises students will have the opportunity to hone the skills of historical analysis which they have acquired in first semester.

*Modern Asian History and Culture 101 and 102 — each 6 units

Dr Masselos, Dr Wong, Dr Oddie

Classes Yr: (2 lec & 1 tut)/wk

Assessment one 3hr exam or equivalent, two 3000w essays; 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 4000w written work

Senior level History courses consist of both Thematic and Specialist options. Both are essential to the development of a good grounding in the discipline. Thematic courses focus on a particular theme or problem and explore this in relation to one or more societies and cultures. Specialist options focus on particular periods and cultures and explore a broad range of issues within this specific historical context. Both attempt to explore a variety of methodological and theoretical approaches in the 'recovery' of the past.

Senior level students may take more than one **Thematic option**, but they **must** take **at least one**.

First semester: Thematic options

T10.1 The world turned upside down

Dr Brennan, Dr Olson
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Students will gain a knowledge of the transition from late antique to the early medieval period, expressed in terms of social analysis (authority structures, identities and frontiers) which are transferable to the study of other periods of history, including the present, and conducive to improved cultural understanding. Students will also develop their ability to comprehend written and visual material from a distant past as well as modern, often interdisciplinary, scholarly works, to formulate ideas, develop them through group discussion and express them cogently in writing.

The change from the unitary, ordered world of the Antonine Roman Empire to the fragmented, embryonic kingdoms of early medieval Europe will furnish the historical basis for an analysis of social transformation via three linked subjects: authority structures; identities; frontiers. The authority structures are those of public office, military command, religion, patronage, law, gender, as articulated, interrelated, dissented from, ignored; identity is defined by ethnic group, region, family, religion, occupation and seen as a fluid concept; the frontiers are those between Roman and barbarian, barbarian and barbarian, town and country, soldier and civilian, pagan and Christian. A major theme will be whether the 'Roman' underworld and the 'barbarian' outer world turned the old world upside down in the formation of medieval culture. Another will be whether there is a structural continuity from late antique to very early medieval society despite all the changes in this world.

T12.1 Objects, artefacts and the politics of knowledge: museums and their history

Prof. MacLeod
Classes (2 lec & 1 tut)/wk
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

The course will equip students with an appreciation of the historical significance of museums and museum-based systems of knowledge and practice, with particular reference to Europe, North America and Australia; and will inculcate, through frequent visits and professional contacts, an understanding of the challenges confronting cultural institutions in contemporary society.

This course traces the origins and development of the 'museum idea' in Western intellectual history. It surveys the history of museums and their practices in the invention, codification, and dissemination of traditions in history, natural history and the decorative arts, and considers the role of museums as cultural actors in contemporary society. Lectures focus upon museums devoted to science, invention, natural history, archaeology, ethnology and art, but seminars explore other *genres* as well. Readings discuss themes ranging from the presentation of 'objective' knowledge and the representation of symbols in museum architecture and display, to the commercialism of collecting and the commodification of knowledge. There is an emphasis on comparative studies, and encouragement for those able to read languages other than English.

T22.1 Fascism

Dr Fulton
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w essay and one oral presentation; 60% for classwork, 40% for exam

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.

T25.1 Republicanism: an historical debate. Republics as successes or failures in history

Assoc. Prof. Meaney, Dr Reeve
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

An explanation of the concept of Republicanism in Western political thought and historical experience. The course will look first at the definitions of Republicanism, comparing it with other similar and overlapping concepts in political history such as democracy, monarchy, commonwealth and communism. It will then trace the history of the concept from the Classical world through the Italian City States of the Renaissance to 17th Century England, 18th Century America, the French Revolution and modern Australia. By focussing on the recent historiography of civil Republicanism, it will suggest that the Australian debate requires a wider intellectual framework. It also aims to contribute to the Australian debate.

First semester: Specialist options

S7.1 Contemporary Europe

Mr Cahill
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Students will develop critical understanding of historical methods and of how to use them in analysing developments in contemporary Europe.

Aspects of political and social history of western and eastern European states, including the former USSR. Europe-wide changes examined in a comparative framework with special attention to the resilience of nationalism. Some concentration on postwar crises: such as 1948/49 in Berlin; 1958 and 1968 in France; 1956 in Hungary; 1968 in Czechoslovakia; 1975 in Spain; 1980 in Poland, 1989/90 throughout eastern Europe; and the wars in former

Yugoslavia since 1991. Special focus on the origins, development, and stultification of the European Union.

S12.1 American culture in the depression, 1929-1941

Assoc. Prof. White, Prof. Levine
Classes (one 2hr seminar & 2hr film or listening to radio broadcasts)/wk
Assessment 4000w written work, one 3hr exam or equivalent; 60% for classwork, 40% for exam

This course will consider the nature of American culture in the depression years. The main sources will be Hollywood feature films — for example, *Mr Smith goes to Washington* and *Gone with the Wind* - radio broadcasts ranging from Franklin Roosevelt's fireside chats to the so-called soaps, and documentary photographs The aim is to analyse critically the enormous explosion of popular cultural forms in the 1930s and tease out what they can show us about a nation in the throes of its worst ever economic depression.

S13.1 Hong Kong: from colonisation to decolonisation

Dr Wong
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Hong Kong is important to Australia because of its proximity, its being one of the world's leading financial, service and communication centre, and its being the gateway to the fastest growth areas of China. Its colonial experience and Confucian tradition are said to have contributed to its rise to global importance. Australians will do well to understand these and other attributes, which this course attempts to teach, with a view to equipping students with the skills to develop good interpersonal relations with the citizens of that city.

In addition, Hong Kong will revert to Chinese control on 1 July 1997. How will this affect Hong Kong and Australia? The future will be assessed on the basis of the present and past of Hong Kong and China.

S14.1 Australia to 1888: colonising cultures

Prof. Fletcher, Dr Russell
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Students will improve their knowledge of Australia's colonial history, and become aware of major debates in recent historiography. They will be encouraged to conduct independent research and to participate in purposeful historical discussion. They will explore critically and imaginatively the cultural assumptions surrounding the colonisation of Australia.

What happened in 1788? This course considers the economic, social and cultural impact of colonisation on both the white settlers and the indigenous inhabitants of Australia, and the different ways in which racial conflict was experienced and understood. It probes the aspirations and torn loyalties of early Australian colonists, and their ambiguous positioning between the 'Old World' and the 'New'. Through a focus on historic moments of struggle, it considers conflict and the contested aims of colonisation within the emerging society. The course concludes with the centennial celebrations of 1888, when Australians took stock and pondered the nature of colonial identity.

S15.1 Islam, Byzantium and the West: the First Crusade

Assoc. Prof. Pryor
Classes (3 lec & 1 tut)/wk
Assessment one 3hr exam, one 4000 word essay; 60% for classwork, 40% for exam

The unit deals with social, economic, political, religious, and cultural conflicts and interactions between the three great civilizations of the Middle Ages leading up to the First Crusade. Topics include religious attitudes to members of other faiths; Muslim *jihad* and Christian holy war; concepts of state; political institutions; social and economic contacts; the conduct of war by land and sea; intellectual contacts and influences; travellers; the Jews between three worlds; and the concept of a Mediterranean world and Mediterranean civilization. The unit culminates in an in-depth study of the origins of the First Crusade and its impact on the Byzantine and Muslim worlds.

S16.1 Class and culture in England, 1750s-1990s

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

Students will acquire knowledge and practical expertise in the historiography, concepts, methodology and content of modern English social and cultural history.

This course examines the nature of pre-industrial society, culture and leisure, and the impact of industrialisation and political conflict on the creation of a class-based society in England, the ideas, institutions, movements and culture of the aristocracy, middle class and working class, and the relations between the classes, in the nineteenth and twentieth centuries, with some emphasis on the influence of the working class on English society and politics.

S3.1 The Mediterranean world in the High Middle Ages ca1050-ca1300

This option will be made available to a strictly limited number of students on an experimental basis via computer. See Assoc. Prof. Pryor for details.

Second semester: Thematic options

T7.2 The black experience in the Americas

Assoc. Prof. 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.

T26.2 Exile

Assoc. Prof. Pesman, *et al.*
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

The experience of exile has been a common one throughout history and never more so than in the twentieth century with its large scale displacement of peoples. The plight of refugees is a nightly spectacle on television news programmes. Exile is the lot of those fleeing political and religious persecution, hunger and starvation. But it is also the experience of immigrants and convicts and of those who have found conditions at home intellectually, socially or sexually oppressive. Exile can be a voluntary choice as well as flight for survival. Exile is also an important aspect of Australian experience, of the history of societies whose origins and development lie in migration.

The course will be thematic and interdisciplinary, will be based in large part on primary material and will examine the experience, meanings, contexts and historiography of exile in three parts:

(i) Ovid and exile in the ancient world and Dante and exile in the medieval world concluding with an examination of David Malouf's novel *An Imaginary Life.*
(ii) The beginning of the European presence in Australia as exile.
(iii) Expatriates in Paris in the interwar years. Discussion will extend beyond the North Americans to include Australians like Christina Stead and Stella Bowen and will conclude with the expatriate debate in Australia from the 1950s through to the present.

T27.2 Living memory: popular uses of the past

Mr White
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

This course takes key events that are part of the collective memory of Australians and others, and considers the ways they are understood in the wider popular culture, often beyond the influence of the trained historian. The relationship between history and memory will be examined, through the ways these events are remembered in private and commemorated in public, the ways in which memory is moulded and 'composed', and the ways in which the past is used and abused in the present. We will consider such issues as the public commemoration of Anzac, the popular memory of the Depression and World War II, European experiences of fascism and the Holocaust, who and what gets 'forgotten' in history, family memories of immigration and of the teenage experience, the uses of oral history and autobiography, nostalgia and amnesia as political strategies and the celebration of bicentenaries. Because it covers a period which, for better or worse, is within living memory, students will be encouraged to develop oral history projects as part of their assessment.

Second semester: Specialist options

S17.2 England's rise to power: politics, society and the advent of empire 1485-1715

Dr Reeve, Assoc. Prof. S. Jack
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 images 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 and throughout the English-speaking world. How did these figures from a small country on the fringe of Europe come to have this iconic value? England in 1500 was unstable and culturally provincial. Her rulers juggled to remain independent from France and Spain and were dependent on continental culture and technology. By 1700 her armies were deciding the fate of Europe and her navy was outsailing other European fleets in pursuit of trade and expansion. What enabled this achievement and the building of an empire which in Victorian times made the injunction 'Rule Britannia, Britannia rule the waves' seem a virtual statement of fact? How, how far and why did England resolve her internal conflicts, settle her laws and religion and develop her national identity and culture? What part did the people of the kingdom play in shaping its

future? Were kings, queens and their royal courts more important than other men and women: poets and playwrights, ministers and priests, soldiers, sailors, pirates and smugglers, settlers and traders, craftworkers and manufacturers, builders and roadmakers? What was the role of advances in science and medicine in an emerging national culture?

S18.2 Confrontation, conflict and cooperation: Germany and its neighbours, 1867-1990

Dr Dreher
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

This course will study the social, political and intellectual history of central Europe between the founding of the North German Federation of 1867 and the second reunification of Germany in 1990. It will focus on the relationship between Germans both within Germany and without and their relationship with their non German neighbours. It will pose questions as to the relationship of German culture to a German national state, the nature of a culture that unites German speakers with their non German neighbours to form a united Central European identity, and whether such a union must entail German national hegemony or whether such a union can foster cultural diversity and liberal democratic values. Among others one will study the works and careers of representative political thinkers and intellectuals throughout Central Europe during the era in order to trace the dialectic of liberal democracy, authoritarian dictatorships and the modern 'mass' participatory regimes of National Socialism and Communism during the last century and a quarter.

S19.2 America and the world

Assoc. Prof. Meaney
Classes (2 lec & 1 tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Students will gain an historical understanding of their world.

This course begins with a consideration of general interpretations of the history of America's role in the world and an examination of the forces shaping America's foreign relations, including national mission, national interest and imperial expansion. It then looks for a pattern in the historical experience through a study of selected periods and problems, such as the American Revolution, Manifest Destiny, the 'Open Door' and the New Imperialism, World War I and the New World Order, Isolationism and the Good Neighbour Policy, the Cold War and the Warfare State, the Cuban Missile Crisis and the Vietnam War, the Decline of Empire and the 'End of History'.

S20.2 Indian civilisation and social change: from the Indus Valley civilisation to Gandhi

Dr Oddie
Classes (2 lec and 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Students will acquire awareness, knowledge and understanding of the development and interpretations of Indian civilisation from ancient to modern times.

The purpose of this course is to explore central themes in the cultural and social history of India. It deals with topics such as classical Hinduism, devotional movements and modern Hindu reform, the rise of Buddhism and the coming of Islam; ideas of kingship, forms of imperial rule and the transition to a modern democracy; courts and culture under Hindu and Mughal rulers; villages and change, caste and social mobility; the land, the peasantry and the role and status of women in pre-British and modern times.

S21.2 Maps and dreams: Aboriginal historiography in the twentieth century

Dr Kociumbas
Classes (2 lec and 1 tut)/wk
Assessment one 3hr exam or equivalent, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

In this course, we explore and problematise the recent production of Aboriginal history. Themes include: western constructions of 'Aboriginality', 'The Dreamtime', 'Nomadism', 'intelligent parasitism' and 'the culture of poverty'. We also address the absent voice of women, silences and silencing. In doing so we will draw on critical methodologies from anthropology, sociology, film and literature as well as mainstream history.

S22.2 Australia in the nuclear age, 1945-1990

Prof. MacLeod
Classes (1 lec & one 2hr sem)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper/seminar presentation; 60% for classwork, 40% for exam
This course is available to students in History and Philosophy of Science

This course aims to equip senior year students — from Arts, Science and Government — with a working knowledge of the history of the nuclear age, with special reference to Europe and the superpowers; and, by the use of primary sources and expert visits, to convey an understanding of the principal issues underlying contemporary nuclear policy and diplomacy in Australia, the Asia-Pacific region, and the wider world.

This course examines a paradox. While a significant part of the Australian population today resists the applications of nuclear energy to either civil or military purposes, Australia has officially encouraged uranium mining and participates in the nuclear fuel cycle. It plays a significant role in the IAEA, and has never ruled out completely the prospect of nuclear power. This course will examine the leading features of Australian history in the fields of nuclear energy, nuclear technology, and uranium mining. It will focus on ways in which doctrine in this area has been formulated and applied. It will also consider future possible avenues for Australian nuclear policy, both in the Pacific region and on the international scene.

S23.2 The Hundred Years War

Assoc. Prof. R.I. Jack
Classes Sem: (2 lec & one 2hr tut)/wk
Assessment one 3hr exam, one 3000w essay, one 1000w tut paper; 60% for classwork, 40% for exam

Christian Europe in the fourteenth and fifteenth centuries experienced protracted though sporadic war between Christian princes. The implications of this long war for international behaviour, enshrined in the ethos and practice of chivalry and the impact on the internal development of France, England, Scotland, the Low Countries and the Iberian Kingdoms will be recurrent themes.

**S75.2 Gender, science and the body*

Dr Bashford, Women's Studies Centre, 127 Darlington Rd, tel. 9351 3884
Classes 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 the 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 the race politics of new reproductive technologies; medical, feminist and cultural studies of transgender and cosmetic surgery, and eating disorders.

History Special Entry courses 8 units each

Enrolment into History 290, 390, 391, 392 and 393 (Special Studies Seminar options)

Note: 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

Course coordinators: Assoc. Prof. White, Dr Sluga
Classes (1 lec & 1 tut)/wk
Assessment essays totalling 6000w, one 2000w take home exam; 20% class participation, 40% essays, 40% exam
*Attendance at **both** lectures and tutorials is compulsory*

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.

This is a full year course which 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 390, 391, 392, 393 (Special Studies seminars)

Classes Yr: 2hr/wk
Assessment one 8000w essay, two or three seminar papers totalling 3000w

Students choose **one** of the following Special Studies seminar options for each course taken.

Special Studies seminar options

H8 The American national myth

Assoc. Prof. Meaney
Classes one 2hr seminar/wk
Assessment one 3hr exam or equivalent
Hist 390 — one 6000 to 8000w essay, two 1500w seminar papers
Hist IV — two 4000w seminar papers
60% for classwork and 40% for exam

This seminar explores the origin and nature of American nationalism: the Puritan, Enlightenment and Frontier myths: modernisation and social identity: historians and myth-making: the influence of Protestant evangelicalism and mass education: sectionalism and Civil War: the impact of race and ethnicity, working class movements, individualism and conformity, Hollywood and popular culture, and America's role in the world: the latterday crisis of Americanism: some comparisons with Australia and Europe.

H9 Histories of sexuality

Assoc. Prof. Garton
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 and 40% for exam

This course aims to equip students with a range of theoretical and historiographic perspectives concerning the historical and social construction of sexuality, fostering skills in critical analysis and cross-cultural understanding.

The course examines one of the most significant areas of recent historical debate. It explores a range of theoretical and historiographical traditions and arguments concerning the historical and social construction of sexuality, particularly those stemming from the work of Foucault and Freud. It focuses on a range of histories of sexuality, from those concerned with Ancient Greece, Medieval, Early Modern and Modern Europe. It considers such problems as the body, prostitution, repression, technologies of the self, the homosexual, pornography and marriage.

H10 Oppression and opposition: changing the structure of Indian society in the nineteenth and twentieth centuries

Dr Masselos
Classes one 2hr seminar/wk
Assessment one 3hr exam or equivalent
History 390 — one 8000w essay, one 3000w seminar paper
History IV — one or two seminar papers/essay combined total of 8000w
60% for classwork and 40% for exam

The nature of social oppression in Indian society before and after Independence will be studied by focusing on women in the first semester. Second semester will examine groups such as tribals, untouchables and Muslims. The opposition to discrimination, the expression of group identity, and movements for achieving positive change will be discussed in terms of their impact on traditional attitudes and social structures, and their effects in realising a modern society.

H11 Australian cultural history

Mr White
Classes one 2hr seminar/wk
Assessment one 3hr exam or equivalent
History 390 — one 8000w essay, two 1500w seminar papers
History IV — one or two seminar papers combined total of 8000w
60% for classwork and 40% for exam

Students will gain a knowledge of the history of culture in Australia, focusing on theoretical and methodological issues in cultural history; particular emphasis on developing research skills and initiative in the use of primary sources.

This course deals with major issues in Australian cultural history in the nineteenth and twentieth centuries, from issues of cultural transmission to the death of postmodernism. It covers a flexible range of topics including landscapes, acclimatisation, food, gardening, romance, literacy and language, modernisation and modernism, bohemians, sport, Hollywood, beach culture, comics, cars and the overseas trip. Theoretical approaches to cultural history are considered in an Australian context, and there is an emphasis on historiography and method. Some fieldwork will be required.

H12 Culture and society in 18th century France

Dr Cameron
Classes one 2hr seminar/wk
Assessment one 3hr exam or equivalent
History 390 — one 8000w essay, two 1500w seminar papers
History IV — two 4000w essays
60% for classwork and 40% for exam

All forms of culture, high and low, from Louis XIV to the Revolution: literature and ideas from Montesquieu to the Marquis de Sade; music from Couperin to the Marseillaise; painting from Watteau to David; architecture and town planning; street theatre and Beaumarchais; festivals and folktales; salons, masonic lodges and taverns; the role of writers and artists in a collapsing religious and political order and in Revolution.

H13 Medieval thought and literature from the twelfth century renaissance to the age of William of Ockham: the origins of modern western cultural patterns c.1050-1350 A.D.

Dr Ward
Classes one 2hr seminar/wk
Assessment one 3hr exam or equivalent
History 390 — one 6000-8000w essay, 2/3 seminar papers to a total of 3000 words
History IV — two pieces of written work totalling 8000w
60% for classwork and 40% for exam

This course provides a close acquaintance with the rich legacy of central medieval western thought and creativity that is progressively seen nowadays as the birth moment of modern western cultural patterns; at the same time it acquaints students with the lineaments of a society founded upon hope, service and optimism; it aims to develop an ability to identify patterns and leading elements in cultural history and inter-relationships between different aspects of a culture; it hopes to equip students to deal with cultural 'alterity' when they encounter it and it encourages an appreciation of cultural creativity on a broad scale, and of the value of organised learning and investigatory skills.

This course is intended for those who wish a closer acquaintance with the rich legacy of central medieval western thought and creativity that is progressively seen nowadays as the birth moment of modern western cultural patterns. Beginning with the modern scholarly debate about the twelfth-century and later Italian 'renaissances' (the place of the notion of 'Renaissances' in the context of the problem of 'constructing' the past etc.), the course will deal selectively, and with a concentration upon an important primary text for each seminar, with the collapse of the political economy of truth in the eleventh century, its reconstruction in the twelfth, its routinization in the thirteenth (mature scholasticism) and its collapse with the scepticism of the fourteenth. We will stress not only the idea that this period saw crucial developments for the construction of western, rational, culture in general (orality, literacy and the shift from 'archaic' cultural patterns to 'modern, rational' ones, etc.), but also the proposition that the period marks an intellectual adventure in its own right, one that involved a vision we would today call 'occult', one that involved a view of language strikingly similar to what we are familiar with in our postmodern culture today, one founded upon hope, service and optimism.

H14 Industrialisation, crime and the law

Dr Macnab
Classes one 2hr seminar/wk
Assessment one 3hr exam or equivalent
History 390 — one 8000w essay, two 1500w seminar papers
History IV — two 4000w essays
60% for classwork and 40% for exams

Students will acquire an understanding of the key issues, historiographical background, methodological implications, and analytical and presentational techniques required to master the history of inter-relationships between crime, law and society.

This course is designed to explore changes in the interrelationships between the nature of society and politics, public attitudes to crime, police and punishment, and the role and functioning of criminal law over a period of enormous economic, social and political change, especially in eighteenth and nineteenth century England. The origins, character and application of English criminal law are examined in the context of eighteenth-century politics and society, with particular reference to subjects such as poaching, smuggling, riots, and popular protest, the use of armed force by authority, and the implementation of capital punishment and transportation. The effects of

industrialisation, urbanisation and the emergence of class are examined in relation to changing concepts of crime and punishment, the reform of criminal law and police forces, the nature and purpose of prisons, the treatment of women criminals and juveniles, and the regulation of vagrancy, poverty, prostitution and morals. In the second semester there is the opportunity to choose from a variety of topics including literature and crime, trade unionism and the law, biographies of judges, reformers and criminals, temperance and prohibition movements, and topics from the history of other countries such as Ireland, Australia and America.

H15 Wealth and power in Asia, 1945-1997

Dr Wong
Classes one 2hr seminar/wk
Assessment one 3hr exam or equivalent
History 390 — written work totalling 11 000w
History IV — written work totalling 8000w
60% for classwork and 40% for exams

Apart from Japan, governments in the Asian-Pacific region of China, Korea, Taiwan, Hong Kong, Vietnam and Singapore have been described as neo-authoritarian. However, their economies enjoy the most dynamic growth rates in the world, overtaking Europe and America. Culturally, Confucianism has taken deep roots in these societies. Politically, the cries for democracy are becoming louder and louder against the background music of rumbling tanks and guided missiles. Australia's future is said to lie in its successful integration with Asia; but Australia was excluded from the important Asia-Europe meeting held in Bangkok in 1996. Why? Because of the recession in Australia, more and more Australians (over 30 000) have taken up employment in Hong Kong alone, highlighting the need for Australians to know more about the foundations of these Asian-Pacific societies and the political aspirations.

H60 The British Celtic frontier: culture, race, resistance and war 1400-1800*

Assoc. Prof. S. Jack, Dr Reeve
Classes one 2hr seminar/wk
Assessment one 3hr exam or equivalent
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.

The Ancient History options (listed below) are also available to History students, for full details of the course outline see the description in the Archaeology/Classics/Ancient History section.

*H72 Assyrian Imperialism
*H73 Amarna Age
*H74 Law and Violence in Ancient Greece
*H75 The Nobility of the Roman Republic

History IV Honours

Departmental statement: The work of History IV students is overseen by the History IV Meeting, which comprises all teachers of History IV, and by the Meeting's Coordinating Committee, which comprises the History IV Coordinator, the Head of Department, and the Chair of the Curriculum Committee. History IV students are required to register with the department in October of the preceding year. Intending History IV students will discuss their programs of study and research for 1997 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%.

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 at the approved date. 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
Assessment two essays total 8000w, one 3 hr exam or equivalent
60% for classwork, 40% for exam

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
60% for classwork, 40% for exam

Students choose one of the General Seminar options below:

GS8 Gender and history

Dr Bashford, Dr Sluga

Students will acquire an understanding of how various historians and theorists write gender 'into' history.

Gender analysis has provoked the reconsideration of major themes and approaches in the writing of history. This seminar explores the challenges that gender analysis is posing to historians and the discipline of history. It relates concepts of gender to issues of class and race. The history of masculinity and femininity is related to an understanding of nationalism, imperialism, post-colonialism, the history of sexuality and postmodernism and draws on western and non-western case studies. We will also look at the crucial role of feminist theory in problematising categories of historiography such as experience, identity, spaces and bodies.

Students will have the opportunity to purchase a course reader.

The course will probably be offered in an early evening time slot.

GS14 Comparing Histories: Australians, Canadians, South Africans and New Zealanders make the history of the new societies of settlement — late 18th century to recent times

Prof. Fletcher

Students will gain a deeper understanding of the nature of history, a wider framework of knowledge and an appreciation of the social importance of their own world.

