ENGL1040 - Australian Popular Culture
Course Outline

Course Coordinator: Dr Rosalind Smith
Semester: Semester 2 - 2007
Unit Weighting: 10
Teaching Methods: Seminar

Brief Course Description
The course introduces students to Australian cultural studies through consideration of constructions of Australian national identity in a broad range of popular cultural forms such as popular literature, film and television.

Contact Hours
Seminar for 2 Hours per Week for 13 weeks

Learning Materials/Texts
ENGL1040 Course Reader (available from the NUSA Printery)
Vanessa Berry, Strawberry Hills Forever
Gabrielle Carey and Kathy Lette, Puberty Blues
Melina Marchetta, Looking for Alibrandi
Christos Tsiolkas, Loaded
**Course Objectives**
Upon successful completion of this course, students will be able to demonstrate:
1) a critical understanding of the dynamic relationship between popular culture and ideologies of Australian national identity;
2) an in-depth knowledge of selected texts and case studies;
3) the ability to review and critique these texts and case studies; and
4) core skills in written and oral communication in textual and audio-visual media.

**Course Content**
Topics include:
" 1. Key concepts and methods in Cultural Studies
" 2. The myth of the bush
" 3. Constructing the national type
" 4. Diggers and heroes: the ANZAC legend on film
" 5. Sex, romance and marriage in post-war women's magazines
" 6. The Crocodile Dundee phenomenon:
" 7. Women, Suburbia and Comedy:
" 8. Multiculturalism and Teen Culture
" 9. Popular Culture and the History Wars
" 10. Popular representations of Aboriginality

**Assessment Items**

| Essays / Written Assignments | Written Assignment, 1,000 words (25%): due Friday August 24
| | Written Assignment, 2,000 words (50%): due Friday September 28
| | These will allow students to demonstrate a critical analysis of the materials studied.

| Group/tutorial participation and contribution | Attendance at seminars is compulsory. Two absences are allowable in the case of illness or other emergencies, and two more absences may be recovered by completing extra work on each of the seminars missed, but further absences will be regarded as failure to complete the course.

| Other: (please specify) | Students must submit all assessment items in order to complete the course.

| Presentations - Group | Presentation: small group, 1,000 words (25%): due in seminar Weeks 11-14 This will provide an opportunity for interactive exchange among class members on course topics.

**Assumed Knowledge**
None.

**Callaghan Campus Timetable**
**ENGL1040**
**AUSTRALIAN POPULAR CULTURE**
Enquiries: School of Humanities and Social Science
Semester 2 - 2007
Seminar  Monday  15:00 - 17:00 [MC132] Commencing Week 2
or  Monday  18:00 - 20:00 [MCG28C] Commencing Week 2
or  Monday  12:00 - 14:00 [V103] Commencing Week 2

**Plagiarism**
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:
- copying or paraphrasing material from any source without due acknowledgment;
· using another’s ideas without due acknowledgment;
· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -
· Reproduce this assessment item and provide a copy to another member of the University; and/or
· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
· Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

· Requests for Special Consideration must be lodged no later than 3 working days after the due date of submission or examination.

· Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.
Requests for Rescheduling Exams must be received in the Student Hub no later than ten working days prior the first date of the examination period.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2007
For semester 2 courses: 31 August 2007
For Trimester 1 courses: 16 February 2007
For Trimester 2 courses: 8 June 2007

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus
- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct
- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus
- Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law
Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

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End of CTS Entry
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Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. Refer - http://www.newcastle.edu.au/policylibrary/000648.html

Attendance at seminars is compulsory. Two absences are allowable in the case of illness or other emergencies, and two more absences may be recovered by completing extra work on each of the seminars missed, but further absences will be regarded as failure to complete the course. Attendance records will be kept for each seminar and students may receive feedback on their progress in meeting attendance requirements at any time during the semester by contacting their lecturer.

