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Abstract

How is academic knowledge organized? Does this vary from country to country, and, if so, how? This paper explores these questions through an examination of some of the data included in the Commonwealth Universities Yearbook 2001. In particular, an analysis is presented of the different names given to basic academic units (departments, schools and/or faculties) in Australia, Nigeria and the United Kingdom. Evidence is provided regarding forms of institutional organization, and of the varying strength of different disciplines or fields of study. (HRK / Abstract übernommen) Malcolm, Tight, E-Mail: m.tight@warwick.ac.uk