A comparative study of the histories of the major societies of settlement is at the heart of the seminar. This has two theoretical implications. First, is the concern with 'History' itself, as a reflective yet also active agent, in national development and national cultures. Second, there are the major common and comparative themes which have shaped 'past and present' in the world made by European migrants in Australasia, North America and South Africa. Following an initial, comparative examination of the major national historiographical traditions in these regions of settlement — looking at the emergence and function of historical texts — there will come analysis of the major characteristics of new societies. Crucial themes for comparative consideration include: migration and theories of colonisation; land settlement, farming and bush 'legends'; frontier interaction with indigenous societies, their land and resources; capital, social stratification and class formation; mineral resources and mining revolutions; regionalism, town and country; urbanisation and metropolitanisation; communications — road, rail and transportation development; nation-making and changing imperial relations; war, conscription and anti-war movements; politics, government and the state; society, ideology and belief — religious and social movements; myths and myth-making about the nation and its self-image; the role and function of history. One important object of this seminar is to explore the common and unique features of Australian history in the comparative perspective of the other major regions of recent settlement. The theoretical challenge is to be found in how the histories of the new societies are constructed and written.

GS17 Arms and the man

Prof. MacLeod

This course will, by using thematic cases and independent research, seek to enlarge students' understanding of the changing nature of war in Western society, and to equip potential historians with frameworks within which to analyse and interpret the causes of conflict in the modern world.

This seminar will explore the belief that historians can hope to understand the causes of war; and the premise that such understanding can contribute to the preservation of peace. We will examine a selection of classical themes underlying European perceptions of war, from ancient to modern times. We will also examine modern war concentrating on aspects of military and economic intelligence, generalship, censorship, propaganda, conscientious objection and the organisation and the consequences of 'total war'; Finally, we will discuss key concepts (e.g. 'limited war', 'detente', 'the weapon culture', the 'militarisation of science', 'star wars' and 'theatre wars') emerging in the 'strategic debate' since the Second World War, and affecting military and political thinking in our own time.

GS26 The art of communication: rhetoric and its social relevance in Europe from antiquity to the renaissance and beyond

Dr Ward

We are living today in an increasingly amoral age, one in which the great civilized, humanist (albeit elitist) standards of the western European past are being abandoned: the notion of 'government' is on the decline, the concept of 'the public' is in disrepute (vis-à-vis the 'private'), 'print' is giving way to more instant (and superficial) modes of communication, the medium is the message; the media and the market, indeed, are the great deciders of our destiny: 'truth' is a thing of the past, a construction, a discourse, the property of a hegemonic, or a minority group, as you please. It may come as a surprise to learn that the rule of the persuasive word and / or image has long been around in the West, under the guise of the term 'rhetoric'. Although we are today familiar with this term only as a pejorative one for 'mere words' (as opposed to 'truth', 'value', 'substance'), it originally applied to a comprehensive and systematic training in persuasion which Cicero defined as 'the rules which create eloquence, which is itself a large and ample part of systematic politics' (*On invention [De inventione]* 1.5.6). As such, 'rhetoric' always enjoyed an uneasy relationship with philosophy, for the very reason that it proposed an unpalateable (to philosophers) view of 'truth'. The present course proposes an investigation into the evolution and social context of the rhetorical view of things, with special emphasis upon the periods which coined the term 'rhetoric' and used the art (classical Greece and Rome, the Christian Middle Ages and Renaissance), but not neglecting the fate of the art through to its revival in modern times and its topicality in our postmodern age. We will explore an important and neglected cultural thread in western history, one which has the potential to encourage a new attitude towards the problems of our own day.

GS27 Time

Dr Masselos

The course will examine notions of time and the ways in which they have been applied and used by historians. First semester will focus on general theories of time and on how historians have incorporated, or been influenced by, them. Ideas of the teleological, the linear, the circular and spiral, and the simultaneous will be considered in the light of specific theoretical formulations and their application in the works of particular historians. Second semester examines the ways in which historians have used time as subject matter. Included will be approaches contained within concepts like la longue duree and liminal time and time out, as well as within topics like daily working routines and time tables, measurements of time, the standardising of time and ideas of universal time

History and Philosophy of Science

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

The enquiry office is located in the Carslaw Building, Room 441. Telephone 9351 4226. Fax 9351 4124.

Noticeboards

Carslaw Building, opposite room 435.

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 in society, 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 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 Yr: (1 lec & 1 tut)/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:

The nature of experiment
Dr Rasmussen
Classes Sem 2: 2 hr/wk
Assessment class work and essay

Science and ethics
Dr Younis, Dr Shortland
Classes Sem 2: 2 hr /wk
Assessment class work and essay

Philosophy of physics: from mechanism to relativity

Dr Gaukroger
Classes Sem 1: 2 lec/wk
Assessment take-home exam and essay

For details see Philosophy.

History and philosophy of medicine: bodies in history

Dr Hardy
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment class work and essay

History and Philosophy of Science IV Honours

Program: the requirements are four Options, together with a thesis of approximately 15 000 words on an approved topic, together with attendance at a fortnightly seminar on Research Methods. The four Options and the thesis will each count for 50% of the assessment. Students may choose their four Options in several ways. They may select courses listed in HPS301, HPS303 and HPS304 (described above) and appropriate courses from Philosophy IV; they may also select from the courses listed immediately below. Students are advised to consult with the Unit for HPS before choosing their Options.

History and philosophy of medicine

Dr Shortland
Classes Yr: 2hr/fn
Assessment class work and essay

Experiment, knowledge and practice in twentieth-century science

Dr Rasmussen
Classes Yr: 2hr/fn
Assessment classwork and essay

History of the Built Environment

BA students may take a number of courses from the Faculty of Architecture which are relevant to studies in the areas of Fine Arts, History, Indian Studies and Asian Studies. The following courses in History of the Built Environment are open to all BA students.

Enquiries: 9351 3471 or 9351 3473. The Faculty of Architecture is located in City Road.

History of the Built Environment 201 and 202 — each 8 units

Assessment essay/sem

The first course introduces students to a theoretical background of the history of the built environment 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.

Industrial Relations

For details of the courses available in 1997 consult the handouts available from the Department of Industrial Relations, or the Faculty of Economics Handbook.

Department of Italian

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 9351 2874; fax 9351 3407, e-mail joall@ Italian.su.edu.au.

Location
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
In principle a student who is qualified to enter a higher level course should not enrol in a lower level course.

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.

Prerequisites for Italian A 101, AB 101, and B 101 are given in the Table of Courses at the front of this Handbook, and in the entries below. Students who are in doubt about the level appropriate to them should enrol strictly according to the prerequisites, and consult with the coordinators during the orientation period. It is possible to vary enrolment between Italian courses of equal unit value at any time during the year.

Native speakers of Italian and other students with advanced knowledge of the language and culture must identify themselves to the first year coordinator during the orientation period. It may be appropriate for such students to seek advanced standing. Students granted advanced standing may enter Italian A 201, but only after they have completed 18 Junior units towards their degree. Such students would take A 201 in their second year, and consolidate their major in Italian by taking Italian 301, 303, and 304 in their third year.

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 any 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. Moreover, the final mark may not be a simple sum of marks received. All students should take note of the Faculty's policy on Distribution of Grades and Weighted Average Marks. The final result for the year is determined at the departmental examiners' meeting.

Consult Departmental noticeboard for details of assessment of components of all courses.

Attendance requirements
The Department of Italian requires class attendance at a minimum of 80% of tutorials/lectures. Unless written evidence of illness or misadventure is supplied, students who attend between 50% and 80% of tutorials/seminars will be liable to be penalised. Students who attend less than 50% of tutorials/seminars will be deemed not to have fulfilled the attendance requirement. Unfortunately the Department cannot recognise employment as excusing unsatisfactory attendance, nor are timetable clashes accepted as a valid excuse.

Special consideration
Attention is drawn to Faculty policy on illness and misadventure.

Evening courses
Subject to demand and funding, Italian B 101 will be available in the evening in 1997. 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.

Linguistics
Students whose main interest is linguistic rather than literary or cultural may derive benefit from taking Linguistics 101 in the Department of Linguistics, in preparation for options in Italian Linguistics at senior level.

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).

Description of courses

Italian A 101 — 12 units

Coordinators Dr Rubino, Dr Modesto, Dott. Zanardi

Language

Dr Rubino
Classes Yr: 2 tut/wk
Assessment one 2.5hr exam/sem, class work, assignments

The Language component is a revision and consolidation of the main structures of Italian grammar. Focus is on the development of reading and writing skills, and on grammatical accuracy. Oral/aural skills are developed in Italian A 103.

Textbook
Bozzone Costa *Viaggio nell'italiano di oggi* (Loescher)

Dictionary
Zingarelli *Vocabolario della lingua italiana* (Zanichelli)

Modern Italy

Dr Reynolds
Classes Yr: (1 lec & 1 tut)/wk
Assessment Sem 1: classwork, essay; Sem 2: classwork, 2000w assignment

The Modern Italy component explores aspects of twentieth-century Italian cultural, social, and political life through discussion of major literary and cultural movements and figures, and close reading and discussion of relevant texts. A reading list will be made available to students, who will be required to familiarise themselves with Italy's history since Unification.

Textbooks
Modern Italy: Texts and Notes (Dept of Italian)
This and other texts are available in the Department

Recommended texts
Duggan *A Concise History of Italy* (Cambridge)
Ginsborg *A History of Contemporary Italy: Society and Politics 1943-1988* (Penguin)

Italian AB 101 — 12 units

Coordinators Dr Rubino, Dr Modesto, Dott. Zanardi

Students with HSC 2-unit Z Italian should enrol in this course.

Language

Dr Modesto
Classes Yr: 3 tut/wk
Assessment one 3hr exam/sem, class work, assignments

The Language component consolidates the main structures of Italian grammar, and introduces complex structures. The course develops the four principal language skills. Focus is on reading and writing, with an emphasis on grammatical accuracy. Oral/aural skills are developed in Italian A 103.

Textbook
Lazzarino and Moneti *Da Capo* (Holt, Rinehart & Winston)

Recommended dictionaries
Collins Italian Concise Dictionary (Collins)
Collins Sansoni Italian Dictionary (Collins)

Modern Italy

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 B 101 — 12 units

Coordinators Dr Modesto, Dr Rubino, Dott. Zanardi

Language

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, with a particular focus on the development of grammatical accuracy and reading. 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

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

Coordinators Dr Modesto, Dr Rubino, Dott. Zanardi
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.

Italian B 103 — 6 units

Coordinators Dr Modesto, Dr Rubino, Dott. Zanardi
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.), text and workbook

Italian A 201 — 16 units

Coordinators Dr Kiernan, Dott. Marmini

Language

Dott. Zanardi
Classes Yr: 2 tut/wk
Assessment one 2hr exam/sem, continuous assessment

The course consolidates language skills, focusing particularly on oral and written skills. The course has a strong culture component, focusing on contemporary Italy via a thematic approach.

Textbook
Totaro and Zanardi *Quintetto italiano* (Bonacci)

Reference books
Moretti *L'italiano come seconda lingua* (Guerra)
Zingarelli *Vocabolario della lingua italiana* (Zanichelli)

Cultural history

Dr Kiernan
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment one take-home exam, classwork

A survey of major developments in Italian literary culture, history, and philosophy from the thirteenth to the nineteenth century. Tutorials are devoted to a close analysis of representative texts.

Textbook
Cultural History: Anthology of Authors from the Duecento to the Ottocento (Department of Italian)

Recommended text
Duggan *A Concise History of Italy* (Cambridge)

Option

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.

Italian B 201 — 16 units

Coordinators Dr Kiernan, Dott. Marmini

Language

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

Dr Kiernan
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment one 3hr exam, classwork

See entry under Italian A 201.

Option

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 B 201 students as well as to higher 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 — 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 290 — 8 units

Coordinator Dr Kiernan
Prereq Credit result in Italian A 101 *or* AB 101 *or* B 101 and B 103
Prereq or *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. Italian 290 students are invited to attend the Departmental research seminars which are conducted regularly throughout the year.

Textbook
MLA Handbook for Writers of Research Papers, Theses and Dissertations (Modern Language Association)

Italian 301 — 16 units

Coordinator Assoc. Prof. Fitzpatrick

Language

Dr Rubino
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

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 — 8 units

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 — 8 units

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 — 8 units

Coordinator Dr Reynolds
Classes Yr: 2 tut/wk

This course consists of two options chosen in consultation with the coordinator from the Option list at the end of the Italian entry in this Handbook. For each option, students in 390 will consult closely with the lecturer and additional readings will be prescribed. Italian 390 students are expected to attend the Departmental research seminars which are conducted regularly in the Department throughout the year.

Italian IV Honours

Coordinator Dr Reynolds

Language

Prof. Carsaniga
Classes: Yr: 2 tut/wk
Assessment assignments, class work

The course consists of two parts, *Language Analysis* and *Advanced Communicative Skills.*

Options

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.

Extended essay

This essay, of 10 000-12 000 words, is on a topic chosen in consultation with the Italian IV coordinator. Students should consult as early as possible in 1997 to arrange for appropriate supervision. The submission date for the Extended Essay is early October.

Departmental research seminar

Honours students attend the Departmental research seminar, held regularly throughout the year. 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

Coordinator Assoc. Prof. Fitzpatrick

- Only those options carrying a textbook entry will be offered in 1997, 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 1998 are urged to discuss their requirements with the option coordinator, before October 1997.
- Options marked * are open also to students in B 201.

Assessment see entries under **Options**, above

1. Dante

Dr Modesto

An introduction to Dante's major works, concentrating on *Inferno.*

Textbooks
Dante *La divina commedia*
I: *Inferno* (La Nuova Italia)

2. Advanced Dante studies (A)
[Not offered in 1997]

3. Advanced Dante studies (B)
[Not offered in 1997]

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. May also be taken in Performance Studies.

Textbooks
Texts are available in the Department

5. Petrarca and Boccaccio
[Not offered in 1997]

*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 1997]

8. 'La Questione della Lingua'
Prof. Carsaniga

A study of the Renaissance debates on language and the influence of these debates in subsequent centuries.

Textbook
Texts are available in the Department

9. Narrative models of the Italian Renaissance
Dr Reynolds

A close reading of extracts from Boccaccio's *Decameron* and Ariosto's *Orlando furioso*, with reference to the development of the *novella* and romance traditions and to Renaissance humanism.

Textbooks
Boccaccio *Decameron* (Garzanti)
Ariosto *Orlando furioso* (Garzanti)

10. Satire and society in Renaissance Italy
Dr Reynolds

A study of popular literature and of the production of literature in the context of patronage, focusing on the satirical pasquinade and the satirical works of Francesco Berni, in both poetry and prose.

Textbook
Berni *Rime burlesche* (Rizzoli)

11. Eighteenth-century studies
[Not offered in 1997]

*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* (Rizzoli)
Leopardi *Canti* (Rizzoli)
Manzoni *I promessi sposi* (Garzanti)

13. Modernism
Dr Kiernan

A study of Italian Futurism as 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. The novel and history
Dr Kiernan

Interpretations and interrogations of history in three Italian novels of the post-WWII period. A familiarity with *I promessi sposi* by Manzoni is assumed.

Textbooks
P. Levi *Se non ora quando* (Einaudi)
Moravia *1934* (Bompiani)
Tomasi di Lampedusa *Il Gattopardo* (Feltrinelli)

*15. Twentieth-century fictions: text and textuality
Dr Reynolds

A study of prose texts by Italo Calvino.

Textbooks
Calvino *Palomar* (Mondadori)
Calvino *Se una notte d'inverno un viaggiatore...* (Mondadori)

16. The Southern novel
[Not offered in 1997]

17. Twentieth-century poetry
[Not offered in 1997]

*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. May also be taken in Performance Studies.

Textbook
Texts are available in the Department

20. Theatre studies: experimentalism in the theatre
[Not offered in 1997]

21. Culture politics and society in contemporary Italy: 1968-88
[Not offered in 1997]

22. Philology
[Not offered in 1997]

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 1997]

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.

Textbook
Texts are available in the Department

27. Italian cinema
Lecturer to be designated

A study of the main developments in Italian film from the post-WWII.

Textbook
Texts are available in the Department

28. Literary criticism and theory
Dr Kiernan

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. This course is particularly recommended for 390 students.

Textbook
Texts are available in the Department

29. Translation
Various lecturers
Prereq A 201 *or* B 201 and *either* 290 *or* 203

Translation to and from Italian of a range of sources, theory and praxis.

Recommended reading
Steiner *After Babel: aspects of language and translation* 2nd edn (Oxford U. P.)

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**.

Language Centre

The Language Centre is located on Levels 1, 2 and 3 of the Christopher Brennan Building and Level 3 of the Griffith-Taylor Building. It provides language laboratory and audiovisual room teaching facilities for language classes and computer laboratories for all departments of the Faculty. As well there are rooms set aside for any student or staff member of the University, not only those of language departments, to instruct themselves in any one of 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 free to Arts students. (A small fee, currently $30 for 4 months, is charged to non-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. The reading course is also available to members of the public for a somewhat higher fee than that charged to members of the University. (Fees for the reading course may be waived in the case of Arts students.)

Enquiries about the use of the facilities or about the language courses available in the Centre can be made at the Circulation Desk on Level 2 of the Brennan Building, telephone 9351 2371.

Law courses for Combined BA/ LLB

The law courses that must be taken by a candidate for the combined degrees of Bachelor of Arts and Bachelor of Laws are set out in the Table of Courses.

Arts/Law candidates may count 52 units of Law courses towards the Bachelor of Arts degree as follows:

Unit values for BA degree

First year

Legal Institutions I 6 units
Legal Institutions II 6 units
Legal Research and Writing no unit value

Second Year

Constitutional Law 8 units
Torts 8 units
Criminal Law (at the student's option) 8 units

Third Year

Administrative Law 8 units
Contracts 8 units
Criminal Law (if not already completed) 8 units

These courses are taken on the main University campus. The remainder of the courses 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: 9351 0344 or 9351 0345

Legal Institutions I and II each 6 units

Classes Yr: in two semester components, Legal Institutions I and Legal Institutions II
(1hr lec & 2 x 2hr)/wk

An introduction to law which explores the origin, nature and sources of law in Australia, and the institutions through which it is created and administered today. Particular attention is given to the legislative process and the constitutional framework in which it takes place including a study of the judiciary in shaping the law. Major theories about the nature and purpose of law are integrated throughout the course and the response of law to a range of contemporary social problems is examined.

Small group teaching is used for detailed consideration of the reading materials, which form the basis of the course and assessment is directed to the development of skills of legal writing, oral communication and argument.

Legal Research and Writing

This course must be completed before the Bachelor of Laws degree can be awarded. It is graded on a Pass/ Fail basis, and all components of the course must be satisfied, including attendance at legal writing skills and legal research classes, satisfactory completion of legal research assignments and legal writing computer tutorials, and of specified written assessment tasks in the host subjects for the course. These host subjects are usually Legal Institutions and Torts. Host subjects will be advised.

Legal research

This component of the course aims to promote the efficient use of a law library by all students. The major Australian legal research resources, both in hard copy and computer based formats, will be located, analysed and explained. Students will thus gain invaluable practice in (i) *finding* relevant primary and secondary materials, (ii) *evaluating* them, and (iii) *utilising* them effectively. During the course of instruction, students will be encouraged to adopt efficient and up-to-date research methods.

Legal writing

This component of the course aims to provide students with skills in reader-centred approaches to legal writing, and with a range of generic writing skills which will equip them both for University study of law and a range of careers open to law graduates.

Constitutional Law 8 units

Classes Sem: 2 x 2hr/wk

The aim of the course is to give students an understanding of State, and especially Federal, constitutional law. In the latter area, the aim is to give an overall appreciation, combined with a more detailed examination of selected topics.

The state context 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 Sem: 2 x 2hr/wk

This is a general introductory course concerned with liability for civil wrongs. The course seeks to examine and evaluate, through a critical and analytical study of primary and secondary materials, the function and scope of modern tort law and the rationale and utility of its governing principles.

Particular topics on which the course will focus include:

(a) The relationship between torts and other branches of the common law, including contract and criminal law;
(b) The role of fault as the principal basis of liability in the modern law;
(c) Historical development of trespass and the action on the case and the contemporary relevance of this development;
(d) Trespass to the person (battery, assault, and false imprisonment);
(e) Trespass to land;
(f) The action on the case for intentional injury
(g) Defences to trespass, including consent, intellectual disability, minority, necessity and contributory negligence;
(h) Development and scope of the modern tort of negligence, including detailed consideration of duty of care, breach of duty, causation and remoteness of damage and assessment of damages;
(i) Injuries to relational interests, including compensation to relatives of victims of fatal accidents;
(j) Concurrent and vicarious liability;
(k) Defences to torts of negligence;
(l) Breach of statutory duty;
(m) Public nuisance;
(n) Private nuisance; and
(o) Liability for animals.

Criminal Law — 8 units

Classes Sem: 2 x 2hr/wk

This course is designed to assist students in developing the following understandings:

(1) a critical understanding of certain key concepts which recur throughout the substantive criminal law.
(2) A knowledge of the legal rules in certain specified areas of criminal law.
(3) A preliminary understanding of the working of the criminal justice system as a process, and the interaction of that process with the substantive criminal law.
(4) A preliminary understanding of how the criminal law operates in its broader societal context.

The understandings referred to in the foregoing paragraphs will have a critical focus and will draw on procedural, substantive, theoretical and empirical sources. Race, gender, class and the interaction of these factors will be key themes.

Administrative Law — 8 units

Classes Sem: 2 x 2hr/wk

This course involves a study of the relationships of individuals and organisations with government decision-makers. This course examines the legal principles which apply to those relationships with the aim of developing an understanding of the extent to which decision-makers within the executive branch of government are accountable to Parliament, to the courts and to other administrators, such as ombudsmen and review tribunals. The course encourages the development of a critical perspective upon the legal principles and an understanding of how the values of openness, fairness and participation may be promoted. The critical perspective requires an appreciation of how political theory and the insights of other disciplines may provide a framework for analysing the choices made by administrators, and by judges in judicial review.

Contracts — 8 units

Classes Sem: 2 x 2hr/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 to provide experience in problem solving by application of the principles provided by the decided cases.

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 courses are a general introduction to the study of language. Linguistics 101 and/or 103 are designed as self-contained courses for those not proceeding further in linguistics, whereas Linguistics 101 taken with 102 are preliminary and prerequisite courses 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.

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 211GL and 212GL 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 211LSC or 212LSC. 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 211LSC and 212LSC 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 211GL or 212GL. 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

General Linguistics stream

Level	Semester 1	Semester 2
100	Ling 101 3lec 1tut	Ling 102 3lec 1tut
200	Ling 211GL 3lec 1tut	Ling 212GL 3lec 1tut
300	Ling 301: Option 1 2lec Option 2 2lec	Ling 302: Option 3 2lec Option 4 2lec

One of the third year Linguistics options must be either 211LSC or 212LSC.

Total: 44 units

Language and Social Context stream

Level	Semester 1	Semester 2
100	Ling 101 3lec 1tut	Ling 102 3lec 1tut
200	Ling 211LSC 3lec 1tut	Ling 212LSC 3lec 1tut
300	Ling 301: Option 1 2lec Option 2 2lec	Ling 302: Option 3 2lec Option 4 2lec

One of the third year Linguistics options must be either 211GL or 212GL.

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, 102, 201 and 202. The remaining 32 units depend on the stream chosen.

General Linguistics stream

In second year, potential honours students must complete 211GL and 212GL as Linguistics 201 and 202 and 290 (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 211LSC or 212LSC. 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 211LSC and 212LSC as Linguistics 201 and 202 and 290 (two options) (total of 24 units). In third year 301, 302 and 390 (6 options) must be taken (total of 24 units). Two of the options taken in second or third year must be 211GL and 212GL. 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 requirements which are set out in the Table of Courses.

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

Level	Semester 1	Semester 2
100	Ling 101 3lec 1tut	Ling 102 3lec 1tut
200	Ling 211GL 3lec 1tut	Ling 212GL 3lec 1tut
	Ling 290: Option 1 2lec	Option 2 2lec
300	Ling 301, 302, 390: 323 2lec 1tut	Option 5 2lec
	Option 3 2lec	Option 6 2lec
	Option 4	Option 7

During second or third year, students must complete either 211LSC or 212LSC.

IV Honours	Option 8 2lec	(Option 10) 9lec
	Option 9 2lec	(Option 11) 2lec Thesis

Language and Social Context stream

Level	Semester 1	Semester 2
100	Ling 101 3lec 1tut	Ling 102 3lec 1tut
200	Ling 211LSC 3lec 1tut	Ling 212LSC 3lec 1tut
	Ling 290: Option 1 2lec	Option 2 2lec
300	Ling 301, 302, 390: Option 3 2lec	Option 6 2lec
	Option 4 2lec	Option 7 2lec
	Option 5 2lec	Option 8 2lec

During second or third year, students must complete both 211GL and 212GL.

IV Honours	Option 9 2lec	(Option 11) 2lec
	Option 10 2lec	(Option 12) 2lec
		Thesis

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: 9351 4348; fax: 9351 7572.

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.

Junior courses

Linguistics 101 Introduction to linguistics 6 units

Prof. Foley

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

Assessment one 3hr exam (50%), essay or other written assignment (50%)

General aspects of language: the scope of linguistics, areas of research. The nature of human language, the process of communication. The evolution of language; do animals have language? The sounds of speech: how sounds are made, speech organs and their function. Description of vowels and consonants, phonetic notation. Sound contrasts and their linguistic function. Properties of phonological systems. Morphology: types of morphemes, various syntactic functions. Derivational and inflectional morphology. Word formation. Syntax: sentence types and sentence components. Word classes. Constituency analysis. Syntactic derivations. Semantics: the segmentation of reality; the meanings of meaning. Reference and sense. Speech acts and pragmatics.

Linguistics 102 Social and biological aspects of language 6units

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 103 Languages of Australia
6 units

[May be offered in 1997 depending on staff availability]
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment various written assignments plus essay

Introduction to the languages in Australia, illustrating methods of studying language in its social, cultural and historical context. The languages will include: Aboriginal languages, Aboriginal English, community languages, AUSLAN and Australian English. Topics to be discussed: Language acquisition; multilingualism; code-switching; language variation: social and regional; language standardisation and non-standard dialects; language change; conversational style; language as a marker of social identity; language change; pidgins, creoles and Aboriginal English; sign languages; written languages; literacy; language in education; language and culture; language and the law.

Senior courses

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
Dr Manning
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment written assignment, class

Basic concepts and rules of syntax, i.e. the principles by which grammatical units such as phrases, clauses and sentences are formed. Constituents and phrase structure. Relations between sentences. Typological variation in the structural coding of syntactic functions. Grammatical relations: semantic and pragmatic bases. Syntactic derivations in a cross-linguistic perspective: passives, antipassives, datives, causatives. Complex sentences: complementation, relative clauses, adverbial clauses, serialisation, switch reference.

211LSC Functional grammar and discourse
Assoc. Prof. Martin
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 Kiesling
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 (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
Prof. Foley
Classes Sem 1: 2 seminars/wk
Assessment essay, other written assignment

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
Dr Kiesling
Classes Sem 1: 2 seminars/wk
Assessment essay, other written assignment

Variability in language exploring the work of Labov Bailey and other variationists. Patterns of variation in speech communities in phonology, syntax and discourse. Relationship between sociolinguistic variation and language change over time. Extension of variationist approaches to code-switching. Change in bilingual communities. Empirical study.

314 Educational linguistics
[May be offered in 1997 depending on staff availablity]
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
Dr Kiesling
Classes Sem 2: 2 seminars/wk
Assessment essay, other written assignment

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
[Not offered in 1997]

317 Language acquisition
[Not offered in 1997]

318 Introduction to Chinese linguistics
[Not offered in 1997]

319 Phonological theory
Dr Borowsky
Additional prereq 211GL
Classes Sem 1: 2 seminars/wk
Assessment essay, other written assignment

The content and structure of phonological representations. Autosegmental representation: multi-tiered phonology, conventions, formalisms, the skeletal tier; issues in tone, accent, compensatory lengthening, prosodic structure, and harmonic processes. Syllable structure: internal structure, phonological weight, the mora. Metrical structure: feet, grids, extrametricality; issues in stress assignment and epenthesis. Lexical phonology: the cycle, strata. Underspecification theory. Feature geometry.

320 Discourse semantics
[Not offered in 1997]

321 Advanced phonetics
[Not offered in 1997]

322 Modern formal theories of grammar
Dr Manning
Additional 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)
Dr Walsh
Additional prereq Linguistics 211GL
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment written assignment, class

How and why languages change. Criteria for deciding whether languages are genetically related. How to reconstruct past stages of languages, and proto languages. Phonological change. Methods of phonological reconstruction. Morphological change. Morphological reconstruction.

324 Morphology
[May be offered in 1997 depending on staff availablity]
Additional prereq Linguistics 211GL *and* 212GL
Assessment written assignment

Morphological typology and classification. Formal properties of morphological phenomena: concatenative morphology, affixation; nonconcatenative morphology, root-and-pattern morphology, echo-word formation, mutation, sound symbolism. Formal representation of morphological processes. Functional aspects of morphology: categories, grammatical relations, classification systems, etc. Current models of morphology.

325 Semantics and pragmatics
Dr Simpson
Additional prereq Linguistics 212GL *or* 211LSC
Classes Sem 2: 2 seminars/wk
Assessment essay, other written assignment

Definitions: reference and sense. Ambiguity and vagueness. World view and semantic categories. Semantic fields: opposition, hyponymy, markedness. Semantic primitives. Truth conditions and formal semantics. Speech acts, conversational postulates and presuppositions.

326 Genre and register
[Not offered in 1997]

327 Computational linguistics
Dr Manning
Additional prereq Linguistics 212GL
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
[Not offered in 1997]

329 Field methods
Classes Sem 1: 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
[May be offered in 1997 depending on staff availablity]
Additional prereq Linguistics 212GL

331 Issues in functional grammar
[Not offered in 1997]

332 Issues in functional semantics
[Not offered in 1997]

333 Advanced historical linguistics
[Not offered in 1997]

Linguistics IV Honours
See earlier advice about the structure of the course.

School of Mathematics and Statistics

The School of Mathematics and Statistics offers courses in Applied Mathematics, Mathematical Statistics and Pure Mathematics. The Junior courses cover a range of topics in mathematics and statistics and are offered at three levels, viz. Life Sciences, Normal and Advanced, to suit various levels of previous knowledge. Courses at 200 and 300 level and Honours courses are mostly provided within one of the subject areas of Applied Mathematics, Mathematical Statistics and Pure Mathematics.

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 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 9351 4533; fax 9351 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. There are lists of advisers for specific courses in the course handbooks.

100 Level courses
Various combinations of Level 100 courses may be taken, subject to the pre-requisites listed below. However, only one Level 100 course per semester may be taken.

Before deciding on a particular combination of Level 100 courses, students are advised to check carefully the entry requirements relating to mathematics for all courses.

Life Science courses
First-year office (5th Floor, Carslaw Building)

These consists of two one-semester courses, MA111 and MA112, intended to give a rounded view of mathematics and particularly designed for students intending to specialise in the life and social sciences.

Content
Topics covered include differential and integral calculus and linear algebra (in Semester 1) and differential equations and statistics (in Semester 2).

There are comprehensive details in the *Junior Mathematics Courses Handbook*, available from the School at the time of enrolment.

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 bridging course conducted jointly by the School and the Mathematics Learning Centre in February.

Relation to other courses
The Life Science courses together give 12 units of mathematics. The entry requirements for all courses are as set out in the Table of Courses. As a general guide, Life Science courses may not be counted together with any other Level 100 mathematics course offered in the same semester. Students obtaining a Distinction in MA111 are encouraged to enrol in normal courses in subsequent semesters. Only students obtaining a Distinction or better in MA111 may proceed to Level 200 courses in the mathematics discipline area. Students with a Credit or better in MA111 and a Pass or better in MA102 may proceed to Level 200 courses in the statistics discipline area. Students with a Pass in only MA112 are limited to the Level 200 statistics courses MS216 and MS218 and the 300 Level statistics courses MS320 and MS323.

MA111 Life Sciences Mathematics A **6 units**
Classes Sem 1: (4 lec & 2 tut)/wk
Assessment two 2hr exams, 4 assignments, computer project, 3 class quizzes

MA112 Life Sciences Mathematics B **6 units**
Classes Sem 2: (4 lec & 2 tut)/wk
Assessment two 2hr exams, 4 assignments, computer project, 3 class quizzes

Statistical Methods course
First-year office (5th Floor, Carslaw Building)

There is a single year-long Junior course in statistical methods for students with a basic level of previous mathematical knowledge. It may not be counted with any other Junior mathematics courses with a statistics component (MA102, MA104, MA112, MA192 and MA194) and does form part of a major sequence in statistics.

GSM101 General Statistical Methods **12 units**
Classes Yr: (3 lec & 1 tut)/wk
Assessment one 3hr exam/sem, assignments

Semester 1: Nature and design of experiments. Observational studies. descriptive statistics including measures of location and spread. The normal curve. Correlation and regression. Chance variability. Probability distributions. Random variables. The binomial distribution. Expectations and variances. Sampling variability. Estimation.

Semester 2: Tests of significance. Categorical data. Correlation and regression (with inference). One- and two-way analysis of variance. Non-parametric methods.

Normal courses
First-year office (5th Floor, Carslaw Building)

The various combinations of these Level 100 mathematics courses are designed to provide a thorough preparation for further study in mathematics and statistics.

Content
One course is offered in Semester 1, covering mainly linear algebra and differential calculus.

Students may choose one of three courses in Semester 2. Between them, these cover integral calculus, differential equations and modelling, statistics, and discrete mathematics.

There are comprehensive details of these courses in the *Junior Mathematics Courses Handbook*, available from the School at the time of enrolment.

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 jointly by the School and the Mathematics Learning Centre in February.

Relation to other courses
The entry requirements for all courses are as set out in the Table of Courses. The following information, however, may be taken as a guide. Students should take one course in each semester. These courses may not be counted with any other Level 100 mathematics course offered in the same semester. Passes in first-year courses at this level qualify students to proceed to Level 200 courses in mathematics and statistics. Students should note however that some Level 200 courses in both mathematics and statistics require specific Level 100 courses to be passed as qualifying courses. Students obtaining a Distinction or better in Normal courses are encouraged to enrol further in Advanced courses.

MA101 Differential Calculus and Linear Algebra **6 units**
Classes Sem 1: (4 lec, 2 tut & 1 optional computer lab)/wk
Assessment two 2hr exams, 4 assignments

MA102 Integral Calculus and Statistics **6 units**
Classes Sem 2: (4 lec, 2 tut & 1 optional computer lab)/wk
Assessment two 2hr exams, 4 assignments

MA103 Integral Calculus and Discrete Mathematics **6 units**
Classes Sem 2: (4 lec, 2 tut & 1 optional computer lab)/wk
Assessment two 2hr exams, 4 assignments

MA104 Statistics and Discrete Mathematics **6 units**
Classes Sem 2: (4 lec, 2 tut & 1 optional computer lab)/wk
Assessment two 2hr exams, 4 assignments

Advanced courses
First-year office (5th Floor, Carslaw Building)

Advanced courses are available to students with a very good record in high school mathematics or university mathematics in a previous semester who wish to take courses of a more challenging nature. All students aiming for high achievement, such as an honours degree or postgraduate study, are advised to enrol in Advanced courses.

Content
The course content is similar in outline to that of the Normal courses above but proceeds at a faster rate and covers more difficult material. One course is

offered in Semester 1, covering mainly linear algebra and differential calculus. Students may choose one of three courses in Semester 2. Between them, these cover integral calculus, differential equations and modelling, statistics, and discrete mathematics.

There are comprehensive details of these courses in the *Junior Mathematics Courses Handbook*, available from the School at the time of enrolment.

Assumed knowledge
Knowledge equivalent to the 4-unit or the top decile of the 3-unit HSC course is assumed.

Relation to other courses
Students should take one course in each semester. These courses may not be counted with any other Level 100 mathematics course offered in the same semester. Passes in first-year courses at this level qualify students to proceed to Level 200 courses in mathematics and statistics at either the Normal or the Advanced level. Students should note however that some Level 200 courses in both mathematics and statistics require specific Level 100 courses to be passed as qualifying courses.

MA191 Differential Calculus and Linear Algebra (Advanced) 6 units
Classes Sem 1: (4 lec, 2 tut & 1 optional computer lab)/wk
Assessment two 2hr exams, 4 assignments

MA192 Integral Calculus and Statistics (Advanced) 6 units
Classes Sem 2: (4 lec, 2 tut & 1 optional computer lab)/wk
Assessment two 2hr exams, 4 assignments

MA193 Integral Calculus and Discrete Mathematics (Adavnced) 6 units
Prereq Credit in Mathematics 101 *or* 191
Classes Sem 2: (4 lec, 2 tut & 1 optional computer lab)/wk
Assessment two 2hr exams, 4 assignments

MA194 Statistics and Discrete Mathematics (Advanced) 6 units
Classes Sem 2: (4 lec, 2 tut & 1 optional computer lab)/wk
Assessment two 2hr exams, 4 assignments

Level 200 courses

Mathematics

Mathematics provides a range of 4 unit courses at the Level 200 level covering a variety of topics in Pure and Applied Mathematics. Students may take up to 32 units in Level 200 mathematics courses and may combine them with up to 16 units in Level 200 statistics. Anyone intending to take Level 300 courses in mathematics must take a minimum of 16 units of Level 200 courses.

The courses are taught at either the Normal or the Advanced level. See the Table of Courses for details of entry requirements. As a general guide, entry to an Advanced course usually requires a Credit or better in a Normal level qualifying course or a good Pass in an Advanced level qualifying course.

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.

For ease of overview, the courses are arranged under Pure for students wishing to specialise in Pure Mathematics, Applied for those wishing to specialise in Applied Mathematics, and Pure & Applied, which are suitable for both.

Normal courses (Pure and Applied)

Coordinators Ms Britton, Dr Nelson, Dr Ivers

MA201 Vector Calculus and Complex Variables 4 units
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments, tutorial participation

MA202 Matrix Applications 4 units
Classes Sem 1: (2 lec, 1 tut & 2 computer lab)/wk
Assessment one 2hr exam, assignments, tutorial participation

MA205 Fourier Series and Differential Equations 4 units
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA209 Graph Theory 4 units
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments, tutorial participation

Normal courses (Pure)

Ms Britton, Dr Nelson

MA207 Analysis 4 units
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA208 Inner Products and Group Theory 4 units
Classes Sem 2: (2 lec, 1 tut & 1 computer lab)/wk
Assessment one 2hr exam, assignments

Normal courses (Applied)

Dr Ivers

MA203 Introduction to Mathematical Computing 4 units
Classes Sem 1: (1 lec & 3 computer lab)/wk
Assessment one 1hr exam, assignments

MA204 Dynamical Systems 4 units
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA206 Mechanics of Deformable Media 4 units
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA210 Optimisation 4 units
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

Advanced courses (Pure and Applied)

Coordinators Ms Britton, Dr Nelson, Dr Ivers

MA291 Vector Calculus and Complex Variables (Advanced) 4 units
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

Advanced courses (Pure)
Ms Britton, Dr Nelson

MA292 Linear Algebra (Advanced) **4 units**
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA297 Analysis (Advanced) **4 units**
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA298 Differential Equations and Group Theory (Advanced) **4 units**
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment two 1hr exam, assignments

Advanced courses (Applied)
Dr Ivers

MA293 Introduction to Mathematical Computing (Advanced) **4 units**
Classes Sem 1: (1 lec & 3 computer lab)/wk
Assessment one 1hr exam, assignments

MA294 Lagrangian Dynamics (Advanced) **4 units**
Classes Sem 1: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA295 Mathematical Methods (Advanced) **4 units**
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA296 Deformable Media and Waves (Advanced) **4 units**
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

Statistics
The following courses are available in 1997 only. A new modularised system of 4 unit Level 200 statistics courses will be available in 1998. In 1998, the prerequisites for Level 200 statistics courses will be the new Level 100 mathematics courses containing statistics.

The courses MS211/291 and MS213/293 together form a self-contained one-year course in mathematical statistics as well as providing the prerequisites for undertaking Level 300 courses in statistics. Entry to the Advanced courses usually requires a credit or better in the prerequisite course.

Full details are provided in the *Second Year Mathematics Course Handbook* available from the School at the time of enrolment.

Normal courses
Dr D'Abrera

MS211 Mathematical Statistics 2(1) **8 units**
Classes Sem 1: (5 lec, 1 tut & one 2hr prac)/wk
Assessment two 1.5hr exams, assignments, pracs

Probability and distribution theory, exploratory data analysis.

MS213 Mathematical Statistics 2(2) **8 units**
Classes Sem 2: (4 lec, 1 tut & one 2hr prac)/wk
Assessment two 1.5hr exams/sem, assignments, pracs

Hypothesis testing, estimation and dependence.

Statistical Methods course
Dr D'Abrera

This course does not qualify students for any 300 level courses.

MS214 Applied Statistics **8 units**
Classes Sem 2: (4 lec, 2 tut & two 1hr prac)/wk
Assessment two 1.5hr exams, assignments, pracs

Applied linear models, design and sampling.

Advanced courses
Dr D'Abrera

MS291 Mathematical Statistics 2(1) (Advanced) **8 units**
Classes Sem 1: (5 lec, 1 tut & one 2hr prac)/wk
Assessment two 1.5hr exams, assignments, pracs

Probability and distribution theory, exploratory data analysis.

MS293 Mathematical Statistics 2(2) (Advanced) **8 units**
Classes Sem 2: (5 lec, 1 tut & one 2hr prac)/wk
Assessment two 1.5hr and one 2hr exams, assignments, pracs

Hypothesis testing, estimation and dependence, mathematical theory of probability.

Level 300 courses
Mathematics
Mathematics provides a range of 4 unit courses at the Level 300 level covering a wide variety of topics in Pure and Applied Mathematics. Students may take up to 48 units of Level 300 courses. Those students intending to major in mathematics must take a minimum of 16 units and those intending to proceed to Honours must take a minimum of 24 units from the discipline area of mathematics. Students must, however, familiarise themselves with the degree regulations on the maximum number of units which can be taken in a subject area.

The courses are taught at either the Normal or the Advanced level. Entry into the advanced courses is restricted to students who have met various Qualifying course conditions. Students should consult the list below for requirements of individual Advanced courses.

The School encourages students undertaking an Advanced program to choose 3 or 4 Level 300 mathematics courses at the Advanced level.

Any student wishing to keep open the possibility of undertaking an Honours year is strongly advised to consult the appropriate third-year coordinator about their choice of courses.

Full details of course structure, content and examination procedures are provided in the *Third Year Course Handbooks* for Applied Mathematics and Pure Mathematics available from the School at the time of enrolment.

If resources permit, courses are expected to include the following:

Normal courses (Pure and Applied)

Coordinators Ms Henderson, Dr Paunescu, Dr Galloway

MA303 Ordinary Differential Equations **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA304 History of Mathematical Ideas **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, 2500w essay, tut presentation

MA307 Coding Theory **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA310 Information Theory **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA315 Financial Mathematics **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 2hr exam

Normal courses (Pure)

Ms Henderson, Dr Paunescu

MA301 Topology **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA302 Rings and Fields **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA305 Logic **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA306 Geometry **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA308 Real Variables **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA309 Number Theory **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

Normal courses (Applied)

Dr Galloway

MA311 Lagrangian Dynamics **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA312 Mathematical Computing I **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA313 Signal Processing **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 2hr exam, assignments, computer project

MA314 Partial Differential Equations and Waves **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA316 Nonlinear Systems and Biomathematics **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

Advanced courses (Pure and Applied)

Coordinators Ms Henderson, Dr Paunescu, Dr Galloway

MA393 Differential Geometry (Advanced) **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA398 Nonlinear Analysis (Advanced) **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

Advanced courses (Pure)

Ms Henderson, Dr Paunescu

MA381 Differential Analysis (Advanced **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

This course is not offered every year.

MA382 Combinatorics (Advanced) **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment generally one 1.5hr exam, assignments

MA383 Computational Algebra (Advanced) **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA391 Metric Spaces (Advanced) **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA392 Algebra I (Advanced) **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA394 Complex Variable (Advanced) **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA395 Categories and Computer Science (Advanced) **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA396 Group Representation Theory (Advanced) **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

This course is offered only in odd years.

MA397 Algebra II (Advanced) **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

MA399 Lebesgue Integration and Fourier Analysis (Advanced) **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 1.5hr exam, assignments

Advanced courses (Applied)
Dr Galloway

MA384 Fluid Dynamics (Advanced) **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA385 Mathematical Methods (Advanced) **4 units**
Classes Sem 1: (2 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

MA386 Mathematical Computing II (Advanced) **4 units**
Classes Sem 2: (generally 1 lec & 2 computer lab)/wk
Assessment 3 computer projects

MA387 Hamiltonian Dynamics (Advanced) **4 units**
Classes Sem 2: (2 lec & 1 tut)/wk
Assessment one 2hr exam, assignments

Statistics
The following courses will be offered in 1997 only. A new modularised system of 4 unit Level 300 statistics courses will be available in 1998.

Students may take up to 24 units of Level 300 statistics courses. Those students intending to major in statistics must take a minimum of 16 units and those intending to proceed to Honours take the full 24 units from the discipline area of statistics. In addition to 24 units of statistics courses, students may take up to 24 further units from the discipline area of mathematics. Students should, however, familiarise themselves with the degree regulations.

The courses are taught at either the Normal or the Advanced level. Entry into the Advanced courses is restricted to students who have gained a Pass or better in the Advanced level Qualifying course or a Credit or better in the Normal level qualifying course.

Full details of course structure, content and examination procedures are provided in the *Third Year Mathematical Statistics Course Handbook.*

Normal courses
Dr Peiris

MS301 Mathematical Statistics 301 **8 units**
Classes Sem 1: (4 lec & 2 tut)/wk, one 2hr prac/fn
Assessment two 2hr exams, assignments, pracs

Distribution theory, linear models.

MS302 Mathematical Statistics 302 **8 units**
Classes Sem 2: (4 lec & 2 tut)/wk, one 2hr prac/fn
Assessment two 2hr exams, assignments, pracs

Design of experiments, multivariate analysis, inference.

MS317 Mathematical Statistics 3(1) **12 units**
Classes Sem 1: (6 lec, 3 tut & one 2hr prac)/wk
Assessment three 2hr exams, assignments, pracs

Distribution theory, linear models, time series analysis.

MS318 Mathematical Statistics 3(2) **12 units**
Classes Sem 2: (6 lec, 3 tut & one 2hr prac)/wk
Assessment three 2hr exams, assignments, pracs

Design of experiments, multivariate analysis, inference.

Advanced courses
Dr Peiris

MS397 Mathematical Statistics 3(1) (Advanced) **12 units**
Classes Sem 1: (6 lec, 3 tut & one 2hr prac)/wk
Assessment three 2hr exams, assignments, pracs

Distribution theory, linear models, time series analysis.

MS398 Mathematical Statistics 3(2) (Advanced) **12 units**
Classes Sem 2: (8 lec, 3 tut & one 2hr prac)/wk
Assessment four 2hr exams, assignments, pracs

Design of experiments, multivariate analysis, inference, Markov processes.

Honours courses
The School offers to suitably qualified students honours courses in the subject areas:

Applied Mathematics
Mathematical Statistics
Pure Mathematics

Honours courses consist of both formal coursework and an essay project. There is provision for students to take approved courses from other discipline areas within the School and from other departments. The essay is a substantial part of the year's assessment and is closely supervised by a staff member. As part of the essay project, students are required to prepare a talk about their project.

Entry requirements are set out in the Table of Courses and entry is subject to the approval of the Head of School.

Interested students should contact the fourth-year course coordinator at some convenient time before pre-enrolment in October. Third-year students contemplating an Honours year are strongly advised to consult the third-year handbooks for further advice and to discuss their choice of third-year courses with the appropriate third-year coordinator.

Further details of the Honours year are available from the course coordinators for Applied Mathematics IV (Dr Luckock), Mathematical Statistics IV (Prof. Robinson) and Pure Mathematics IV (Dr Hillman) and the respective course handbook.

Medieval Studies

Introduction
Medieval Studies is administered by a Faculty Committee. The Coordinator for 1997 is Assoc. Prof. J.H. Pryor, Department of History, Brennan Building, room 774, telephone 9351 2840, fax 9351 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 64.
3. A major in Medieval Studies requires courses in Medieval Studies to the value of at least 32 units at Senior level.
4. Students proceeding to Medieval Studies IV Honours must complete courses in Medieval Studies at Senior level to the value of at least 48 units, including 16 units from 290, 291, 292, and 293. These courses **must** be arranged with the Coordinator to ensure that any departmental requirements are met.

Courses

1. There are no '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

History 102 (Medieval) *(12 units)*	English 101 *(12 units)*	Hebrew B 101 & B102 (Modern) *(12 units)*	Latin B 101 *(12 units)*
History 201 and 202 *(16 units)*	English 201 *(16 units)*	Medieval Studies 201 *(8 units)*	Latin B 201 *(16 units)*
History 203 and 204 *(16 units)*		Medieval Studies 202 *(8 units)*	
		Medieval Studies 203 *(8 units)*	
		Medieval Studies 204 *(8 units)*	

(2) Major in Medieval Studies

English 101 and 103 *(18 units)*	History 102 (Medieval) *(12 units)*	Philosophy 101 *(6 units)*	Latin B 101 *(12 units)*
English 201 *(16 units)*	Medieval Studies 201 *(8 units)*	Medieval Studies 202 *(8 units)*	Latin B 201 *(16 units)*
	Medieval Studies 203 *(8 units)*	Medieval Studies 204 *(8 units)*	
	Medieval Studies 205 *(8 units)*	Medieval Studies 206 *(8 units)*	
	Medieval Studies 207 *(8 units)*	Medieval Studies 208 *(8 units)*	

(3) Honours in Medieval Studies

History 102 (Medieval) *(12 units)*	Latin B 101 *(12 units)*	German A 101 *(12 units)*	English 101 *(12 units)*
History 201 and 202 *(16 units)*	Medieval Studies 201 *(8 units)*	Medieval Studies 202 *(8 units)*	English 201 *(16 units)*
	Medieval Studies 290 *(8 units)*	Medieval Studies 203 *(8 units)*	English 301 *(16 units)*
	Medieval Studies 291 *(8 units)*	Medieval Studies 204 *(8 units)*	
Medieval Studies IV Honours			

Modern Greek

For courses in the Department of Modern Greek, see under **Greek, Modern.**

Department of Music

The Department of Music offers a wide range of courses for several degrees which are designed for both intending professional musicians and students who will pursue non-musical careers. The Department has its own branch of Fisher Library and a new Computer Music Laboratory on site in the Seymour Centre.

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.

Note: 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 in cases where the work is completed in Semester 1.

Note: Students may count not more than 82 units from the same subject area.

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 1997* for more information about the BMus degree.

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 JO9, telephone 9351 2923, fax 9351 7340, e-mail chris.miles@music.su.edu.au.

Junior courses

Music 101 — 6 units

Prof. Boyd, Assoc. Prof. Marret, Assoc. Prof. Routley, Prof. Sculthorpe, Mr Souter, Ms Weiss
Classes Yr: 2 lec/wk during 21 weeks
Assessment three 1500w essays and several short class tests
Note: It is recommended that students have some experience in reading music notation (at least the ability to follow a simple piano score as they listen)

A study of music in which there are two main objectives:

(i) to teach students how to understand and enjoy music from a critical, analytical, and literary perspective; and
(ii) to improve their skills in writing about music.

A range of topics is covered including the following: Australian music since European settlement, Australian Aboriginal music, Modernism in music, Indonesian music, Monteverdi. Lectures on writing a 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 plus 2 computer induction tutes
Assessment 8 composition/analysis exercises, several tests in class
Note: It is recommended that students have some experience in reading music notation (at least the ability to follow a simple piano score as they listen)

An 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*. These skills are taught in the context of a broad survey of Western historical musical styles from the middle ages to the twentieth century. Regular private practice of aural skills using the Macintosh computer application *Practica Musica* is an essential part of the course.

Textbooks
Practica Musica student disk (Ars Nova)
Listen 2nd brief edn (Worth, 1992)
Music 103 Score Excerpts (in-house publication available from the Department Office)

Music 105 — 6 units

Assoc. Prof. Routley, Ms Weiss, Mr Kempster
Classes Yr: 2-3hr rehearsal/wk, several public performances
Assessment contribution to rehearsals and performances (75%), attendance requirement, one written assignment (25%)

Participation in one of the Department's performance ensembles: the Sydney University Symphony Orchestra, the Central Javanese gamelan or the Pro Musica Choir.

Senior courses

Music 201 — 8 units

3 seminars from Schedules A and C.

Music 202 — 8 units

3 seminars from Schedules A and C.

Music 203 — 8 units

3 seminars from Schedules A and C.

Music 204 — 8 units

3 seminars from Schedules A and C.

Music 290 — 16 units

Dr Hardie
Classes Sem 1: 1hr/wk
Assessment historical essay, analytical essay, reading report and class participation
Note: 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

The methods and materials of music research and writing. Critical appraisal of selected readings.

Music 301 — 8 units

3 seminars from Schedules A, B, and C.

Music 302 — 8 units

3 seminars from Schedules A, B, and C.

Music 303 — 8 units

3 seminars from Schedules A, B, and C.

Music 304 — 8 units

3 seminars from Schedules A, B, and C.

Music 390 — 16 units

Music 390 comprises:
- Musicology (equivalent to 3 seminars — see Schedule C)
- 3 other seminars from Schedules B and C

Music IV Honours

Course 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 Orlovich
Classes Sem 1: 2hr/wk
Assessment 3 class tests, class attendance and participation

An intensive course in aural training. Harmonic recognition (including figured bass) and listening techniques using a range of musical media on recorded excerpts. To give students practice in sight-singing and rhythm clapping. The course is not designed for students who excelled in the aural component of either Music 102 or 103.

Australian Aboriginal music 1

Assoc. Prof. Marett
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. This seminar is highly recommended for students who have completed Music 103.

Concepts 2
Ms Evans
Prereq Concepts 1
Classes Sem 2: (1 lec & 1 tut)/wk

Analysis of compositional techniques in a variety of styles.

History and criticism: the Classical period
Assoc. Prof. Routley
Note: This seminar is a prerequisite for the seminar Shenkerian Analysis
[Not offered in 1997]

History and criticism: the Romantic period
Assoc. Prof. 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)
Note: 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

Topics will include basic recording and mixing techniques, sound synthesis, sampling, editing, and MIDI.

Music in the modern world: 1945 to the present
Prof. Boyd
Classes Sem 2: 1hr/wk
Assessment either (i) two essays, or (ii) by negotiation with the lecturer, one essay and a combination of tasks which may include a short essay, a listening journal, and a class presentation

The European musical avant-garde which emerged in the fifties (Boulez and Stockhausen) and later examples of this movement (Berio, Kagel and Ligeti). A glance towards America (John Cage and his successors, leading to minimalism). Popular music, the rise of electronic music and the development of music technology. Britten. Babbitt and Crumb. New concepts in the music theatre of Kagel and Maxwell Davies. The development of Australian music since 1945.

The origins of modern music: 1883 to 1945
Prof. Boyd
Classes Sem 1: 1hr/wk
Assessment either (i) two essays, or (ii) by negotiation with the lecturer, one essay and a combination of tasks which may include a short essay, a listening journal, and a class presentation

Music in European society from the late 19th century. The origins of modern music and its development through Debussy, Stravinsky and the Serialists. Music in Russia. The rise of nationalism in England (Elgar, Vaughan-Williams, and Holst) and in Hungary (Bartok and Kodaly). Music between the wars, with a focus on neo-classicism. The rise of jazz and its impact in Europe.

Twentieth century harmony 1
Mr Shanahan
Classes Sem 1: 1hr/wk
Assessment 4 composition assignments

Compositional styles and techniques from Debussy to the Serialists.

Twentieth century harmony 2
Mr Shanahan
Prereq Twentieth century harmony 1
Classes Sem 2: 1 lec/wk
Assessment 4 composition assignments

Compositional styles and techniques from 1945 to the present.

The ecology of twentieth century music
Mr Franklin
Classes Sem 2: 1hr/wk
Assessment by presentation of a 30min class seminar paper and a 3000w essay version of this paper

Assuming that music-making emerges from a fabric of musical strands, layers and ideas, as well as an interplay of extra-musical concepts, this course examines the music of various genres and composers of the twentieth century from what may be termed an ecological perspective. Interactions of musical elements are considered, and the extent to which these reflect the interaction of musical, aesthetic and

social paradigms is discussed. Emphasis is placed on student participation, focusing on genres in which students are actively involved.

Schedule B

These seminars may be taken as part of Music 301, 302, 303, 304, 390, and Music IV Honours.

Baroque performance 1

Ms Evans
Classes Sem 1: 1hr/wk
Assessment one essay, weekly or fortnightly prepared performances, end-of-semester performance test

An overview of European music in the seventeenth century to determine what is new, old or revitalised. Some of the issues will be dealt with in practical performance.

Baroque performance 2

Ms Evans
Prereq Baroque performance 1
Classes Sem 2: 1hr/wk
Assessment one essay, weekly or fortnightly prepared performances, end-of-semester performance test

Detailed analysis of the stylistic characteristics of European music from the late seventeenth to mid-eighteenth century, which students apply and discuss in practical performances.

Baroque performance 3

Prereq Baroque performance 2

As for Baroque performance 2, at a higher level.

Baroque performance 4

Prereq Baroque performance 3

Berg's Wozzeck *and* Lulu

Dr Hardie
Classes Sem 2: 1hr/wk
Assessment one 3000w essay, class participation

Berg's two great operas and their place in his repertoire and in 20th-century music.

Computer applications in musical scholarship

Note: Equivalent to 2 seminars
Mr Franklin
Classes Sem 1: one 2hr lec/wk
Assessment two 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 sound files 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

Assoc. Prof. Routley, Assoc. Prof. Marret
Classes Sem 2
Fourth year and postgraduate students only

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 Prof. 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
[May not be offered in 1997]

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.

Australian Aboriginal music 2
Assoc. Prof. Marret
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

Digitial 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
Assoc. Prof. Routley
Prereq permission of the Head of Department
Classes Sem 1: (6hr & 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.

Ensemble performance 1
Assoc. Prof. Routley, Ms Weiss, Mr Stanhope
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
Assoc. Prof. Marett
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
Assoc. Prof. Marret
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
Mr Souter

Laying the basis for an understanding of tonal harmony, voice leading and large-scale structures in the music of the great Classsical composers. This seminar is a prerequisite for senior seminars in analysis.

Harmony and analysis: the Romantic period
Mr Souter

The mysteries of chromatic harmony, beginning with mode mixture and including techniques such as substitution and chromatic versions of tonal progressions. This seminar is a prerequisite for the seminar Schenkerian analysis.

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
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
Mr Souter, Mr Stanhope, Mr Orlovich

The training of harmonic, aural, reading and improvisatory skills at the keyboard. Each seminar consists of a series of six fortnightly one-to-one tutorials. Students taking Keyboard 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.

Elementary keyboard
Students take Harmonisation of Melody and two options listed below.

Keyboard 1-6
Students take any three options listed below.

List of Keyboard options:
Harmonisation of melody
Basic keyboard technique
Transposition
Chord patterns
Figured bass
Score reading
Popular song harmonisation
Improvisation (several styles are possible)
Sing/accompany self

Music paleography 1
Dr Hardie
Classes Sem 1: 1hr/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: 1hr/wk
Assessment 3 orchestration exercises

The basic principles and techniques of orchestration.

Orchestration 2
Mr Shanahan
Classes Sem 2: 1hr/wk
Assessment 3 orchestration exercises

The basic principles and techniques of 19th- and 20th-century orchestration.

Performance theory
Note: Equivalent to 2 seminars
Assoc. Prof. Routley
Prereq permission of the Head of the Department based on an assessment of performing ability
Classes Yr: 1.5hr/wk
Assessment one essay, one practical test on appropriate instruments with short explanatory essays, class participation

Performance practice in the 19th and 20th centuries and its social context.

Note: This seminar is available in 1997 and 1999 only. In alternate years The History of Performance Practice is offered.

Schenkerian analysis
Assoc. Prof. 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
Note: Equivalent to 2 seminars
Ms Evans
Prereq permission of the Head of the Department, based on performing ability
Classes Yr: one 2hr 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.

Note: This seminar is offered in 1998 and 2000 only. In alternate years Performance Theory is offered.

Transcription 1
Ms Weiss
Classes Sem 1: 1hr/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
Classes Sem 2: 1hr/wk
Assessment 3 transcription projects

Through transcription students will explore the nature of musical mode in improvisatory systems, focusing on *raga*, *maqam*, modal jazz and *pathet*.

Performance Studies

Course coordinator Associate Professor G. McAuley

Teaching staff Dr J.A. Day (Southeast Asian Studies), Assoc. Prof. T. Fitzpatrick (Italian), Assoc. Prof. P. Gay (English), Dr J.L. Lewis (Anthropology), Assoc. Prof. G. McAuley (French Studies)

Courses in Performance Studies focus on many genres of cultural performance: theatre, dance, music, ritual, carnival, spectacle, etc. They draw on work in semiotics, linguistics, anthropology, sociology, literary theory and theatre history. In particular, we explore theatrical events (viewed as a process of construction of meaning by performers and spectators) and the collaborative work processes which produce such events, and attempt throughout the courses to situate European theatre traditions in relation to performance traditions emanating from other cultures.

Students observe and analyse performance projects undertaken in conjunction with the artist-in-residence scheme funded through the Centre for Performance Studies. Practical analysis usually involves attendance at a number of workshops or rehearsals.

Location
Centre for Performance Studies, Woolley Building, Manning Road. Telephone 9351 2706, fax 9351 5676.

Major in Performance Studies
A major in Performance Studies (24 Senior units for students who began their degree before 1995; 32 Senior units otherwise) is a necessary prerequisite for students intending to take Drama as a subject in a DipEd or MTeach.

Intending Honours students
Students wishing to take Performance Studies IV should take Performance Studies 201, 301, 302 and Performance Studies 390. A pass at Credit level or above in these courses is required for entry to Honours.

A Credit in Performance Studies 201, 301 and 302 and one other special entry (290, 390) unit together with an appropriate practical background may, on the recommendation of the Course Coordinator, be accepted by the Faculty as the prerequisite for entry to Honours.

Registration
Students should register at the Centre for Performance Studies on the Thursday of Orientation Week.

Performance Studies 201 — 16 units
Coordinator Assoc. Prof. Fitzpatrick, Dr Day, Assoc. Prof. Gay, Dr Lewis, Assoc. Prof. McAuley
Classes Sem 1: (2 lec & 1 tut)/wk; Sem 2: (2 lec & 2 workshop)/wk
Assessment two 2000w essays, tutorial assignments

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, 302, 303 8 units

Coordinator Assoc. Prof. McAuley
Assessment two 3000w assignments

Each of these 8-point courses consists of two semester-length options (each 2 hrs per week) taken from the following list. Not all options are offered each year. Full descriptions of all options to be offered in 1997 will be available late in 1996.

Contemporary critical theories and performance
Culture and performance
Embodiment
European theories of the theatre
Flexible performance: the Commedia dell'Arte
Intercultural performance
Italian medieval drama
Mask performance
Shakespeare on the Globe stage: implications for interpretation
Performance analysis
Performance criticism, the culture and the performance event
Performances of Asia
Performing Shakespeare in Australia, England and North America
Rehearsal/Performance Analysis
Ritual theatre
Space in performance
Text and performance
The audience and the performer
Theories of the actor

Performance Studies 390 8 units

Coordinator Assoc. Prof. McAuley
Classes Yr: 2 seminars/wk
Assessment two 3000w assignments

Students take European theories of the theatre and Rehearsal/Performance Analysis from the option list above.

Performance Studies IV Honours

Coordinator Assoc. Prof. 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 options, each of 2 hours per week for one semester (approximately 5000 words in essays/seminar papers will be required for each option);
- 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.

Fieldwork placements will be arranged by the Project Coordinator at the Centre for Performance Studies. Intending students should discuss their interests with the Course Coordinator and Project Coordinator as early as possible in the year.

Options offered in 1997

(This list is provisional; a complete list of 1997 options will be available late in 1996)

Performances of Asia

Dr Day, Ms Weiss (Department of Music)

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.

Embodiment

Dr Lewis
Classes Sem 1

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.

European theories of the theatre

Assoc. Prof. McAuley

This course is not a history of theatre theory, but rather an attempt to provide a historical perspective to some current issues of concern in theatre practice (eg the representation of gender, intercultural performance, narrativity and the role of text, power relations in the creative hierarchy...) and to explore some seminal texts in the European tradition.

Flexible performance: the Commedia dell'Arte

See entry under Italian.

Italian medieval drama

See entry under Italian.

Rehearsal/performance analysis

This option 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.

Performing Shakespeare in Australia, England and North America

Assoc. Prof. Gay
Classes Sem 2

Taking as a premise that the meaning of a Shakespeare play is determined by the culture which performs it, this seminar will discuss the 'great tradition' of English performance of Shakespeare, American/Canadian appropriation and revision of this tradition, and the emergence of a recognisably Australian style in recent years. Issues discussed will include theatre types and spaces, target audiences, the director's role, the actors' training and voice and body work. Videos, recorded interviews, reviews and (where possible) actual performance analysis will be used as teaching material.

Textbook
G. Holderness (ed.) *The Shakespeare Myth* (Manchester U.P., 1988)

School of Philosophy

The School of Philosophy consists of two departments: General Philosophy (GP) and Traditional and Modern Philosophy (T&M). They are located in the south-east corner of the Main Quadrangle (by the jacaranda tree): General Philosophy is on the first floor, Traditional and Modern Philosophy is on the ground floor. Noticeboards adjoin the offices.

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 administers matters concerning first year. General inquiries about first year matters should be directed to the GP office, Room S432, tel. 9351 2225. More particular inquiries can be directed to the first year coordinator, Dr Buckle, Room S443, tel. 9351 2205.

The Traditional and Modern Philosophy office administers matters concerning second year and third year courses. General inquiries about second or third year matters should be directed to the T&M office, Room S241, tel. 9351 2466. More particular inquiries can be directed to the second/third year coordinator, Dr McDermott, Room S503, tel. 9351 2370.

Registration

Philosophy 101, 102, and 103
A first year course guide 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 26 February	
Surnames A-H	10 am–4 pm
Thursday 27 February	
Surnames I-R	10 am–4 pm
All evening students	4.30–6.30 pm
Friday 28 February	
Surnames S-Z	10 am–12 noon

Second and third year Philosophy
Intending second and third year students should register at any of these times 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 in political philosophy. The course is divided into two halves, to draw out both the significant contrasts between ancient and modern political thought, and also the underlying epistemological differences which explain them. The first half will examine Plato's vision, in the *Republic*, of a harmonious social order governed by the wise; and the second half will consider Rousseau's conception of a social order constituted by the agreement of the governed, and the background fears and assumptions which drive his conclusions.

Textbooks
Plato *The Republic* (Penguin paperback)
J.-J. Rousseau *The Social Contract* (Penguin paperback)
Lecture tapes 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 acquiring of knowledge and/or reasonable belief? Plato's defence of objective truth and Descartes' treatment of scepticism will be discussed.

Textbook
Notes available from the department of Traditional and Modern Philosophy
Tapes available from Fisher Library

Philosophy 102 — 6 units

This course consists of two components, one chosen from Option Pool A and one chosen from Option Pool B.

Option Pool A

Introduction to metaphysics

Prof. Campbell
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one 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 exercises and exam

Criteria of valid reasoning: extensive practice applying rules of deduction to draw correct conclusions from given premisses couched in a special symbolic language. Both sentence connectives and quantifiers will be covered.

Textbook
J. Bacon *Basic Logic* (available from the department of Traditional and Modern Philosophy)

Option Pool B

Aesthetics

Dr Redding
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one tut paper and one essay

This option will examine some of the ways in which philosophers from Plato to Nietzsche have thought about issues to do with artistic representation and the value of beauty. These philosophical conceptions will be examined against the broader context of differing ideas about the role of the aesthetic in human existence.

Textbook
Readings will be available through the department of General Philosophy

Feminism 1

Lecturer to be announced
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one essay

An introduction to different trends within contemporary feminist philosophical thought.

Textbook
A course booklet consisting of a collection of readings will be available from the department of General Philosophy

Introduction to contemporary European thought: the rise and fall of the subject

Dr Byers, Dr Patton
Classes Sem 2: (1 lec &1 tut)/wk
Assessment one essay

The course first looks at some attempts to ground philosophy in a theory of subjectivity or consciousness, with examples taken from Husserl, Heidegger and Sartre. It then examines some recent criticisms of this approach, with examples taken from Derrida and Foucault.

Textbook
Readings will be available from the department of General Philosophy

Theories of modernity 1

Dr Grumley
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one take home exam

A survey of a range of classical 19th century theories from the standpoint of what they offer to the understanding of the newly emerging modern bourgeois social world. The work of Hegel, Marx, de Tocqueville, and Nietzsche will serve as paradigmatic attempts to discover the essence of this new society. Recurring themes and features will be examined through the prism of these thinkers: these include the problem of meaning after the collapse of tradition, the rise of secularism, capitalism, industrialisation, democracy, bureaucratisation and individualism — their features, antinomies and problems. The course is also intended as an introduction to the thinkers concerned while focusing in each case on their theorisation of modernity.

Textbook
Readings will be available from the department of General Philosophy

Philosophy 103 — 6 units

Philosophy 103 comprises any two components from Philosophy 101 or 102, Option Pools A or B, not taken for any other Philosophy course.

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.

It is expected that additional options in Philosophy of mind, Ancient philosophy, and Philosophy of literary forms will also be provided. For details consult the School of Philosophy's senior course handbook.

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
- Hume and the Enlightenment
- Locke and empiricism
- Plato and Aristotle

Epistemology, metaphysics, and logic:
- Elementary logic
- Epistemology 2
- Heidegger's phenomenology
- History and philosophy of science A
- History and philosophy of science B
- Intermediate logic
- Philosophy of mind
- Philosophy of psychoanalysis
- Philosophy of religion
- Self and other
- Sartre's existentialism

Moral, social, and political philosophy:
- Contemporary political philosophy
- Critical feminist theory
- Distributive justice
- Hannah Arendt
- History of ethics
- Marx: history, society, and the individual
- Nietzsche as philosopher
- Philosophy and medicine
- Philosophy of economics
- Women, madness, and medicine

Students taking Philosophy 203 or 204 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: 2hr/wk
Assessment exam and 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) Hume and the Enlightenment

Dr Buckle
Classes Sem 1: 2hr/wk
Assessment essay and take-home exam

Hume's philosophy is usually studied in fragments. This course will concentrate on providing an overall picture of Hume's perspective, by showing the connections between his epistemology, psychology, and theories of morality, aesthetics and religion. His similarities to, and differences from, major figures of the French Enlightenment will be drawn out.

Textbooks
D. Hume *Enquiries* ed. Selby-Bigge/Nidditch (Oxford U.P., paperback)
D. Hume *Dialogues and Natural History of Religion* ed. Gaskin (Oxford U.P., paperback)

(3) Locke and empiricism

Dr Buckle
Classes Sem 2: 2hr/wk
Assessment take-home exam and essay

John Locke is the central figure in the development of a philosophical outlook which stresses the origins of knowledge in experience, and the limits of our rational powers. This course will examine main themes in his epistemology and metaphysics, and assess how these relate to the views of the Cartesians, the Royal Society, and to his 'official' successors, Berkeley and Hume. Attention will also be given to the significance of Locke's epistemology for the moral and religious views of the Enlightenment.

Textbook
J. Locke *An Essay Concerning Human Understanding* ed. Nidditch (Oxford paperback)

(4) Plato and Aristotle
Lecturer to be announced
Classes Sem 2: 2hr/wk
Assessment essay and 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 emphasises 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)

Epistemology, metaphysics, and logic program

(1) Elementary logic
Dr Bacon

For details see Philosophy 102.

(2) Epistemology 2
Dr Heathcote
Classes Sem 1: 2hr/wk
Assessment essay and take-home exam

This course will continue on from where Epistemology 1 left off. It will begin by summarising the main arguments against the Rationalists and the Empiricists and following up some of the issues that would not be dealt with in the first year course. Foremost among these will be the dispute between Locke and Leibniz over the existence of innate ideas, the importance of probabilistic inference from the seventeenth century to the twentieth, and aspects of the post-Kantian tradition. The aim will be to provide students with an up to date survey of the most important ideas in epistemology, showing the main lines of development and the connections to other areas of philosophy.

Textbook
Readings to be made available from the department of Traditional and Modern Philosophy. Additional readings to be advised

(3) Heidegger's phenomenology
Dr Byers
Classes Sem 2: 2 lec/wk
Assessment: take-home exam and essay

An investigation of Martin Heidegger's *Being and Time*. The course introduces and critically considers the major themes of Heidegger's earlier thinking, such as the meaning of the phenomenological method and the question of Being, the interpretation of Dasein in terms of anxiety, care and temporality, and the meaning of time as the horizon for Being. The course concludes by discussing the ways in which Heidegger's analyses have been taken up by psychotherapists such as Binswanger and Boss.

Textbook
Martin Heidegger *Being and Time* trans. John Macquarie and Edward Robinson (Blackwell)

(4) History and philosophy of science A
Assoc. Prof. Chalmers
Classes Sem 1: 2 lec/wk
Assessment take-home exam and 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 and 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) Philosophy of mind
Prof. Copeland
Classes Sem 2: 2hr/wk

An introduction to cognitive science and modern philosophy of mind. Topics covered will include Artificial Intelligence; the computational theory of

mind; the nature of consciousness; connectionism and the connectionist challenge to traditional theories of cognition; the implications of neurophysiological determinism for the idea that human beings have 'free will'; evolutionary psychology and the nature of human rationality.

Textbooks
Jack Copeland *Artificial Intelligence: A Philosophical Introduction* (Oxford: Blackwell, 1993)
W.G. Lycan (ed.) *Mind and Cognition: A Reader* (Oxford: Blackwell 1990)

(7) Intermediate logic
Dr McDermott
Prereq Elementary Logic
Classes Sem 2: 2hr/wk
Assessment exam and 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)

(8) Philosophy of psychoanalysis
Ms Curthoys
Classes Sem 1: 2hr/wk
Assessment essay and take-home exam

The major works of Freud will be discussed, with some mention of influential post-Freudians, in the light of the main philosophical issues raised by them. These include: the status of psychoanalysis as science, self-understanding or interpretation; the kind of evidence relevant to the theory; the conception of the human person involved; the nature of consciousness and of 'the unconscious'.

Textbook
Sigmund Freud *New Introductory Lectures on Psychoanalysis* (Pelican Freud Library)
Richard Wollheim *Freud* (Fontana, Modern Masters)

(9) Philosophy of religion
Dr Barker, Dr McCutcheon
Classes Sem 1: 2hr/wk
Assessment two essays

This course provides an introductory overview of issues in contemporary philosophy of religion. Questions which are addressed in the course include: Can words about God be meaningful? Is belief in God necessary for religion? Can reasons be given for believing or disbelieving in God's existence? Are these reasons objective or context-dependent? What role do revelation and faith play? What are the implications of religious pluralism for religious truth?

Textbook
To be announced

(10) Self and other
Dr Byers
Classes Sem 1: 2hr/wk
Assessment take-home exam plus essay

An investigation of the thought of Emmanuel Levinas, who presents ethics, rather than metaphysics, as 'first philosophy'. The course examines the central themes of Levinas' philosophy as they unfold in his major work, *Totality and Infinity*, spelling out the implications of the 'overcoming of metaphysics' for traditional systems of ethics. In particular, it considers Levinas' interpretation of Western metaphysics as a tradition which predetermines being as 'presence', thereby failing to deal adequately with the 'absent' being of the other; 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, his teachers, Husserl and Heidegger, as well as his influence upon Derrida.

Textbook
Readings will be available from the Department of General Philosophy
Students may also wish to purchase *Totality and Infinity*, by Emmanuel Levinas, trans. Alphonso Lingis (Dusquesne U.P.)

(11) Sartre's existentialism
Prof. Crittenden
Classes Sem 2: 2hr/wk
Assessment essay and take home exam

This course will be concerned with the main themes in Jean-Paul Sartre's *Being and Nothingness*. Consideration will also be given to related ethical themes in the writings of Sartre and Simone de Beauvoir.

Textbooks
J.-P. Sartre *Being and Nothingness* trans. H. Barnes (Methuen)
A collection of other readings will be available from the department of General Philosophy

Moral, social, and political program

(1) Contemporary political philosophy
Dr Gatens
Classes Sem 1: (1 lec & 1 tut)/wk
Assessment essay and take-home exam

A critical introduction to the major schools of thought in contemporary political philosophy. In the latter part of the course, debates around the topic of cultural difference will be considered.

Textbook
Will Kymlicka *Contemporary Political Philosophy: An Introduction* (Clarendon Press)
Additional readings will be available from the department of General Philosophy

(2) Critical feminist theory
Dr Gatens
Classes Sem 1: (1 lec & 1 tut)/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

(3) Distributive justice

Dr McDermott
Classes Sem 2: 2hr/wk
Assessment essay and 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

(4) Hannah Arendt

Dr Grumley
Classes Sem 2: 2hr/wk
Assessment essay and take-home exam

Introduction to the thought of Hannah Arendt. The focus of the course will be her analysis of totalitarianism, her critique of modernity and the rise of the social and her resuscitation of the republican tradition as a non-Marxist radical alternative.

Textbook
Readings will be available from the department of General Philosophy

(5) History of ethics

Dr Bacon
Classes Sem 2: 2 lec/wk
Assessment exam and 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
I. Kant *Grounding for the Metaphysics of Morals* (Hackett)
Readings available from the department of Traditional and Modern Philosophy

(6) Marx: history, society, and the individual

Prof. Markus
Classes Sem 2: 2hr/wk
Assessment take-home exam plus essay

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*

(7) Nietzsche as philosopher

Prof. Crittenden
Classes Sem 2: 2hr/wk
Assessment essay and take home exam

This course will be concerned with the main themes in Nietzsche's thought, with particular attention to be given to his conception of culture and his critique of ethics and epistemology.

Textbooks
F. Nietzsche *The Gay Science* (Vintage paperback)
F. Nietzsche *Thus Spoke Zarathustra* (Penguin)
F. Nietzsche *Beyond Good and Evil* (Penguin)
F. Nietzsche *The Genealogy of Morals* (Vintage paperback)

(8) Philosophy and medicine

Dr Buckle, Dr Redding
Classes Sem 2: 2hr/wk
Assessment two essays

The first section of this course will focus on philosophical issues which stem from the relatively recent impact of science on this ancient practice. Against this historical background will be posed *ontological* questions (what is the relation of the illness as experienced by the patient to the pathological entity which is the object of therapy), *epistemological* questions (what is the relation of the doctor's scientifically-informed knowledge of the illness, to that which the patient has of it 'first-hand' via their experience), and *hermeneutic* questions (what role does the doctor have in the patient's attempts to give a *meaning* to their experience).

In the second section attention will turn to the ethics of medical decision-making, and to the question of the 'ethics' of medical ethics itself. After an introduction to the main kinds of moral theory seen as relevant, an array of questions will be posed, including: With what criteria, if any, are lives to be judged in the context of life and death decisions? What criteria can be brought to policy decisions concerning the allocation of medical resources? What is the role of medical ethics itself in the modern medical environment, and what were the historical motivations behind the rise of medical morality in the eighteenth century — the desire to improve medical practice or to define the social standing of the medical profession?

Textbook
A booklet of readings will be available from the department of General Philosophy

(9) Philosophy of economics

Dr Byers
Classes Sem 2: 2hr/wk
Assessment take-home exam plus essay

An investigation of the status and function of the discourse of classical and neoclassical economics in late 20th century society. The course first examines, compares and criticises various accounts (Marshall, Lipsey, Schumpeter, Friedman) of the scientificity of classical and neoclassical economic theory, paying particular attention to strong post-modern elements in Hayek's interpretation. It then considers the work of Lyotard, Foucault and Charles Taylor, and poses the question as to whether neoclassical theory is best understood as *revealing* the economic domain, or *creating* it. The course concludes by showing how neoclassical economics can be considered as a powerful technique for coordinating and governing a complex and fragmented contemporary society, and for determining what forms of spiritual, cultural and material being 'come to presence'. (No familiarity with economics is necessary or presumed.)

Textbook
Readings available from the department of General Philosophy

(10) Women, madness, and medicine

Dr Russell
Classes Sem 1: 2hr/wk
Assessment two essays

This course examines the presuppositions behind biological psychiatry, especially the view on madness. We will also look at how those presuppositions impact on women's interests.

Textbook
Russell *Women, Madness and Medicine* (Polity)

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. Results are determined at the end of the year.**

Some options are available to both day and evening students. Some options are assessed by an essay and an exam, some by essay and take-home exam and some by two essays; logic options have exercises and an exam. In certain circumstances students may choose to be assessed by a single essay of double the normal length. All options count equally in calculating course results.

Restrictions on choice of options

(i) Philosophy 301 must include one of the following:
- Kant
- Hegel's Philosophy of Right
- Origins of analytic philosophy.

(ii) Your second and third year courses must together include at least one option from each program.

(iii) Intending Honours students are strongly advised to include the pre-honours seminar (in 1997, **Truth**) in their 300 options. Please note also the entry requirements for Philosophy IVG and IVT in the fourth year sections.

List of options

History of philosophy:
- Descartes and seventeenth-century Continental philosophy
- Hegel's *Philosophy of Right*
- Hume and the Enlightenment
- Kant
- Locke and empiricism
- Origins of analytic philosophy
- Plato and Aristotle

Epistemology, metaphysics and logic:
- Conditionals
- Elementary logic
- Epistemology 2
- Heidegger's Philosophy
- Philosophy of mind
- Intermediate logic
- Metaphilosophy
- Philosophy of physics 1
- Philosophy of physics 2
- Philosophy of psychoanalysis
- Philosophy of religion
- Self and other
- Sartre's existentialism
- Truth (pre-honours seminar)
- Wittgenstein

Moral, social, and political philosophy:
- Contemporary political philosophy
- Critical feminist theory
- Distributive justice
- Hannah Arendt
- Heller
- History of ethics
- Indigenous rights and political theory
- Marx: history, society, and the individual
- Nietzsche as philosopher
- Philosophy and medicine
- Philosophy of economics
- Women, madness, and medicine

Students taking Philosophy 303 or 304 can also choose the following options:
- Philosophy of religion (B) — Reason and religious belief (for details consult the School of Studies in Religion);
- The 6 schools of classical Indian philosophy (for details consult the School of Asian Studies);
- History and philosophy of medicine: scientific controversies (for details consult the History and Philosophy of Science Unit).

This list is provisional only. 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) Descartes and seventeenth-century Continental philosophy

For details see 200 level.

(2) Hegel's *Philosophy of Right*

Prof. Markus
Classes Sem 2: 2 lec/wk
Assessment essay and take-home exam

This option will deal with Hegel's social philosophy on the basis of his *Philosophy of Right*.. It will situate his theory of modern society in the whole of his philosophical system and in the context of the theoretical and political trends in contemporary Germany. Hegel's social philosophy will be primarily considered as a theory of constitution of finite subjects as free individuals through the institutionalisation of

relations of mutual recognition and reciprocity in modern society.

Textbook
G. Hegel *Elements of the Philosophy of Right* ed. Allen W. Wood, trans. H.B. Nisbet (Cambridge U.P.)

(3) Hume and the Enlightenment
For details see 200 level.

(4) Kant
Dr Patton
Classes Sem 1: 2hr/wk
Assessment essay and 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)

(5) Locke and empiricism
For details see 200 level.

(6) Origins of analytic philosophy
Prof. Campbell
Classes Sem 1: 2hr/wk
Assessment essay and 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)
Readings available from the department of Traditional and Modern Philosophy

(7) Plato and Aristotle
For details see 200 level.

Epistemology, metaphysics and logic program

(1) Conditionals
Dr McDermott
Classes Sem 1: 2hr/wk
Assessment essay and exam

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

(2) Elementary logic
For details see Philosophy 102.

(3) Epistemology 2
For details see 200 level.

(4) Heidegger's phenomenology
For details see 200 level.

(5) Philosophy of Mind
For details see 200 level.

(6) Intermediate logic
For details see 200 level.

(7) Philosophy of physics 1: from mechanism to relativity
Dr Gaukroger
Classes Sem 1: 2hr/wk
Assessment take-home exam and 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

(8) Philosophy of physics 2: modern physics
Dr Price
Classes Sem 2: 2hr/wk
Assessment take-home exam and 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 1.

Textbooks
H. Price *Time's Arrow and Archimedes' Point* (O.U.P.)
L. Sklar *The Philosophy of Physics* (Westview & O.U.P.)

(9) Philosophy of psychoanalysis
For details see 200 level.

(10) Philosophy of religion
For details see 200 level.

(11) Self and Other
For details see 200 level.

(12) Sartre's existentialism
For details see 200 level.

(13) Truth (pre-honours seminar)
Dr Price, Dr Redding
Classes Sem 2: 2hr/wk
Assessment two essays

An examination of some recent approaches to the notion of truth from both the analytic (e.g. Quine and Davidson) and the continental European (e.g. Heidegger and Gadamer) philosophical traditions. Issues discussed will include: the limits of traditional conceptions of truth as correspondence or coherence; the role of truth within the interpretativist stance; the tension between naturalistic and normative approaches to truth. The course will conclude by reflecting on the question of what exactly is required of a philosophical account of truth.

Textbook
Reading material will be distributed in class

(14) Wittgenstein
Mr Reinhardt
Classes Sem 2: 2hr/wk
Assessment essay and exam

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
Ludwig Wittgenstein *Tractatus-Logicus-Philosophicus* trans. Pears & McGuinness (Routledge, 1961)
Philosophical Investigations trans. G.E.M. Anscombe (Blackwell, 1953)

Moral, social, and political program

(1) Contemporary political philosophy
For details see 200 level.

(2) Critical feminist theory
For details see 200 level.

(3) Distributive justice
For details see 200 level.

(4) Hannah Arendt
For details see 200 level.

(5) Heller
Dr Grumley
Classes Sem 1: 2hr/wk
Assessment essay and take-home exam

Agnes Heller is a leading representative of post-Marxist critical theory. This course will examine some major themes in her social and political philosophy. After a brief consideration of her relation to Lukacs and the tradition of western Marxism, the bulk of the course will focus on her humanist anthropology, theory of needs, dictatorship over needs, radical philosophy, history modernity, cultural exhaustion and critique of aspects of contemporary democracy. While focusing on the contemporary relevance of her vision of the post-modern condition, these themes will be treated against Heller's history as a political dissident form Eastern Europe.

Textbook
Readings will be available from the department of General Philosophy

(6) History of ethics
For details see 200 level.

(7) Indigenous rights and political theory
Dr Patton
Classes Sem 2: 2hr/wk
Assessment essay and take-home exam

An examination of issues raised in connection with the political status of indigenous populations within liberal democracies. These will include questions about property rights and the rights of minority cultures, up to and including the rights to self-determination and sovereignty. These issues will be discussed in relation to liberal political theory as well as recent attempts to theorise politics from poststructuralist perspectives.

Textbook
Readings will be available from the department of General Philosophy

Recommended reading
Will Kymlicka *Multicultural Citizenship: A Liberal Theory of Minority Rights* (Oxford, 1995)
James Tully *Strange Multiplicity: Constitutionalism in an age of diversity* (Cambridge U.P., 1995)

(8) Marx: history, society, and the individual
For details see 200 level

(9) Nietzsche as philosopher
For details see 200 level.

(10) Philosophy and medicine
For details see 200 level.

(11) Philosophy of economics
For details see 200 level.

(12) Women, madness, and medicine
For details see 200 level.

Philosophy IVG Honours

The requirements are six options together with a thesis on an approved topic (10 000 to 15 000 words, equivalent of three options). The thesis is supervised by a member of the department of 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.

(1) Philosophy IVT seminar
In the second semester the fourth seminar will be 'Turing's Machines' given by Prof. Copeland, Visiting Professor in the department of Traditional and Modern Philosophy (see second semester listings for details). For details of the IVT seminar for semester 1 consult the IV booklet available from the department of Traditional and Modern Philosophy.

First semester courses

(2) Presence and *Differance*
Dr Byers
Classes 2hr seminar/wk
Assessment essay

An examination of Derrida's critique of Husserl. The seminar will focus on Derrida's claim that Husserl criticised traditional metaphysics only to reinstate it, and the emergence of the notion of *differance*. It will investigate Derrida's discovery of the presupposition and operation of the 'metaphysics of presence' in key parts of Husserl's *Logical Investigations*, *Phenomenology of the Consciousness of Internal Time*, and the *Crisis* texts; and it will critically consider the meaning and legitimacy of Derrida's response in *Speech and Phenomena*, his *Introduction to Husserl's 'Origin of Geometry'* and the article *Differance*. Some familiarity with phenomenology or deconstruction will be presumed.

Textbook
J. Claude Evans *Strategies of Deconstruction: Derrida and the Myth of the Voice* (University of Minnesota Press)

(3) Ayer and Quine
Dr McDermott

Positivist views about meaning and Quine's attack on them.

(4) Conditionals
Dr McDermott

For details see 300 level.

(5) 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.

(6) Heller
Dr Grumley

For details see 300 level.

(7) Kant
Dr Patton

For details see 300 level.

(8) Origins of analytic philosophy
Prof. Campbell

For details see 300 level.

Second semester courses

(9) Hegel's *Philosophy of Right*
Prof. Markus

For details see 300 level.

(10) Indigenous rights and political theory
Dr Patton

For details see 300 level.

(11) Philosophy of physics 2: modern physics
Dr Price

For details see 300 level.

(12) Turing's Machines — Philosophy IVT seminar
Prof. Copeland

An introduction to the philosophy of computation. The course will focus on the work of Alan Turing, the British logician whose work in mathematical logic led to the construction of the first stored program digital computers just after the Second World War. Turing was also a pioneer of Artificial Intelligence and one of the earliest advocates of the computational theory of mind. Central concerns will be the nature of computation, the scope and limits of computation, and the philosophical foundations of the computational theory of mind.

Textbook
Reading material will be distributed in class

(13) Wittgenstein
Mr Reinhardt

For details see 300 level.

School of Physics

The School of Physics provides a range undergraduate courses in physics at Junior, Intermediate, Senior and Honours levels. Appropriate course choices are available for candidates who wish to major in Physics, to proceed to Honours in Physics or to combine Physics with a major in another subject. Several other faculties and other departments within the Faculty of Science require that Junior Physics be taken as part of the students' preparation for later studies in their more specialised fields. Similarly, Intermediate Physics courses are taken by many Faculty of Engineering students, as well as by many Faculty of Science students who intend to major in other subjects. The fourth year (honours) is taken by students wishing to complete the BSc honours degree in Physics.

The school of Physics provides Environmental Physics courses at the Junior and Intermediate level for students wishing to complement other studies with Physics courses which have an environmental emphasis, and for students wishing to major in Physics within the BSc (Environmental) degree program.

Location
Physics Junior courses: lectures in Physics Building, laboratories in Carslaw 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
Junior courses: At normal laboratory periods during the first week of lectures. Carslaw First Year Laboratories.
Senior courses: At first lecture, in Physics Building. 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, inquiries 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 Junior Physics courses is contained in a booklet for intending students available during Orientation Week or from the First Year Office.

Junior courses
Lecturer in charge: Mrs R.M. Millar, Head of First Year Physics

There six different semester length courses offered at the junior level. Physics 101F (Regular), Physics 102F (Fundamentals) and Physics 191F (Advanced) are offered in Semester 1 only and Physics 103S (Technological), Physics 104S (Environmental and Life Sciences) and Physics 192S (Advanced) are offered in Semester 2 only. Completion of one course in each semester provides a solid foundation for further studies in Physics in higher years.

Physics 101F Regular — 6 units
Classes Sem 1: (3 lec/tut & 3 prac)/wk
Assessment one 3hr exam/sem; lab and assignments

This course is for students who have studied Physics before and gained 65 marks or better in 2-unit HSC Physics or equivalent. The lecture course contains three four week modules on the topics of Mechanics, Fluids and Fields, and Waves. The laboratory work provides an introduction to experimental techniques while reinforcing concepts of physics introduced in lectures.

Textbooks
D. Halliday, R. Resnick and J. Walker *Fundamentals of Physics* 4th edn (John Wiley, 1993)
Physics Laboratory Manuals (School of Physics Publication)

Physics 102F Fundamentals — 6 units
Classes Sem 1: (3 lec/tut & 3 prac)/wk
Assessment one 3hr exam/sem; lab and assignments

This course is designed for students who have not studied Physics previously. The lecture course contains three four week modules on the Language of Physics, Mechanics, and Waves. The laboratory work provides an introduction to experimental techniques while reinforcing concepts of physics introduced in lectures.

Textbooks
D. Halliday, R. Resnick and J. Walker *Fundamentals of Physics* 4th edn (John Wiley, 1993)
Physics Laboratory Manuals (School of Physics Publication)

Physics 191F Advanced A — 6 units
Classes Sem 1: (3 lec/tut & 3 prac)/wk
Assessment one 3hr exam/sem; lab and assignments

Physics 191F (Advanced A) is available to students with a TER of 95 or better or a 2-unit HSC physics mark of 90 or better. It is intended for students who have a strong background in Physics and an interest in studying more advanced topics. It proceeds faster

than Physics 101F (Regular), covering further and more difficult material. The lecture course contains three four week modules on the topics of Mechanics, Fluids and Fields, and Waves. The laboratory work provides an introduction to experimental techniques and to computational physics using chaos theory as the topic of study.

Textbooks
D. Halliday, R. Resnick and J. Walker *Fundamentals of Physics* 4th edn (John Wiley, 1993)
Physics Laboratory Manuals (School of Physics Publication)

Physics 103S Technological — 6 units

Classes Sem 2: (3 lec/tut & 3 prac)/wk
Assessment one 3hr exam/sem; lab and assignments

This course is designed for students majoring in the physical and engineering sciences and emphasis is placed on applications of physical principles to the technological world. The lecture course contains three four week modules on the topics of electromagnetism, thermal physics, and quantum and materials physics. The laboratory work provides a further introduction to experimental physics and students are given the opportunity to undertake short projects in the second half of the semester.

Textbooks
D. Halliday, R. Resnick and J. Walker *Fundamentals of Physics* 4th edn (John Wiley, 1993)
Physics Laboratory Manuals (School of Physics Publication)

Physics 104S Environmental and Life Sciences — 6 units

Classes Sem 2: (3 lec/tut & 3 prac)/wk
Assessment one 3hr exam/sem; lab and assignments

This course has been designed specifically for students interested in further study in environmental and life sciences. The lecture course contains three four week modules on the topics of electromagnetism, properties of matter, and atoms, nuclei and quanta. The laboratory work provides a further introduction to experimental physics and students are given the opportunity to undertake short projects in the second half of the semester.

Textbooks
D. Halliday, R. Resnick and J. Walker *Fundamentals of Physics* 4th edn (John Wiley, 1993)
Physics Laboratory Manuals (School of Physics Publication)

Physics 192S Advanced B — 6 units

Classes Sem 2: (3 lec/tut & 3 prac)/wk
Assessment one 3hr exam/sem; lab and assignments

This course is a continuation of Physics 191F (Advanced A). Students who have completed Physics 101F (Regular) or Physics 102F (Fundamentals) at Distinction level may enrol. It proceeds faster than Physics 103S (Technological), covering further and more difficult material. The lecture course contains three four week modules on the topics of electromagnetism, thermal physics, quantum and materials physics and superconductivity. The laboratory work provides a further introduction to experimental physics and students are given the opportunity to undertake short projects in the second half of the semester.

Textbooks
D. Halliday, R. Resnick and J. Walker *Fundamentals of Physics* 4th edn (John Wiley, 1993)
Physics Laboratory Manuals (School of Physics Publication)

Senior courses

Students interested in senior courses in Physics should either consult the Science Handbook for course descriptions or obtain information from the School of Physics.

Politics

See under **Government and Public Administration**.

Prehistory

See under **Archaeology, Classics and Ancient History**.

Department of Psychology

Psychology is the study of behaviour. As a study it is approached on a scientific basis, with provision for professional training at the postgraduate level. The research activities of the department cover almost all of the main branches of the subject.

Registration and noticeboards
Students in all years must register during the orientation period. Psychology 101F 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. Further information will be posted at the Enrolment Centre and on the First Year Psychology noticeboard on the 4th Floor of the Griffith-Taylor Building.

Information about registration meetings for Second and Third Year Psychology 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 9351 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.

Psychology 101F — 6 units

Classes Sem 1: (3 lec, one 1hr tut & one 1hr demonstration)/wk
Assessment one 3hr exam, one 1000w essay, tut test; experimental participation

Registration with the department should take place in the orientation period. Details will be posted on departmental noticeboards. Psychology 101F 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.

Textbook
To be advised
and
Handbook and Practical Worksheets for Psychology 1 (1997)

Psychology 102S — 6 units

Classes Sem 2: (3 lec, one 1hr tut & one 1hr demonstration)/wk
Assessment one 3hr exam, one 1500w prac report, tut test; experimental participation

The course covers the following areas: human development; human mental abilities; learning, motivation and abnormal psychology; visual perception; cognitive processes.

Textbook
As for Psychology 101F

Psychology 201F — 8 units

Classes Sem 1: (4 lec & up to 4hr tut/prac)/wk
Assessment two 2hr exams, essays, prac reports

Psychology 201F deals with material on both basic and complex psychological processes and covers the following topics:

Psychological statistics
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, quiz

Personality
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, one 1500w essay

Individual differences
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam

Neuroscience and perception
Classes (1 lec & 1 prac)/wk
Assessment one 1hr exam

Textbooks
To be advised

Psychology 202S — 8 units

Classes Sem 2: (4 lec & up to 4hr tut/prac)/wk
Assessment two 2hr exams, essays, prac reports

Psychology 202S deals with material on both basic and complex psychological processes and covers the following topics:

Psychological statistics
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, quiz

Behavioural neuroscience and learning
Classes (1 lec & 1 prac)/wk
Assessment one 1hr exam, prac report

Social psychology
Classes (1 lec & 1 tut)/wk
Assessment one 1hr exam, quiz

Cognitive processes
Classes (1 lec & 1 prac)/wk
Assessment one 1hr exam, one prac report

Textbooks
To be advised

Psychology 301F — 12 units

Classes Sem 1: (4 lec & up to 6hr of tut/prac)/wk
Assessment four 45min exams, essays, prac reports

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 301F and 302S in the timetable for Senior courses.

Students wishing to proceed to Psychology IV Honours must complete History and Philosophy of Psychology I and II and the options in Measurement and Psychometrics and Statistics and Research Design, plus two options in each semester.

Students not wishing to proceed to Psychology IV Honours must complete four options each semester.

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:

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, prac reports

History and philosophy of psychology I: Historical foundations
Note: required of students wishing to proceed to Psychology Honours
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, one 2000w essay, 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, prac report

Measurement and psychometrics
Note: required of students wishing to proceed to Psychology Honours
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, prac report

Social psychology
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, prac report

Theoretical bases of development
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, prac report

Psychology 302S — 12 units
Classes Sem 2: (4 lec & up to 6hr of tut/prac)/wk
Assessment four 45min exams, essays, prac reports

Classes and courses information: See Psychology 301F above. The topics include:

Behavioural neuroscience
Classes (1 lec & up to 2hr of prac or tut)/wk
Assessment one 45min exam, prac 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, report

Environmental and organisational psychology
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, one prac report

History and philosophy of psychology II: Philosophical principles
Note: required of students wishing to proceed to Psychology Honours
Prereq History and philosophy of psychology I: Historical foundations
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, one 2000w essay, tut paper

Human performance
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, 10 short reports, tutorial quiz

Language and communication
Classes (1 lec & 2 prac)/wk
Assessment one 45min exam, assignment

Perceptual systems
Classes (1 lec & 1 up to 2hr of tut or prac)/wk
Assessment one 45min exam, prac report

Personality
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, assignment

Statistics and research design
Note: required of students wishing to proceed to Psychology Honours
Classes (1 lec & 1 tut)/wk
Assessment one 45min exam, prac 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
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 55 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 or review, 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.

School of Studies in Religion

The School of Studies in Religion is administered by the Faculty of Arts and located within the John Woolley Building.

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, 102 and 103 are the Junior courses offered by the School. Related Junior courses in other departments and schools include Biblical Studies 101 and 102, Greek B (New Testament) 111/113, Arab and Islamic Culture 101 and 102, Jewish Civilisation Thought and Culture 101 and 102. These courses permit entry into Senior Religious Studies courses.

For entry to Religious Studies IV Honours, students must have completed requirements for the Pass degree,

including Credit results in 24 senior units of Religious Studies including 390 and 290.

Religious Studies 101, 102 and 103 each 6 units

101 Introduction to the History of Religions (A)

Dr Swain, Dr Cusack
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, Dr Cusack
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.

103 Religious Symbolism and the Arts

Dr Swain
Classes Sem 2: (3 lec & 1 tut)/wk
Assessment one 1hr exam, one 2000w essay, one tut paper

This course complements Religious Studies 101 & 102 and investigates the various ways in which the arts — music, dance, literature and visual arts — relate to religious life. Lectures and tutorials will introduce students to the world of religion and art in the traditions of China, Japan, India, the Middle East, the Mediterranean, Europe, and Aboriginal Australia. The interpretation will particularly focus upon the way in which a people's understanding of cosmic structure and sacred history can shape the religious significance of the arts.

Senior courses

Religious Studies 201, 202, 203, 204, 205, 206, 207, 208 each 8 units

Classes Sem: (2 lec & 1 tut)/wk
Assessment 3000w essay and/or exam

Senior students in Religious Studies may choose from the following semester length options (each worth 8 units) as long as they do not occur simultaneously in a given semester.

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

Dr Cusack
Classes 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

Dr Cusack
Classes Sem 2

This course follows a similar outline to the one above.

(3) The Hindu tradition (A)

Dr Oldmeadow
Classes 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)

Dr Oldmeadow
Classes 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)

Prof. Trompf and others
Classes 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)

Prof. Trompf and others
Classes 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

Dr Harding
Classes 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

Dr Harding
Classes 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) Buddhism A

Dr Oldmeadow
Classes Sem 1

The great foil to Hindu thought in the history of Indian philosophy is Buddhist thought, the pre-eminent representative of the *sramana* tradition vis-à-vis the *brahmana* tradition. This course will provide an introduction to the three jewels of Buddhism: the Buddha (his life and legend) — the Dhamma (his doctrines) — the Sangha (the order of monks and nuns he founded). The course will concentrate on Buddhist doctrines as developed in both Theravada and Mahayana Buddhism in India.

(10) Buddhism B

Dr Oldmeadow
Classes Sem 2

This course provides an overview of the traditions of Buddhism known as the Mahayana (Great Way) which developed in India and from there spread to Tibet, Central Asia, China, Mongolia, Vietnam, Korea and Japan. The course comprises three broad areas of study. In the first, the development and rise to dominance of the Mahayana in India will be examined. The scriptures, schools of philosophy, and the path of the Bodhisattva intent on the awakening of all beings will be central. In the second, the transmission and celebration of Buddhism in Tibet will be the focus with particular reference to the function of the lama, the four major schools and to Tantrism. In the third, the Buddhism of the Far East will be examined. The role of the Lotus Sutra, Chan (Zen) Buddhism, and Buddhist devotionalism will be explored.

(11) Judaism, Christianity and Islam: concord and conflict

Ms Lewin
Classes Sem 2

This course addresses the historical and theological background of the three monotheistic religions. Comparative in approach, the course examines the ways by which each tradition deals with topics such as God, scriptures, violence, ecology and progress. The course also analyses the manner in which the three Abrahamic religions influenced and shaped each other.

(12) Philosophy of religion

Dr Barker, Dr Mc Cutcheon
Classes 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?

(13) Philosophy of religion (B) — reason and religious belief

Dr Barker
Classes Sem 2

Since the late 19th century, discussion within the philosophy of religion has shifted from the traditional arguments for God's existence, to a broader set of themes. These pivot around the issue of the relation to faith. These discussions emphasise the necessity of faith to those conceptual frames that have constituted Western thinking, issuing a challenge to the sovereignty of an overly narrow understanding of the nature and status of reason. In this course, we will

critically examine the philosophical approaches most responsible for this change in our understanding of reason and religious belief. We will consider the extent to which the notion of religious faith can be used to redress the modern preoccupation with reason. And we will consider how our notion of reason must itself be redefined so as to respond to the philosophical questions posed by religious faith.

(14) Religion and gender: an introduction

Dr White and others
Classes 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 religions such as Christianity, Islam, Judaism, Buddhism and Hinduism, as well as in some new forms of spirituality, and in Aboriginal Australia. (Reader available at first class.)

(15) Sociology of new religious movements

Dr Cusack
Classes 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.).

(16) Australian Aboriginal religions

Dr Swain
Classes 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.

(17) The psychology of religion

Dr O'Connor
Classes 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).

(18) Religious experience and change

Dr O'Connor
Classes Sem 2

The course aims at an increased familiarisation with, and a critical understanding of religious experience and religious change in the lives of individuals, communities and religious systems. The approach is interdisciplinary and cross-cultural. It will draw on the relevant work of theorists and researchers in philosophy, theology and psychology, and will refer to the various religious traditions. It will be of special interest to people interested in religious education and formation, spiritual direction and counselling, community development and psychotherapy. It will also provide an opportunity for students with pastoral and theological interests to explore important ways in which people and groups in society find and construct religious meaning.

(19) Religion and contemporary crisis

Prof. Trompf
Classes 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 from other Departments 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: Sociology of Religion, Religion in Australian Politics, Six Schools of Classical Indian Philosophy, 'To see God only': Studies in English Spirituality and Poetry, 1600-1800. Results will be recorded as 'Religious Studies'.

Sanskrit

See under **Asian Studies**.

Semiotics

Coordinator Dr R. Huisman (English)

Teaching staff Dr D. Anderson (English), Professor A. Boyd (Music), Dr Byers (Philosophy), Dr A. Cholodenko (Fine Arts), Mr J. Clegg (Archaeology), Professor M. Clunies Ross (English), Ms Crowe (Social Work, Social Policy & Sociology), Mr P. Durel (French Studies), Ms A. Falahey (Social Work, Social Policy & Sociology), Associate Professor T. Fitzpatrick (Italian), Dr T. Fry (Fine Arts), Dr H. Fulton (English), Dr B. Gardiner (English), Dr M. Gatens (Philosophy), Dr S. Gaukroger (Philosophy), Dr F. Grauby (French Studies), Dr Gummow (Music), Dr P. Hinton (Anthropology), Dr R. Huisman (English), Dr L. Jayamanne (Fine Arts), Dr D. Kelly (English), Dr S. Kiesling (Linguistics), Mr A. Kruse (English), Dr J. Larbalestier (Social Work, Social Policy & Sociology), Dr L. Lewis (Anthropology/Performance Studies), Dr K. Lilley (English), Ms D. Lynch (Social Work, Social Policy & Sociology), 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. Petch (English), Dr H. Price (Philosophy), Dr J. Quinn (English), Associate Professor M. Sankey (French Studies), Dr J. Simpson (Linguistics), Professor T. Smith (Fine Arts), Dr T. Swain (Studies in Religion), Dr P. van Toorn (Australian Literature), Ms M. Wilkinson (Social Work, Social Policy & Sociology), Dr 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

Prereq 32 Senior 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

Coreq Semiotics 301

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

Prereq Credit results in at least 16 Senior units
Coreq Semiotics 301

Students intending to proceed to Semiotics IV Honours in 1998 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: 2hr/wk
Assessment two 500w assignments and one 2000-2500w essay

For course description see English Option 6.11-12.

Core (ii)

Functional grammar and discourse
Assoc. Prof. Martin (Linguistics)
Classes Sem 1: (2 lec, 1 workshop & 1 tut)/wk
Assessment three tutorial exercises and short essay

For course description see Linguistics 211 LSC.

Students with timetabling difficulties may be given permission to replace Core (ii) with the following two English Senior options (both must then be taken):

Functional Grammar for text analysis/ interpretation
Dr G. Williams (English)
Classes Sem 1: 1.5hr/wk
Assessment assignments

For course description see English 392.25.

and

Functional linguistics in critical contexts
Dr G. Williams (English)
Classes Sem 2: 1.5hr/wk
Assessment 3000w essay

For course description see English 392.26.

Options

Options are listed below in alphabetical order of departments, except that options available only to students eligible to enrol in Semiotics 390 are listed from option number 48.

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 Semiotics coordinator or the individual department at the beginning of the 1997 academic year.

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)
Classes Sem 2: double option, 3hr/wk
Assessment two 2000w essays, two projects or tests

For course description see Archaeology (Prehistoric and Historical) option 209.

2. Introduction to Aboriginal writing
Dr van Toorn (Australian Literature)
Classes Sem 1: double option (two 1hr lec & 1 tut)/wk
Assessment class participation (20%), assignment (30%), 3000w essay (50%)

For course description see Australian Literature Option 203.

3. Food, language and culture: a thematic examination of the English language and its speakers
Prof. Clunies Ross (English)
Classes Sem 2: 1hr/wk
Assessment research assignment or 'default' exam

For course description see English option 6.04.

4. Communication and the media
Dr Fulton (English)
Classes Sem 1: 1hr/wk
Assessment classwork and 2000w essay

For course description see English option 6.13.

5. Communication and ideology
Dr Fulton (English)
Classes Sem 2: 1hr/wk
Assessment classwork and 2000w essay

For course description see English option 6.20.

6. 'Sapphos in poetry': women writing, 1760-1960
Dr Gardiner (English)
Classes Sem 2: double option, 2hr/wk
Assessment 1500w assignment and 2hr exam or 2500w essay

For course description see English option 4.27-4.28.

7. William Butler Yeats and Irish poetry
Dr Gardiner (English)
Classes Sem 1: 1hr/wk
Assessment 2000w essay

For course description see English option 4.29.

8. Americans, animals and angels
Dr Gardiner (English)
Classes Sem 1: double option, 2hr/wk
Assessment 1500w assignment; 2hr exam or 2500w essay

For course description see English option 4.36-37.

9. Contemporary American prose
Dr Hardie (English)
Classes Sem 2: double option, 2hr/wk
Assessment 1500w assignment; 2hr exam or 2500w essay

For course description see English option 4.38-39.

10. Language in poetry
Dr Huisman (English)
[Not available in 1997]

11. Postmodernism
Mr Kruse (English)
Classes Sem 2: 1hr/wk
Assessment 2000-2500w essay

For course description see English option 6.16.

12. Contemporary African American women's writing
Dr Lilley (English)
Classes Sem 1: 1hr/wk
Assessment 2000w essay

For course description see English option 4.30.

13. Reading sexuality
Dr Lilley (English)
Classes Sem 2: double option, 2hr/wk
Assessment 1500w assignment; 2hr exam or 2500w essay

For course description see English option 6.18-19.

14. American writing 1965-1990: conspiracy, gossip, resistance
Dr Lilley (English)
[Not available in 1997]

15. Legal fictions
Dr Petch (English)
[Not available in 1997]

16. Writing
Dr Quinn (English)
Classes Sem 1: 1hr/wk
Assessment two assignments

For course description see English option 6.06.

17. Poetics and politics of children's literature
Dr G. Williams (English)
Classes Sem 1: 1hr/wk
Assessment 2000-2500w essay or 'default' exam

For course description see English option 6.09.

18. Children's language and literacy development
Dr G. Williams (English)
Classes Sem 1: 1hr/wk
Assessment 2000-2500w essay or 'default' exam

For course description see English option 6.10.

19. Film studies I: theory of narrative fictional film past and present
Dr Cholodenko (Fine Arts)
Classes Sem 1: double option (2 lec, 1 tut & film screenings)/wk
Assessment one 3000w essay and two 1000w tut papers

For course description see Fine Arts option 7.1(a).

20. Reanimators: the theory of film, television and computer animation
Dr Cholodenko (Fine Arts)
Classes Sem 2: double option (2 lec, 1 tut & film screenings)/wk
Assessment one 3000w essay and tut paper

For course description see Fine Arts option 7.4.

21. From silent to sound cinema
Dr Jayamanne (Fine Arts)
Classes Sem 1: double option (1 lec, 1 tut & film screening)/wk
Assessment essay, tut paper, film review

For course description see Fine Arts option 7.1(b).

22. Contemporary cinema: cross-cultural perspective
Dr Jayamanne (Fine Arts)
Classes Sem 2: double option (1 lec, 3hr film screening & 1 tut)/wk
Assessment essay, tut paper, film review

For course description see Fine Arts 7.2(b).

23. Masterpieces and metapictures
Dr Pefanis (Fine Arts)
Classes Sem 2: double option (1 lec & 1 tut)/wk
Assessment one 2000w tut paper and one 3000w essay

For course description see Fine Arts option 4.7.

24. French poetry (taught in French)
Ms Grauby (French Studies)
[Not available in 1997]

25. Meaning and communication in French narrative cinema (taught in French)
(French Studies)
Classes Sem 1: (1 lec, 1 film screening & 1 tut)/wk
Assessment one classwork, assignment, essay

For course description see French Studies 200/300 French Literature 801.

26. Reading theatre texts (taught in French)
(French Studies)

27. Communicative structures in the novel (taught in French)
Assoc. Prof. Sankey, Mr P. Durel (French Studies)
Classes Sem 2: (1 lec & 1 tut)/wk
Assessment one classwork, assignment, essay

For course description see French Studies 200/300 French Literature 802.

28. Objects, artefacts and the politics of knowledge: museums and their history
Prof. MacLeod (History)
Classes Sem 1: double option (two 1hr lec, 1 tut & field work)/wk
Assessment one classwork, assignment, essay

For course description see History Thematic Option T12.1.

29. Theatre studies: the 'Commedia dell'Arte' and its successors
Assoc. Prof. Fitzpatrick (Italian Studies)
Classes Sem 2: 2hr/wk

For course description see Italian option 19.

30. Semantics and pragmatics
Dr Simpson (Linguistics)
Classes Sem 2: 2hr/wk
Assessment essay, other written assignment

For course description see Linguistics option 325.

31. Cross-cultural communication
Dr Kiesling (Linguistics)
Classes Sem 2: 2 seminars/wk

For course description see Linguistics option 315.

32. 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.

33. 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

For course description see Senior Music Options.

34. 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. (Aust. Aboriginal Music II continues in Semester 2.)

35. The anthropology of performance
Dr Lewis (Anthropology/Performance Studies)
Classes Sem 1: double option (3 meetings & 1 tut)/wk
Assessment two short essays, exam

For course description see Anthropology.

36. Classical phenomenology
Dr Byers (Philosophy)
Classes Sem 2: 2hr/wk
Assessment two essays

For course description see History of Philosophy 200 Option (12).

37. Philosophy of economics
Dr Byers (Philosophy)
Classes Sem 1: 2hr/wk
Assessment two essays

For course description see Philosophy 200 Moral, social and political option 7.

38. Philosophy and literature
Dr Gatens (Philosophy)
Classes Sem 2: 2hr/wk
Assessment take-home exam plus essay

For course description see Philosophy 200 Moral, social and political Senior option 9.

39. Philosophy of physics I: the rise and fall of mechanism
Note: It is advisable that students have studied philosophy and/or physics
Dr Gaukroger (Philosophy)
Classes Sem 1: 2hr/wk
Assessment take-home exam and essay

For course description see Philosophy 301 Epistemology, metaphysics and logic option 14.

40. Contemporary French philosophy
Dr Patton (Philosophy)
Classes Sem 2: 2hr/wk
Assessment two 2000w essays

For course description see Philosophy 200 Moral, social and political option 6.

41. Kinds of objectivity: reality and observation in the philosophy of science
Dr Price (Philosophy)
[Not available in 1997]

42. Religion and the arts
Dr Swain (Religious Studies)
Classes Sem 1: (2 lec & tut)/wk
Assessment one 2500w essay

For course description see Religious Studies option 16.

43. Feminist theory and sociology
Dr Larbalestier (Social Work, Social Policy and Sociology)
Classes Sem 1: 2hr seminar/wk
Assessment 3000w essay

For course description see Sociology 200 level options.

44. The body and social theory
Ms Crowe, Ms Falahey, Dr Larbalestier (Social Work, Social Policy and Sociology)
Classes Sem 2: 2hr seminar/wk
Assessment 3000w essay

For course description see Sociology 200 level options.

45. Sociological perspectives on social justice, law and society
Dr Larbalestier, Ms Lynch, Ms Wilkinson (Social Work, Social Policy and Sociology)
Classes 2hr/wk
Assessment 3000w essay

For course description see Sociology 200 level options.

46. Sociology of culture, difference and identity
Dr Larbalestier (Social Work, Social Policy and Sociology)
Classes double option, 3hr seminar/wk
Assessment 1500w tut paper, 3000w essay

For course description see Sociology 300 level options.

47. Media in contemporary society
Ms Falahey (Social Work, Social Policy and Sociology)
Classes double option, 3hr seminar/wk
Assessment 1500w tut paper, 3000w essay

For course description see Sociology 300 level options.

Note: The following options, 48-56, are available only to students enrolling in Semiotics 390 or who are eligible to enrol in 390.

48. The social production of space
Dr Hinton (Anthropology)
Classes Sem 1: one 2hr seminar/wk
Assessment one 4000w essay

For course description see Social Anthropology 390/1 options.

49. Embodiment
Dr Lewis (Anthropology)
Classes Sem 2: 1 seminar/wk
Assessment one 4000w essay

For course description see Anthropology 200 level options.

50. 'Make it new': the American lyric
Dr Gardiner (English)
Classes Sem 2: 1.5hr/wk
Assessment 3500w essay

For course description see English option 390.6.

51. Novel cities, 1930-1990
Dr Hardie (English)
Classes Sem 1: 1.5hr/wk
Assessment 3500w essay

For course description see English option 390.11.

52. Text to text: literature and cinema
Dr Kelly (English)
Classes Sem 1: 1.5hr/wk
Assessment 3500w essay

For course description see English option 390.10.

53. Rhetoric and reading
Dr Lilley (English)
Classes Sem 1: 1.5hr/wk
Assessment 3500w essay

For course description see English option 390.12.

54. Adolescent subjects
Dr G. Williams (English)
Classes Sem 1: 1.5hr/wk
Assessment 3500w essay

For course description see English option 392.35.

55. Theories of art history
Prof. Smith (Fine Arts)
Classes Sem 2: double option (1 lec & 1 tut)/wk
Assessment 6000w essay or equivalent

For course description see Fine Arts option 10.1.

56. Performance studies and rehearsal/ performance analysis
(Performance Studies)
Classes Yr: double option, 2 seminars/wk
Assessment one 3000w essay, fieldwork

For course description see Performance Studies 390.

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. The social production of space (Dr Hinton, Anthropology)
2. Embodiment (Dr Lewis, Anthropology)
3. Media Communication Theory (Dr Fulton, English)
4. American Literatures: 'red, black, blond and olive' (Dr Gardiner, Dr Anderson, English, double option) not available in 1997
5. 'Make it new': the American lyric (Dr Gardiner, English)
6. Novel Cities, 1930-1990 (Dr Hardie, English)
7. The Semiotics of Literary Discourse: Poetry (Dr Huisman, English)
8. Institutional discourses (English) not available in 1997
9. Text to text: literature and cinema (Dr Kelly, English)
10. Early Modern Women's Writing : Rhetoric, Gender, Sexuality (Dr Lilley, English, double option)
11. Rhetoric and Reading (Dr Lilley, English)
12. Adolescent Subjects (Dr G. Williams, English)
13. The Animation of Cinema (Dr Cholodenko, Fine Arts, double option)
14. Masterpieces and metapictures (Dr Pefanis, Fine Arts, double option)
15. Theories of Art History (Prof. Terry Smith, Fine Arts, double option)
16. La représentation du corps dans la littérature du XIXe siècle (Dr Grauby, French Studies)
17. Issues in Functional Semantics (Assoc. Prof. Martin, Linguistics) not available in 1997
18. Issues in Functional Grammar (Assoc, Prof. Martin, Linguistics) not available in 1997
19. Discourse Semantics (Assoc. Prof. Martin, Linguistics) not available in 1997
20 Register and Genre (Assoc. Prof. Martin, Linguistics)
21. Semantics and Pragmatics (Dr Simpson, Linguistics)
22. Performance Studies & Rehearsal/Performance Analysis (Performance Studies, double option)
23. Contemporary French philosophy (Dr Patton, Philosophy)
24. Frege and Derrida (Dr Schildknecht, 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.

Department of Semitic Studies

Registration
Students taking courses in Semitic Studies must register with the Department during the orientation period.

Location and noticeboards
First floor, northern vestibule, Main Quadrangle. Telephone 9351 2190, fax 9351 6684.

ARABIC
The Department of Semitic Studies offers courses in Arabic at all levels. There are two main strands of *Arabic (Language and Literature)* courses:
(1) *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.

(2) *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.

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 A 101 — 12 units

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 — 16 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 — 16 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 — 12 units

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 & 1991)
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 — 16 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
P.F. Abboud *et al. Intermediate Modern Standard Arabic (IMSA)* Vol. I (Michigan U.P.)
J. Bellamy *et al. Contemporary Arab Readers, Short Stories; Essays* (Michigan U.P.)
For other texts consult the Department

Arabic B 301 — 16 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
P.F. Abboud *et al. Intermediate Modern Standard Arabic* Vol. 2 (Michigan U.P)
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 WORLD, ISLAM AND THE MIDDLE EAST

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.

Assessment
Assessment in all courses is based on a combination of examinations, assignments and/or essays.

Arab World, Islam and the Middle East 101 — 12 units

Assoc. Prof. Shboul
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: Qur'anic studies and Prophetic traditions, the Hellenistic legacy in Arabic learning, Islamic philosophy and sciences, geographical writings and historiography, issues in Islamic theology, role of scholars, the concept of knowledge; 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 World, Islam and the Middle East 201, 202, 301 and 302 — each 8 units

Assoc. Prof. Shboul
Classes (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.

Islam in the world

Semester 1: Islam in the modern world

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

This unit focuses on the place of Islam as a political and cultural force in the modern world, particularly in the countries of the Middle East (West Asia and North Africa) and with special emphasis on political ideas and movements. The main themes are:

(a) *Islamic political thought:* basic concepts and historical background; traditionalism, reform and 'fundamentalism', reassertion and revolution in the Islamic experience; the Sunna-Shi'a divergence and the significance of Shi'a ideology in the modern world.

(b) *Modern Islamic political movements:* Ibn'Abd al-Wahhab, Afghani and his disciples, the Muslim Brethren in Egypt and other Arab countries, Islamic movements in North Africa and the Indian sub-continent.

(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'.

Semester 2: 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.

(c) *The Arab Islamic City in History:* social, cultural and intellectual role of urban centres in Arabia, Syria, Palestine, Iraq, Egypt, North Africa and Islamic Spain.

The contemporary Arab world, society, state and culture

[Not available in 1997]

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, Maghiribi 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, *Taif* 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 Eastern 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.

BIBLICAL STUDIES

Biblical Studies 101 — 12 units

Classes Yr: 3 class/wk
Assessment two 2hr exams, one 2000w essay/sem, other written assignments
Sem 1: one 2hr exam 40%, one essay 10% = 50%
Sem 2: one 2hr exam 40%, one essay 10% = 50%

This introduction to the history, literature and religion of the Bible touches on questions concerning archaeology, geography, the relationship between Ancient Israel and surrounding peoples and cultures, and the formation of the Biblical text. The course provides a background to the study of the Judaeo-Christian traditions.

The material in the course is taught in three separate sections over two semesters.

(i) **The Bible in its setting** (one semester);
(ii) **The Canon and text of the OT** (Composition history) (one semester);
(iii) **Events and movements in the OT** (two semesters).

There is a weekly tutorial in which tutorial papers are presented.

This course seen schematically:

Semester 1

3 hours
Classes one 1hr tut/wk

The Bible in its setting (1 hour)
The Canon and text of the OT (1 hour)
Events and Movements in the OT to the Exile (1 hour)

Semester 2

3 hours
Classes one 1hr tut/wk

Events and Movements in the OT post exilic period and early Christianity (3 hours)

Biblical Studies 201 and 202 — each 8 units

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 70A.D. to the end of the Gaonate, i.e. the period at which the focus of Jewish life stays within the eastern Mediterranean basin and southern Spain. Topics will be handled both as general discussions and particular cases and will include specific examples of particular beliefs. Topics to be dealt with are as shown below.

First semester

Palestine from Roman rule to Islamic conquest
Socio-historical and cultural topics: the revolt of A.D. 70 and the fall of the Jerusalem temple; theological

concerns arising from the loss of the temple; the revolt of A.D. 135 and its results for the Jewish community and diaspora; Jewish sectaries; Jewish eschatological movements; the Samaritans; the Patriarchate; the Jewish Diaspora from A.D. 70-632; the Tannaim and Amoraim — the Babylonian schools; the debate between the Babylonian and Palestinian schools; Palestine under Byzantium — the concept of a Holy Land.

Literary and ethical topics: late Greco-Jewish works; the canonisation of Hebrew scriptures; the 'outside' literature; the Mishnah; Halacha, Aggada, Midrash; the Talmuds; Tosepha; the early liturgy; monotheism, idolatry, God, Torah, holiness; articles of faith, tradition.

Second semester

Jews in the Early Diaspora

Socio-historical and cultural topics: the Islamic conquest and its effect on the Jewish communities; Islamic law and the Jews; Jewish and Samaritan responses to Islam; the Karaite movement; Gaonic responses to the Karaites; the Jewish diaspora under Islam; the Jewish community in China; Jewish Mediterranean society as shown in the Cairo Geniza documents.

Literary and ethical topics: the Massoretes and their work; response of the Gaonim, Sa'adya Gaon's writings; Maimonides and his followers; Hasdai ibn 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 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 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: Rhadanites and traders; Jews under the Goths and Visigoths; Jews in Christian Spain and Provence; Jews in the Carolingian empire; the Crusades and the impact on the Rhineland communities; the rise of Ashkenazi communities; the Jews of Normandy; Jews in England; Jewish self-government in Ashkenaz.

Literary and ethical topics: Jewish 'Crusader chronicles', Tosephists of France, response from Germany; disputations — Nachmanides; Joseph Kimchi; Kabbalah; travelogues; social justice — ethics, regard for human life, attitudes to women, charity, proselytes.

Second semester

Jewish Civilisation, Thought and Culture 202
8 units

From Sephardim to Ashkenazim

Socio-historical and cultural topics: Jewish self-government in Spain; expulsions from France and Spain; the changing Jewish Diaspora post-expulsion; Conversos and Marranos; Jews in Salonica and Turkey; Hasidai Ashkenaz and Maimonides; 1348 persecutions; Jews in Poland and Eastern Europe; Jewish self-government in Poland; Jews in the Netherlands; the Jews in Renaissance Italy; court Jews; Shabbatai Tsevi and other 'messiahs'; Dahr b Amr and the Palestinian Jewish renaissance.

Literary topics: Jewish languages in Europe and the Mediterranean basin; poetry and literature of the Italian Jewish community; Isaac Cordova's memoir; legal codes; ethical wills; memoirs of Gluckel of Hamelin; response of R. Slonick; Menasseh Ben Israel's missives; Safed community; Isaac Luria and his school; ritual and study — prayer, Sabbath, festivals; local Purim texts.

Jewish Civilisation, Thought and Culture 301 and 302: the Modern Period

Classes Yr: (3 lec & 1 tut)/wk
Assessment two 2hr exams (70%), two essays (30%). For option courses, 301A and 302A: one essay (25%), one tut 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: Hassidic movement; the Mitnaggedim and the Gaon of Vilna; the Jews and seventeenth century England; the French Revolution and the Jews; the Pale of Settlement; Jews in the Austro-Hungarian Empire; the changing Jewish Diaspora, 1888-1920.

Literary, cultural and ethical topics: the Haskalah and religious and cultural responses to emancipation; the rebirth of Hebrew; M. Mendelssohn, *Jerusalem*; G.E. Lessing, *Nathan the Wise*; The Science of Judaism School; reform Judaism in modern Jewry; Moses Luzzatto, *Path of the Just*; Hermann Cohen; Franz Rosenzweig; Leo Baeck; Abraham Isaac Cook; Mordecai M. Kaplan; Joseph B. Soloveitchik.

OR

Israel in the Modern Middle East

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.

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 64 senior 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:

Hebrew A 101 — 6 units

Semester 1

Either

Classical

Biblical text (2 hours)

Classical prose composition and syntax (1 hour)

History of Hebrew (1 hour)

Or

Modern

Modern literary text (1 hour)

Modern Hebrew conversation and composition (3 hours = Language 2hrs + Grammar 1hr)

Hebrew A 102 — 6 units

Semester 2

Either

Classical

Biblical text (2 hours)

Qumran Hebrew (2 hours)

Or

Modern
Modern Hebrew literary text (1 hour)
Modern Hebrew conversation and composition (3 hours = Language 2hrs + Grammar 1hr)

Textbooks
Classical
Selections from the minor prophets — Amos, Hosea, Micah and Isaiah 1-10 (in the *Biblia Hebraica Stuttgartensia and Miqraot Gedolot* any edn)

Modern
Sifron lastudent ba-universita (2) (Tel Aviv University) available through the department

Hebrew B 101 — 6 units

Classes Sem 1: 5 class/wk
Assessment exam (60%), continuous assessment (30%), essay (10%)

This course, for those beginning the study of Hebrew, brings students from their first acquaintance with the Hebrew alphabet to an understanding of the Hebrew language. The course is a preparation for more advanced study of Hebrew, whether Classical or Modern. The course is devoted to the study of the grammar and the principles of translation.

Hebrew B (Modern) 102 — 6 units

Classes Sem 2: 5 class/wk
Assessment exam (50%), continuous assessment (40%), orals (10%)

This course continues the study of grammar and introduces the student to modern Hebrew materials. Students have a spoken Hebrew and comprehension test. The selection of modern Hebrew texts includes topics relating to the historical and cultural background of contemporary Hebrew.

Grammar (2hr/wk), modern text (3hr/wk)

Textbooks
Sifron lastudent A, latest edn (Hebrew University Academon)
Everyday Hebrew for Tourists (Tel Aviv, Everyman's Univ.)
Sha'ar la-mathil (newspaper)

Hebrew B (Classical) 103 — 6 units

Classes Sem 2: 5 class/wk
Assessment: exam (50%), continuous assessment (40%), orals (10%)

This course continues the study of grammar and introduces the student to classical Hebrew (Biblical) texts. Students will be given reading fluency and other oral tests.

Grammar (2hr/wk), Classical text (3hr/wk)

Textbooks
C.L. Seow *Grammar for Biblical Hebrew* 2nd edn (Nashville, Abingdon Press, 1995)
Audio visual course in reading
Selections from the Hebrew Bible (T'nach) for reading

Hebrew 200 level

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) — 16 units

Classes Yr: 4 class/wk
Assessment Sem 1 and 2: one 2hr exam (50%), 1500w essay (30%), continuous assessment (20%)

This course consists 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).

Textbooks
Hebrew Language
Sifron lastudent ba-universita (3) (Univ. Tel Aviv)

Hebrew Literature
Selected short stories and poetry available through the Department

Hebrew A (Classical) 203 — 16 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%, Ugaritic or Mishna 40%), essay (20%)
Sem 2: two 1.5hr exams (80%) (text 40%, Inscriptions or Mishna 40%), essay (20%)

This course is 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).

This course consists 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).

Textbooks
Hebrew
Haggai, Zechariah and Malachi in *Biblia Hebraica Stuttgartensia and Miqraot Gedolot* (any edn)
Relevant commentaries on the Old Testament. Relevant background reading as recommended in class from time to time

Ugaritic
J.C.L. Gibson *Canaanite Myths and Legends* (T. & T. Clark, 1978)
Stanislav Segert *A Basic Grammar of the Ugaritic Language* (California, 1984)

Inscriptions
J.C.L. Gibson *Syrian Semitic Inscriptions* (Oxford U.P., 1971)

Hebrew (Classical) 290 — 8 units

Aramaic *or* 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 — 16 units

Classes Yr: 5 class/wk
Assessment Sem 1 and 2: one 2hr exam (50%), 1500w essay, (30%), continuous assessment (20%)

This course is 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).

Textbooks
Hebrew Language
Ivrit lastudent ba-universita I (second part)
Sifron lastudent ba-universita (2)

Hebrew B (Classical) 203 — 16 units

Classes Yr: 4 class/wk
Assessment four 1.5hr exams, one 2000w essay/sem, other assignment
Sem 1: two 1.5hr exams (70%), continuous assessment (10%), essay (20%)
Sem 2: two 1.5hr exams (70%), (text 35% + Qumran Hebrew 35%), continuous assessment (10%), essay (20%)

This course is designed to build on the foundations laid in Hebrew B 101 and 103 and introduce the study of the books of the Hebrew Bible in the light of their setting and composition history. Some parts of the course may be read in conjunction with Hebrew A 101.

These courses consist of: set classical texts (2 hours per week both semesters): a study of Hebrew inscriptions, and syntax and prose composition (1 hour each semester); a study of the canon and composition history of the Hebrew Bible (2 hours per week second semester).

Textbook
C.L. Seow *A Grammar for Biblical Hebrew* 2nd edn (Nashville, Abingdon Press, 1995)

Hebrew 300 level

Assessment four 1.5hr exams, one 2000w essay/sem, other assignment

Students may take *either* or *both* the Classical and Modern Hebrew courses and count them towards the BA degree. Students wishing to read the two courses concurrently should consult the head of department to see what special arrangements may be necessary. Candidates intending to proceed to final Honours in Hebrew should acquaint themselves with the material contained in the entry for Hebrew IV Honours before committing themselves to a special entry course.

Hebrew (Classical) 303 — 16 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%)

This course is 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).

Textbooks
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 — 16 units

Classes Yr: 4 class/wk
Assessment Sem 1 and 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).

Textbooks
Hebrew Language
Ivrit lastudent ba-universita 3 (second part) and 4

Hebrew Literature
Selected short stories and poetry available through the Department

Hebrew (Classical) 390

Aramaic *or* 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.

YIDDISH LANGUAGE, LITERATURE AND CULTURE

From 1997 Yiddish will be available for those beginning the language for the first time. It is hoped that a sequence of courses will be developed from 1997 onwards so that Yiddish may become a major.

Yiddish was the lingua franca of the Ashkenazi/European Jewry. As a language it entails the fusion of three major components — a Germanic base, a Semitic component, and a Slavic component. There is a vast Yiddish literature especially from the eighteenth century when the language was elevated to a status of sanctity by the Chassidic movement.

The junior course Yiddish B101 is intended to give a firm grounding in the language skills on which all senior studies are to be based.

Yiddish B 101 — 12 units

Classes Yr: 6/wk
Assessment Sem 1: two 1.5hr exams 60%, assessment 30%, essay 10%
End of year: two 1.5hr exams 70%, assessment 20%, essay 10%

The course has three components including Yiddish language, Yiddish literature and an introduction to the history of Yiddish and Yiddish culture. This component would also be available as an option to students in Jewish Civilization 2 or 3.

Grammar and language
Classes Yr: 2hr

The course consists of a study of Yiddish grammar, (vocabulary building and enrichment) based on D. Katz *A Grammar of the Yiddish Language* (Duckworth Books, London, 1987) and Uriel Weinreich *College Yiddish. An Introduction to the Yiddish Language, and Jewish Life and Culture* latest rev. edn (YIVO, New York).

Yiddish literature

Classes Yr: 2hr

Introduction to Yiddish prose and poetry in a suitable anthology such as Y. Zilberberg and Y. Mark *Anthology of Yiddish Literature* Parts 1 and 2 (New York, Congress for Jewish Culture, 1976).

Yiddish history and Jewish culture

Classes Yr: 2hr

An introduction to the history of Yiddish and Yiddish literature to the Haskallah period as outlined in D. Katz *Origins of the Yiddish Language* (Oxford, 1987) and Max Weinreich, *History of the Yiddish Language* (University of Chicago, 1980) and an introduction to Jewish Life and Thought in Eastern Europe to the Haskallah period.

Department of Social Work, Social Policy and Sociology

Location

The Department of Social Work, Social Policy and Sociology, which offers courses in Social Policy and Administration and Sociology, is in the R.C. Mills Building on the lower floor. Telephone 9351 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 course.

Social Policy and Administration 301

16 units

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

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. Students should consult the Department in cases where there is a possibility of overlap.

Availability of courses

The descriptions of courses do not indicate their availability. Some courses may be available in first or second semester only, and may not be offered when there are unexpected variations in staff availability or insufficient student demand. Students should consult the Department early in the year for the details of timetabling and availability of courses.

Honours

Students intending to proceed to Sociology IV (Honours) must complete 56 Senior units of Sociology including Sociology 290, Sociology 390 and 391, and obtain results averaging Credit or above in all their Senior units of Sociology.

Sociology 101 — 12 units

Classes Yr: (2 lec & one 2hr tut)/wk
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.

Semester 1: an introduction to the major concepts and areas of debate in sociology; the development of sociology as a separate discipline in response to industrialisation and urbanisation; social interaction, social institutions, social organisation, culture and socialisation.

Semester 2: 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 — 8 units

Classes Sem 1

Sociology 202 — 8 units

Classes Sem 2

Sociology 201 and 202 will provide students with an extended grounding in sociological theory and research methods, as well as a detailed understanding of their application in at least two areas of sociological investigation. Each course consists of one core unit and one Level 200 option. Options may be available in either first or second semester only, Please consult the Department early in the year for timetable details.

Core units

Sociological theory

Classes Sem 1: 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: (1 lec & 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

State power and society

Dr van Krieken, Ms Crowe

This course will provide students with a detailed understanding of the major sociological approaches to the history, structure and dynamics of liberal-democratic states and their relationships to society and relations of power. We will examine the main sociological models of power and the main sociological theories of the state. These approaches are then used to analyse the construction of social, economic and political issues as well as how these relate to power and control, citizenship and modes of individual and collective action. This discussion will include an examination of the management of the modern state and crises in that management, the welfare state and citizenship, the importance of culture and discourse in constituting particular relations between the state and both individual and collective actors, and postmodernist analyses of power and culture. Finally, more recent theories of globalisation, contemporary nation-states, power, culture and identity are outlined and critically examined.

Sociological perspectives on social justice, law and society

Dr Larbalestier, Ms Lynch, Ms Wilkinson

This course examines sociological approaches to social justice in the context of Australia's legal justice system. A particular focus is the intersection of social justice and legal justice. Sociological approaches to social justice and law raise questions about ways in which law serves to reproduce and maintain existing relations of power and patterns of inequality, contribute to social order and control, define the moral order of

society, protect and guarantee individual and group rights, and act as a site of struggle for social justice and social reform. In considering these issues attention will be given to the work of classical sociological theorists such as Durkheim, and Weber on law and society, and the work of more recent writers on social justice and society such as Barry Hindess, John Rawls, Iris Marion Young and Michael Walzer. These approaches to law, justice and society will be explored in the context of specific areas of current concern including: juvenile justice, child protection and children's rights, families, violence, sexuality, disability, indigenous rights and euthanasia.

Social inequality in Australia
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
Ms Falahey, 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 Falahey, 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/constructionalist (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
Dr 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
R. Robertson *The Sociology of Religion* (Penguin, 1987)

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
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

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, Dr 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 Falahey

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

Dr 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 Yr: 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. The course will be offered in either 1st or 2nd semester, depending on staff availability — please consult the Department early in the year.

Sociology 301 — 8 units

Classes Sem 1

Sociology 302 — 8 units

Classes 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

Classes 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

Contemporary cultural theories in sociology

Ms Falahey

This course will examine key issues and debates within current sociological writings on culture. It will cover a range of cultural theories, including structuralism, poststructuralist, deconstructionist and postmodernist accounts. Issues addressed will focus on cultural representations. Topics include a critical analysis of distinctions between sub- and counter-culture, as well as separations between high and popular culture. Issues concerning cultural authorisations, meta-narratives, hyper-realities and transformations will also be considered. These topics will be addressed in relation to sociological concerns including those of cultural practices, (re) confirmations and challenges.

Sociology of interaction

Assoc. Prof. Davis

This course will give students an understanding of the major sociological theories that have generated detailed studies of social interaction, and of some of the major contributions made by both theorists and empirical researchers working in a qualitative tradition. The course will start with Simmel, Mead and Schutz and elaborate some of the key concepts that emerge from their work, and traverse the developments that have occurred in the Chicago school of symbolic interactionism down to the present day. The students will also get an introduction to the current debates on the requirements for a theory of social action. This will involve a review of Parsons' work, along with more contemporary theorists that have drawn on insights from symbolic interaction and action theories, such as Giddens, Habermas and Bourdieu. Marxist and structuralist critiques will also be covered. The work of Goffman on performance and frames, Blau and Homans on the analysis of power and influence in their development of exchange theory, and Garfinkel's and other ethnomethodologists' critiques of social theory will also be examined, along with some of the approaches and research in small-group dynamics.

Sociology of culture, difference and identity
Dr Larbalestier

This course explores theories of culture, difference and identity in the context of contemporary discussion and debate around notions of modernity and postmodernity. In exploring these issues, we will focus on negotiations around: cultural difference; identity and social justice; cultural representation, recognition and authenticity; and specific modes of embodied politics. In dealing with these areas of sociological concern attention will be given to: sexuality, gender, 'race' and ethnicity; writing subjectivity, identity and difference; colonialism/ postcolonialism; multiculturalism in Australia, the politics of Mabo and questions of global identity and culture.

Sociology of urbanisation and modernity
Dr Larbalestier

The focus of this course is sociological understandings of modernity in the context of contemporary urbanisation in industrial societies. Studies will centre on time, space and gender distinctions which are integral to theories of modernity. The course will examine historical processes of urbanisation, and the various ways in which class structure and relationships and gender order and relationships are represented spatially in the market and in everyday life. The role of urban social movements and urban political debates in contemporary Australia will also be examined.

Science, technology and social change
Ms Crowe

Students will examine the major sociological theories concerning science and technology, and relate these theories to the issue of social change. It will examine the effects of scientific and technological innovation on society as well as the shaping of science and technology by cultural, economic, political and organisational considerations. The course will explore the social process of invention to provide students with an appreciation of the dynamics of the science-technology relationship. Past and present responses to technology, including Luddism, alternative technology debates, and feminist critiques of reproductive technology will be explored to illustrate some of the major tenets concerning the relationship of technology to social change. Theoretical frameworks will include feminist, marxist, liberal, critical theorist and 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 Falahey

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 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 overviews 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 andro-centrism) 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

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

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.

Sociology 390 — 8 units

Contemporary sociological theory

Classes Sem 1: one 3hr seminar/wk
Assessment tut paper, two 3000w essays

In this option we shall examine the central strands of sociological thought since the work of the classical theorists. As well as studying the essential features of the differing theoretical developments in twentieth-century sociology, we shall also look at the ways in which seemingly different traditions of theorising about society often have common origins, if not always common concerns and outcomes. The course will cover the following topics: functionalist theory in post-war American sociology, its critics and alternatives such as symbolic interactionism, exchange theory and ethnomethodology; systems theory; Goffman — the sociology of everyday life, the presentation of self and micro-sociology; structuralism — its origins and effects in French social theory, linguistics and anthropology; trends in Marxist social thought, including Louis Althusser and structuralist Marxism; psychoanalysis and social theory; feminist social theory since the 1960s and 70s, the critique of male reason; Foucault and after — discourse theory and post-structuralism; Giddens and the action/structure debate.

Textbook
I. Craib *Modern Social Theory* (New York, 1992)

Sociology 391 — 8 units

Empirical methods of sociological investigation

Classes Sem 2: one 3hr seminar/wk
Assessment workbook, 3500w essay/research design, exam

This unit will enable students to develop (a) an understanding of a variety of empirical techniques used in sociological research; (b) a critical appreciation of the strengths and weaknesses of these various methods; (c) an understanding of how to deploy empirical techniques in a variety of research designs; and (d) the ability to evaluate the adequacy of the research that employs such techniques. The sessions dealing with specific techniques will use exercises and will be conducted on a workshop basis. Students will be expected to complete a weekly workbook that will be handed in and assessed at the end of the course. The unit will also cover a number of substantive issues, including the relationship between theory and method, contemporary critiques of empirical research, the quantitative/qualitative debate in sociological research, the uses of official data sets and problems in meta-analysis.

Sociology IV Honours

Sociology IV students are required to undertake the three courses listed below and write a thesis of between 15 000 and 20 000 words, depending on the research method. Arrangements concerning dissertation topics and supervision will be made late in the preceding year. The thesis will be worth 60% of the final Sociology IV mark, and the courses will be worth 40%. The Department will also consider the possibility of incorporating a research placement into the supervisory arrangements of those students and thesis topics which are considered suitable.

Contemporary issues in sociological thought

Classes Sem 1: one 2hr seminar/wk
Assessment tut paper, one 3500w essay

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'.

Understanding and explanation in sociology

Ms Falahey, Dr Pemberton
Classes Sem 1: one 2hr seminar/wk
Assessment two 1500w essays

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.

Research Seminar

Classes Sem 1 and 2: one 2hr seminar/wk
Assessment one 2000w exercise, one 3500w essay, progress reports on dissertation

The seminar will examine issues concerning methods and perspectives in sociological research emerging from students' dissertation projects, as well as research design and organisation. Students will also be required to present reports on the progress of their research throughout the year.

Social Anthropology

See under **Anthropology**.

Spanish and Latin American Studies

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, and the second year course a strand on literature in Spanish. 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 students in the Faculty of Arts who have no substantial prior knowledge of the language and are accepted into the quota for the course. Should the course quota not be filled by Arts students, other students of the University may be able 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 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 9351 3129, or the Language Centre, telephone 9351 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 Spanish courses normally offered here may not be available. Please enquire on the telephone numbers above.

Spanish B 101 — 12 units

Coordinator to be determined
Classes Yr: 6 class/wk
Assessment four 1hr exams/sem, assignments, oral work

The course will consist of:
- 4hr/wk language classes
- 1hr/wk civilisation lecture
- 1hr/wk language laboratory

Spanish B 201 — 16 units

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
- 2hr/wk literature lectures

Thai

See under **Asian Studies**.

Department of Women's Studies

Core teaching staff: Associate Professor E. Probyn, Dr A. Bashford, Dr G. Mason

Affiliated Teaching staff: Dr G. Barnes (English), Dr D. Brennan (Government), Professor B. Cass (Social Work, Social Policy and Sociology), Dr D. Coleman (English), Ms J. Curthoys (Traditional and Modern Philosophy), Dr B. Gardiner (English), Dr M. Gatens (General Philosophy), Dr J. Godden (Nursing), Dr M. Hardie (English), Dr S. Jamieson (Industrial Relations), Dr L. Jaymanne (Fine Arts), Dr I. Karpin (Law), Dr J. Kociumbas (History), Dr J. Larbalestier (Social Work and Social Policy), Dr K. Lilley (English), Dr G. Meagher (Economics), Dr M. O'Loughlin (Education), Dr S. Petch (English), Dr A. Rubbo (Architecture), Dr D. Russell (General Philosophy), Dr P. Russell (History), Dr T. Schofield (Community Health — Cumberland), Dr G. Sluga (History), Dr D. Speed (English), Ms A. Turtle (Psychology), Dr P. van Toorn (English), Dr E. White (Studies in Religion), Prof. E. Webby (English)

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 Department of Women's Studies, 127 Darlington Road, in February 1997. Students should register for options only after having looked at the Women's Studies course handbook.

Noticeboards/enquiries
Noticeboards are located at the Department of Women's Studies, 127 Darlington Road. Enquiries: telephone 9351 3638, fax 9660 5300

Women's Studies 201, 202, 203, 204, 290 each 8 units

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.

Students with Credit results in twelve Junior units in one subject area may also take Women's Studies 290, eight units, one semester course, 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 in third year simultaneously with Women's Studies 390.

Women's Studies 207 16 units

Comprises the core course, Feminism: an Introduction, together with one double or two single options taken in either semester.

Women's Studies 201 8 units

First semester

Feminism: an introduction
Dr Bashford
Classes Sem 1: 3hr/wk
Assessment: three 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 of 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, including queer theory. 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. Students should check with the Department to find out in which semester options are offered.

Options

***(1) 'Sapphos in poetry': women writing, 1760-1960** — double option*
Dr Gardiner (English)
Classes one 2hr seminar/wk
Assessment one 1500w assignment, 2500w essay, or take-home exam

For course description see English

***(2) Love in the Middle Ages** — single option*
Dr Barnes, Dr Wogan-Browne (English)
Classes 1 lec/wk

For course description see English

***(3) Feminist theory and sociology** — single option*
Dr Larbalestier, Ms Crowe (Social Work, Social Policy and Sociology)
Classes one 2hr seminar/wk
Assessment essay and class presentation

For course description see Sociology.

***(4) Critical feminist theory** — double option*
Dr Gatens (General Philosophy)
Classes 2hr/wk
Assessment essay plus take-home exam

For course description see Philosophy.

***(5) Feminist theology** — single option*
Dr E. White
Classes 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.

***(6) Gender and music** — single option*
Classes 1hr seminar/wk
Assessment essay, seminar presentation

This course will examine the ways in which gender identity and difference are articulated through musical composition and performance. It will present an account of the accomplishments of women in the western art music tradition (from the twelfth century to the present day) and also provide opportunities for studying women's musical presentations within non-western traditions and popular music (including jazz, rock and film music). It will consider how music participates in the construction of gender roles and relationships and examine the social structures which have maintained (and continue to maintain) the very real differences which exist between men and women in the music world.

(7) Contemporary African American women's writing
Dr Lilley
Classes Sem 1: 1 lec/wk

An investigation of current poetry and prose by the new generation of African American women writers in relation to questions of sexed subjectivity, genre, history, textual experiment and tradition.

(8) Contemporary American prose
Dr Hardie
Classes Sem 2: (1 lec & 1 tut)/wk

This course will examine recent trends in American fiction and nonfiction. Topics to be considered include periodisation and locality in postmodern discourses; 'yuppie' and 'Generation X' writing; the relationship between written texts and other media; true crime, cyberpunk, sex-radical and minority cultures as textual domains in the 80s and 90s.

(9) The political economy of women — *double option*
Dr Meagher (Economics)
Classes Sem 2: (two 1hr lec & one 2hr workshop)/wk
Assessment exam, essay and group project

This 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 liberal political and economic theories.

(10) Feminism I — *single option*
Lecturer to be advised (Traditional and Modern Philosophy)
Classes (1 lec & 1 tut)/wk
Assessment one essay

For course description see Philosophy.

(11) Women and art history — *double option*
Lecturer to be advised (Fine Arts)
Classes (2 lec & 1 tut)/wk
Assessment class work, essay, visual test

For course description see Fine Arts.

(12) Women, madness and medicine — *double option*
Dr Russell (General Philosophy)
Classes (1 lec & 1 tut)/wk

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.

(13) The nature/nurture controversy in psychology — *single option*
Ms Turtle
Classes (1 lec & 1 tut)/wk
Assessment essay and 1hr essay-type exam

For course description see Psychology.

(14) Religion and gender: an introduction
Dr White (Studies in Religion)
Classes one 2hr seminar/wk

This course introduces students to a variety of feminisms and considers specific examples of modern thought in this regard in relation to major religions such as Christianity, Islam, Judaism, Buddhism and Hinduism, as well as in some new forms of spirituality, and in Aboriginal Australia.

(15) Gender, science and the body — *double option*
Dr Bashford
Classes 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.

Women's Studies 301, 302, 303, 304 each 8 units

Women's Studies 301 is a compulsory core course worth 8 units. Women's Studies 302, 303, 304 consist of one double or two single options. Women's Studies 302 is normally taken in semester 2 but may be taken in Semester 1.

Women's Studies 390 8 units

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 core course. Women's Studies 390 must be taken by any students wishing to proceed to Women's Studies IV Honours.

Women's Studies 307 16 units

Students will find that the 16 unit year-long course, 307, which includes the first semester core course listed under 301 and one double or two single options, offers the maximum flexibility in the choice of options.

Women's Studies 301 8 units

First semester core course

Assoc. Prof. Elspeth Probyn
Classes (one 1hr lec & one 2hr seminar)/wk
Assessment one 3500w essay and one short paper

This course serves as an introduction to the main theoretical lines of what is broadly known as 'feminist cultural studies'. If, as Stuart Hall has argued, feminism first 'broke and broke into cultural studies' some twenty years ago, in this course we will examine the impact that feminism has had in rearranging the contours of debates on race, class, ethnicity, sexuality and, of course, gender within cultural studies. This will entail a careful consideration of how feminist cultural studies took up and at times turned around such dominant paradigms as humanist marxism, structuralist marxism, semiotics, discourse theory and

more recently, postmodernism. In turn, we will examine the effect that cultural studies has had on feminist studies in various local and transnational sites. The structure of the course will privilege close readings of key theoretical texts as well as the analysis of different forms of cultural practice.

Options

Women's Studies III students may take any of the 15 courses listed for WSII except (10) Feminism 1.

Year long

(16) Gender and history — double option

Dr Sluga (History), Dr Bashford (Women's Studies)
Classes Yr: one 2hr seminar/wk

Theorising about gender has provoked the reconsideration of major themes and approaches in the writing of history. This seminar explores the challenges that gender is posing to historians and the discipline of history. It relates concepts of gender to issues of class and race. The history of masculinity and femininity is related to an understanding of nationalism, imperialism, post-colonialism, the history of sexuality and postmodernism and draws on western and non-western case studies. We will also look at the crucial role of feminist theory in problematising categories of historiography such as experience, identity, spaces and bodies.

Semester options

(17) Urbanisation and modernity — single option

Dr Larbalestier (Social Work and Social Policy)
Classes 3hr/wk
Assessment essay and course participation

For course description see Sociology level 300 options.

(18) Habitat and society — single option

Dr Rubbo (Architecture)
Classes 2hr/wk
Assessment 3 assignments, one of which is based on field-work

This course aims to provide skills in, and an awareness of, the relationship between habitat and society. By habitat is meant the broad range of environments in which people carry out their daily lives; by society is meant the social and cultural mores which help shape the form of the built environment. The intention is that this course will be useful in: (a) the development of awareness and skills in understanding what people want in an environment and how they may be involved in the design process; (b) the development of an awareness of the relationship between habitat and society from a cross-cultural point of view.

(19) Reading sexuality

Dr Lilley (English)
Classes (1 lec & 1 tut)/wk

This option will investigate a wide range of theoretical and aesthetic texts in the context of current work around sexuality and its histories by Eve Sedgewick, Judith Butler, Lee Edelman, Jonathon Goldberg and others, drawing on literary theory, queer theory, feminist theory and cultural studies. A particular interest of the course will be the relation between 'modern' and 'early modern' deployments of sexuality.

(20) Women's health

Dr Schofield (Community Health — Cumberland)
Classes one 2hr seminar/wk
Assessment 1000w descriptive exposition, 2500w essay

This elective provides an overview of the pattern of women's health in Australia and of key concerns associated with the management of women's illness and their reproductive processes. In addressing the former, the course undertakes a comparison of men's and women's health, and explores the impact of class, employment, family responsibilities, ethnicity and Aboriginality.

(21) Law and gender

Ms Karpin (Law School)
Classes two 2hr seminars/wk
Assessment exam, one 2500w essay, one class participation paper

The aims of the course are as follows:

(1) To introduce students to the development of feminist legal theory and its major strands.
(2) To examine three major constructions of duality, power and ambiguity which underlie law and society from a gendered perspective.
(3) To highlight the practical as well as theoretical implications of the gendered analysis of law and society.
(4) To break down the questioning acceptance of the current mythologies relating to masculinity and femininity which appear as universal norms called law.
(5) To encourage a practical and political response to problems in this area.

This course will not be restricted to 'feminist legal studies' although this must be a significant part of it. Feminist theory is, necessarily, interdisciplinary and this course will therefore examine the theoretical constructions which underpin law.

Women's Studies 390 — 8 units

Feminism and knowledge

Dr Mason
Classes one 2hr seminar/wk
Assessment 5000w essay

The objectives of this seminar are two-fold: the students will be expected to engage with recent theoretical debates in feminist theory and methodology, and they are to work towards integrating the epistemological and methodological insights and questions stemming from the readings into individual research projects.

Women's Studies IV

Requirements

All students will take the Women's Studies IV Core Course. In addition they must take two semester options or one year-long course. Written requirement 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 **8 units**

Core: Ficto-criticism and the writing of theory
Assoc. Prof. Probyn
Classes Sem 1: one 2hr seminar /wk

If in the early 1960s Michel Foucault argued that the fictional (le fictif) constituted one of the more apt ways of capturing the social configuration of relations, it is only fairly recently that a genre of theory called ficto-criticism has emerged within feminism and cultural studies. In this course we will study the relations of fiction to theory-building through the close study of generations of feminist theory. For instance, we will examine how the early feminist slogan 'the personal is political' translated into both ways of constructing theoretical problematics and the strategies of writing that carried them: eg autobiography, polemic, the use of metaphor, etc. Given that the course is dedicated to conceptualising interdisciplinary objects of study, texts from differing disciplines will be studied for the writing strategies employed (for instance, what types of writing have feminists employed in empirical research, ethnography, etc.). The students will also be encouraged to practice modes of theoretical writing that are both sophisticated and 'clean', i.e., that convey complex ideas without needless obfuscation.

Options

Whole year

1. Early modern women's writing : gender, rhetoric, history
Dr Barbour, Dr Lilley
Classes Yr: one 2hr seminar/wk

This option examines a wide variety of English and American women's writing in the seventeenth and eighteenth centuries including utopia , romance, captivity narrative, travel journal , autobiography, prophecy, sonnet sequence, feminist polemic, epistolary fiction, drama, scandal; memoir, satire and novel. Particular emphasis will be given to questions of gender, rhetoric and genre, and their dynamic relations with social and sexual taxonomies, and the discourses of history and literary history.

2. Gender and history
Dr Sluga (History), Dr Bashford (Women's Studies)
Classes Yr: one 2hr seminar /wk

Gender analysis has provoked the reconsideration of major themes and approaches in the writing of history. This seminar explores the challenges that gender is posing to historians and the discipline of history. It relates concepts of gender to issues of class and race. The history of masculinity and femininity is related to an understanding of nationalism, imperialism, postcolonialism, the history of sexuality and post-modernism and draws on western and non-western case studies. We will also look at the crucial role of feminist theory in problematising categories of historiography such as experience, identity, spaces and bodies.

Semester courses

3. Gender and work
Ms Jamieson (Industrial Relations)
Classes Sem 1: one 2hr seminar/wk

For course description see Industrial Relations

4. Feminist hermeneutics
Dr White (School of Studies in Religion)
Classes Sem 2: one 2hr seminar/wk

This course aims to introduce students to the tradition of hermeneutics from Schleiermacher and Dilthy in the 19th century through to Heidegger to Gadamer and Ricoeur in the 20th century; to the tradition of feminist biblical hermeneutics through the work of Schussler Fiorenza Schneiders and to bring these two traditions into conversation. In this way the course seeks to contribute to the articulation of feminist hermeneutics.

5. Social contract/sexual contract
Dr Gatens (General Philosophy)
Classes Sem 2: one 2hr seminar/wk

For course description see Philosophy

6. Gender, power and difference
Dr Larbalestier (Social Work, Social Policy and Sociology)
Classes Sem 2: one 2hr seminar/wk

For course description see Social Work, Social Policy and Sociology

7. Women's health
Dr Schofield (Community Health — Cumberland)
Classes Sem 2: one 2hr seminar/wk

This elective provides an overview of the pattern of women's health in Australia and of key concerns associated with the management of women's illness and their reproductive processes. In addressing the former, the course undertakes a comparison of men's and women's health, and explores the impact of class, employment, family responsibilities, ethnicity and Aboriginality.

8. Reading sexuality
Dr Lilley
Classes Sem 2: (1 lec and 1 tut)/wk

This option will investigate a wide range of theoretical and aesthetic texts in the context of current work around sexuality and its histories by Eve Sedgewick, Judith Butler, Lee Edelman, Jonathon Goldberg and others, drawing on literary theory, queer theory, feminist theory and cultural studies. A particular interest of the course will be the relation between 'modern' and 'earlymodern' deployments of sexuality.

9. Gender, Aboriginality and postcoloniality in Australian and Canadian writing
Dr Van Toorn (English)
Classes one 2hr seminar/wk

In Australia and Canada, colonisation figures not only as a historical reality structuring (gender specific) race relations, but also as a metaphor for the semiotic controls exercised over women under patriarchy. This course looks at fiction, autobiography, drama and

poetry written by indigenous and non-indigenous women, and indigenous men, as well as some works that have been collaboratively produced. The texts have been selected to introduce students to a range of theoretical questions surrounding the writing and reading of gender and Aboriginality in two comparable (but in significant ways distinct) postcolonial societies.

10. Law and gender

Ms Karpin (Law School)
Classes two 2hr seminars/wk
Assessment exam, one 2500w essay, one class participation 10%, class paper 15%, 5000w essay or equivalent

The aims of the course are as follows:

(1) To introduce students to the development of feminist legal theory and its major strands.
(2) To examine three major constructions of duality, power and ambiguity which underlie law and society from a gendered perspective.
(3) To highlight the practical as well as theoretical implications of the gendered analysis of law and society.
(4) To break down the questioning acceptance of the current mythologies relating to masculinity and femininity which appear as universal norms called law.
(5) To encourage a practical and political response to problems in this area.

This course will not be restricted to 'feminist legal studies' although this must be a significant part of it. Feminist theory is, necessarily, interdisciplinary and this course will therefore examine the theoretical constructions which underpin law.

11. Religion, literature and gender

Dr White (Studies in Religion)
Classes one 2hr seminar/wk

In this course students will read a selection of contemporary Australian *poetry* in order to trace the possibility of a poetics of gender and to explore its implications for religious images. With the same poems students will read a selection of *theories* allowing resonances and dissonances to appear between the two kinds of texts. The selection of poems will include works by Vincent Buckley, Robert Gray, Gwen Harwood, Kate Llewellyn, Les Murray, Judith Wright and Fay Zwicky; theories will include works by Helene Cixous, Luce Irrigarey and Julia Kristera.

Appendix: Explanation of symbols for courses of study

Symbols may have been used in the courses of study chapter in the handbook as a succinct way of presenting teaching and assessment information. Because of the varied nature of the work described and occasional difficulties in interpretation and typesetting, such details are not construed as a firm undertaking. Students are advised to check details with the departments concerned. The significance of symbols used is as follows:

Hypothetical examples of symbols used

Title of course	**Double Dutch 1**
Actual lecturers	Assoc. Prof. Holland Dr Nederlands
Allied studies	*AKn* HSC German
Class contact & course duration	*Classes* Yr: (3 lec & 1 tut)/wk
Exams, essays, etc.	*Assessment* one 3hr exam, two 2000w essays/sem, 4 tut papers/sem
Title of course	**8766 Star Wars 5**
Actual lecturers	Dr Lazer Ms Gunn
Allied studies	*Prereq* 7653 *Coreq* Intro. Media Manipulation
Class contact & course duration	*Classes* Sem 1: (2 lec & 3 tut/prac)/wk; Sem 2: (2 lec & 2 tut/prac)/wk
Exams, essays, etc.	*Assessment* one 3hr exam/sem, classwork

Allied studies

AKn	assumed knowledge
Prereq	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

Frequency

/wk	per week
/fn	per fortnight
/sem	per semester
/yr	per year

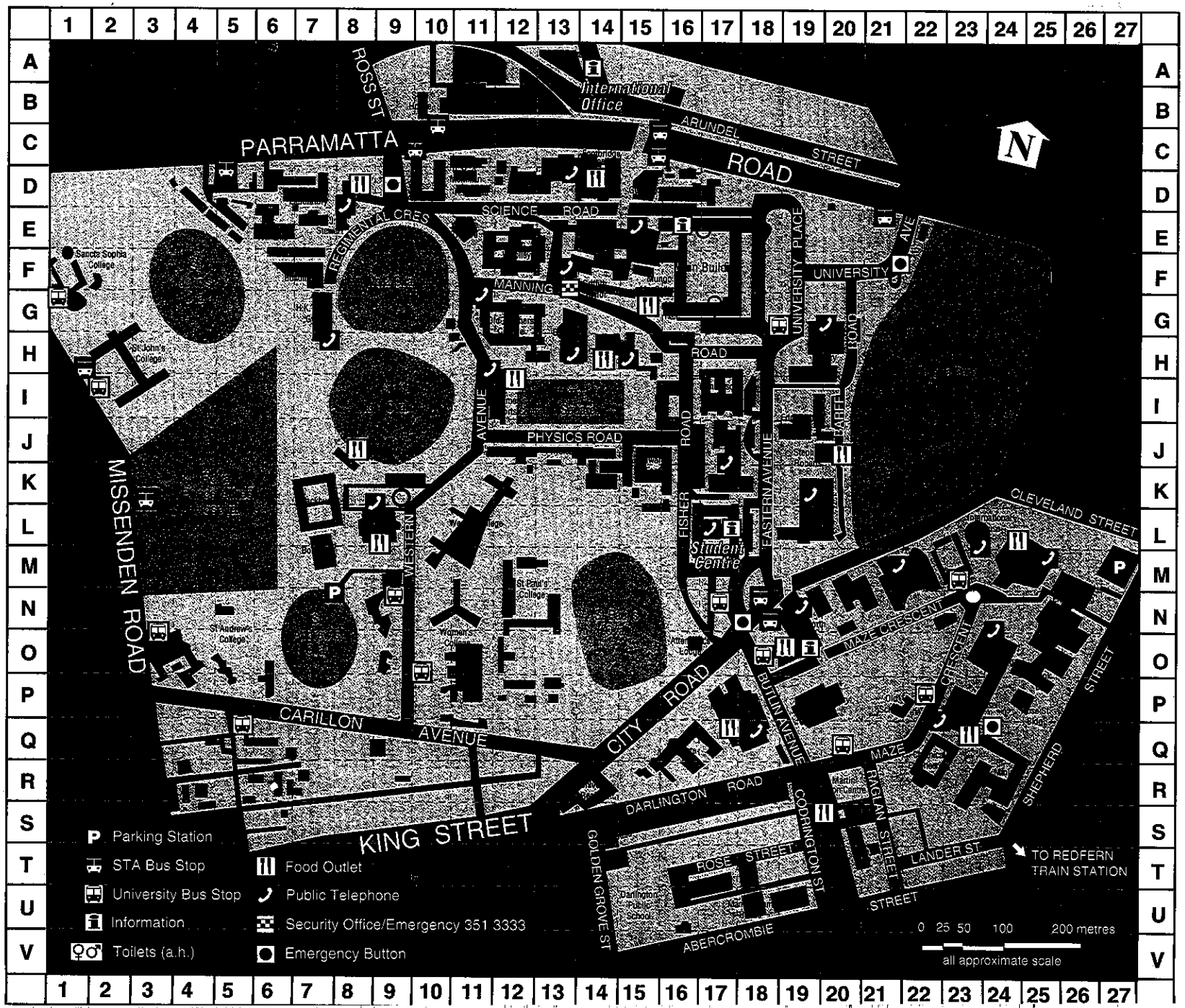
Examples

Classes

Sem 1: 1 class/wk	one class work session each week during Semester 1
Yr: (2 lec & 3 tut/prac)/wk	two lectures and three tutorials or practicals weekly, throughout the year
Sem 2: 3 lec/wk & 1 tut/fn	three lectures per week and one tutorial per fortnight, during Semester 2

Assessment

one 3hr exam	one 3-hour exam
two 3hr exams/sem	two 3-hour exams per semester
one 2000w essay	one 2000-word essay
one 3000w essay, two 2000w essays/sem, 4 tut papers	one 3000-word essay for the course, two 2000-word essays per semester and four tutorial papers for
the course (one 3000w & two 2000w essays)/sem	one 3000- and two 2000-word essays per semester



*** Student Centre (17L):**

- academic transcripts
- admissions
- enrolments
- examinations
- graduations
- handbook sales
- HECS enquiries
- travel concessions

*** Student Services (13G):**

- accommodation
- counselling
- financial assistance
- special services (disabilities, etc.)

Departments, Schools and Buildings — Main Map

Academic & Executive Services 16E
Accounting 17P
Administrative Policy & Strategic Planning Division 16E
Administrative Support Services Division 16E
Aeronautical Engineering 26M
Agricultural Chemistry & Soil Science 10D
Agricultural Economics 11D
Agriculture Faculty Office 11C
Alma Street Glasshouse 23N
Anaesthesia 7K
Anderson Stuart Bldg 17I
Anatomy & Histology 17I
Animal Science 7F
Anthropology 16F
Archaeology, Classics & Ancient History 16F
Architectural & Design Science 22M
Architecture, Dept & Faculty Office 22M
Archives 19H
Art Workshop 20M
Arts Faculty Office 16F
Asset Management 13A
Asian Studies 14F
Attendant's Lodge 16O
Badham Bldg & Library 14E
Banks (see Financial institutions)
Baxter's Lodge 22E
Behavioural Sciences in Medicine 7K
Biochemistry 20P
Biological Sciences 16D
Blackburn Bldg 7K
Bookshops:
Medical 7K
SRC Secondhand 19N
University Co-operative 16J
Bosch 1A (lecture theatres) 8L
Bosch 1B Bldg 7M
Botany 16D
Brennan, C., Bldg 15F
Business Liaison Office 13D
Business Services 19U
Campus Services 20T
Careers Centre 13B
Carslaw Bldg 19L
Cashiers 13A
Celtic Studies 12E
Central Services 22E
Centre for English Teaching 17L
Centre for Teaching & Learning 19L
Chancellor's Committee Shop 17F
Chaplains' Centre 10G
Chemical Engineering 22Q
Chemistry 17K
Child Care:
Boundary Lane 16U
Carillon Avenue 9Q
Laurel Tree House (Glebe) 16B
Union (Darlington) 21S
Civil & Mining Engineering 24R
Clark Bldg 17T
Clock Tower 17F
Community & Alumni Relations 19H
Computer Science, Basser Dept 17L
Continuing Education, Centre for 13B
Coppleson Postgraduate Medical Institute 9K
Counselling Service 13G
Crop Sciences 13F
Darlington House H66 14S
Development Office 16O
Disability & Welfare Services 13G
Econometrics 17P
Economic History 17P
Economics, Dept & Faculty Office 17P
Edgeworth David Bldg 19J
Education Bldg & Faculty Office 13G
Educational Development & Evaluation 15K
Educational Psych., Measurement & Technology 13G
Edward Ford Bldg 15K
Electrical Engineering 24O
Employment Service, Casual 14C
Engineering Faculty Office 25O
English 12E
Equal Employment Opportunity Unit 16S
Evelyn Williams Bldg 6E
Experimental Medicine 7K
External Relations Division 16E
Facilities Planning, Office of 20T
Financial institutions:
Commonwealth 14C
Credit Union 14D
National Australia 15E
National Australia 19N
Financial Services Division 16E
Finance, Dept of 16Q
Financial Management & Reporting 13A
Financial Services Division 16E
Fine Arts 15I
Fisher Library 19G
Footbridge Theatre 14C
French Studies 15F
Garage, University 21T
Geography 16Q
Geology & Geophysics 19J
Germanic Studies 15F
Government & Public Administration 17P
Great Hall 18E
Greek, Modern 14F
Griffith Taylor Bldg 14F
Gunn, R.M.C., Bldg 7F
Health Service
Holme Bldg 14C
Wentworth Bldg 19N
History 15G
History & Philosophy of Science 19L
Holme Bldg 14C
Industrial Relations, Dept of 16Q
Infectious Diseases 7K
Information Technology Services 19U
Institute Bldg 16Q
International Office & International Student Services 13A
International House 23L
Italian 15I
Koori Centre 12G
Learning Assistance Centre 13G
Linguistics 16J
Link Bldg 25O
Lost Property 14F
Mackie Bldg 13B
MacLaurin Hall 16G
Macleay Bldg &Museum 16D
Madsen Bldg 17L
Mail Room (Internal) 20T
Main Bldg 17F
Mandelbaum House 18U
Manning House 14H
Margaret Telfer Bldg 13A
Marketing, Dept of 16Q
Marketing & Publications 11E
Mathematics & Statistics 19L
McMaster Laboratory CSIRO 7D
McMillan, J.R.A., Bldg 11C
Mechanical & Aeronautical Engineering Bdg 25N
Mechanical Engineering 25N
Media Office 16E
Medicine 7K
Medicine, Dept of 7K
Medicine Faculty Office 15K
Merewether Bldg 17P
Microbiology 20P
Mills, R.C., Bldg 15I
Mungo MacCallum Bldg 15G
Music 24M
Nicholson Museum 16G
Obstetrics & Gynaecology 9K
Occupational Health 15K
Old Geology Bldg 15D
Old School Bldg 21P
Old Teachers' College Bldg 12G
Operations Accounting 13A
Pathology 7K
Performance Studies (entrance Manning Rd) 12F
Personnel Services 13A
Pharmacology 7M
Pharmacy 15E
Philosophy 17G
Photowise Imaging 20T
Physics 13J
Physiology 17I
Planning Support Office 16E
Post Office 15E
Printing Services, University 20T
Properties & Investments 13A
Psychological Medicine 4K
Psychology 14F
Purchasing 20T
Publications Unit 11E
Public Health & Community Medicine 15K
Quadrangle 17F
Queen Elizabeth II Research Institute 9K
Regiment, University 14R
Religion, School of Studies in 12E
Research & Scholarships 16E
Revenue Services 13A
Risk Management 13A
Rose Street Bldg 24P
Ross Street Bldg 10D
St Andrew's College 2 5O
St John's College 3 3H
St Paul's College 4 12N
Sancta Sophia College 5 1F
Scholarships 16F
Schools Liaison 11E
Science Faculty Office 19L
Security & Bldg Services 14F
Selle House 10B
Semitic Studies 17F
Senate Room 16G
Services Bldg 20T
Seymour Theatre Centre 24M
Shepherd St Parking Station 27M
Sir Hermann Black Gallery 19N
Social & Policy Studies in Education 13G
Social Work & Social Policy 15I
Solicitor, University 16E
Sports:
Noel Martin Recreation Centre 20R
Sports Union 7G
Swimming Pool 20R
Tennis courts 20D
Ward, H.K., Gymnasium 7G
Women's Sports Association 12I
Stephen Roberts Theatre 20J
Stewart, J.D., Bldg 8E
Stores 20T
Student Centre* 17L
Student Services* 13G
SRC 19N
SUPRA 4R
Surgery 7K
SydU-tech 19U
Systems Development 13A
Teaching & Curriculum Studies 13G
Tin Sheds Gallery 20M
Trades & Grounds Services 20T
Traffic Office 14F
Transient Bldg 16J
Union, University of Sydney 19N
Unistaff 19U
University Collection 19H
University of Sydney Club 15G
Urban & Regional Planning 22M
Veterinary Anatomy 8E
Veterinary Clinic 6E
Veterinary Clinical Sciences 6E
Veterinary Pathology 7E
Veterinary Science Faculty Office 8D
Vice-Chancellor's Office 16E
Wallace Theatre 11E
War Memorial Gallery 17E
Watt, R.D., Bldg 11D
Wentworth Bldg 19N
Wesley College 6 11L
Western Avenue Underground Parking Station 8N
Wilkinson Bldg 22M
Women's College 7 11O
Women's Studies 15S
Woolley Bldg, John 12E
Yeoman Bedell's Office 17E
Zoology 12D

Notes