Group Work, Peer and/or Self-Assessment

The assessment in this course involves group work/peer and/or self-assessment. Refer - http://www.newcastle.edu.au/policylibrary/000650.html

Presentation: small group, 1,000 words (25%)

This will provide an opportunity for interactive exchange among class members on course topics. Group members will be selected by nominating one of 3 debate topics before the end of week 6 and will be assigned groups of 3-4 members by their lecturer. Group members will be jointly responsible for the presentation of a 20 minute case for or against one of the debate questions in weeks 11-14. The presentation should demonstrate independent research and be creative in the use of supporting audio-visual and/or print materials. Groups will also be required to submit a joint presentation outline and bibliography, and a summary of how tasks were assigned and completed within the group. Group meetings are to be conducted with respect and fairness and group conflict dealt with, in the first instance, within the group itself. Unresolvable conflict may be brought to the relevant lecturer by the group. The project is valued at 25% of the final mark and will be assessed on

- Demonstrated understanding of set readings: /5
- Demonstrated independent research: /5
- Presentation of case, including use of audio-visual and other materials: /10
- Presentation and content of outline and bibliography: /5

The written summary of the division of responsibility for tasks will form part of the assessment process, ensuring that the contributions of individual group members are taken into account in final marks for the group assessment. Performance within the group will be assessed on a regular basis during the course of the assessment. Underperforming students will be assisted on a case by case basis.
Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Further Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
ASSESSMENT

Assignment 1:

Title: Figures of National Identity: Past and Present
Task: Analyse a recent depiction of a traditional figure of Australian national identity (such as the battler, the bushman, the drover’s wife, the ocker, the larrkin or the lifesaver) in print media (eg. an advertisement, a newspaper article or a magazine feature). Your discussion should address how ideological formations associated with this figure have been reinforced, adapted, and/or subverted in your selected image. Please attach a copy of your example to your assignment.
Length: 1000 words
Due: Friday August 24
Value: 25%
Marking Criteria:
- Originality in selection of example: /5
- Quality of analysis, including structure of argument and demonstrated understanding of relevant concepts of national identity: /10
- Written style: /5
- Research and referencing: /5

Assignment 2:

Title: Living in the City: Place and Cultural Identity in Australian Urban Narratives
Task: Discuss the representation of the relationship between place and cultural identity (class, ethnicity, age, gender, sexuality) in one written text and one film studied in weeks 7-10.
Length: 2000 words
Due: Friday September 28
Value: 50%
Marking Criteria:
- Development of an original argument, including selection of texts: /10
- Demonstrated understanding of relevant concepts of cultural identity: /10
- Quality of analysis: /10
- Written style: /10
- Research and referencing: /10

Assignment 3:

Title: Critical Debates
Task: In groups of 3-4, present a 20 minute case for or against one of the debate questions in weeks 11-14. The presentation should demonstrate an understanding of the set critical readings and independent research on the topic. Groups should also be creative in their use of supporting audio-visual and/or print materials. A joint presentation outline, bibliography and summary of how tasks were assigned and completed within the group must be submitted to the lecturer at the end of the presentation.
Length: Equivalent to 1500 words
Due: At end of presentation, weeks 11-14
Value: 25%
Marking Criteria:
- Demonstrated understanding of set readings: /5
- Demonstrated independent research: /5
- Presentation of case, including use of audio-visual and other materials: /10
- Presentation and content of outline and bibliography: /5
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<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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<tr>
<td>Week</td>
<td>Week beginning</td>
<td>Lecture Topic &amp; Assessment at a Glance</td>
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<tr>
<td>1</td>
<td>July 16</td>
<td>No class</td>
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<td>2</td>
<td>July 23</td>
<td><strong>Introduction</strong>: Being Australian: Popular culture and national identity</td>
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<td>3</td>
<td>July 30</td>
<td><strong>Battling the land</strong>: Mad Max 2 and short stories by Henry Lawson</td>
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<td>4</td>
<td>August 6</td>
<td><strong>Drover’s wives: past and present</strong>: Short stories by Henry Lawson, Murray Bail, and Mandy Sayer</td>
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<td>5</td>
<td>August 13</td>
<td><strong>Larrikins, Ockers and Internationalism</strong>: Crocodile Dundee</td>
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| 6    | August 20      | **Bronzed Aussies**: Critical reading by Kay Saunders  
**Writing Workshop**: Deconstructing Print Media |
| 7    | August 27      | **Crossing boundaries/negotiating space in Australian teen cultures**: Looking for Alibrandi and Puberty Blues |
| 8    | September 3    | **Fleeing the suburbs**: Loaded/Head On |
| 9    | September 10   | **Popular culture, fandom and zines**: Strawberry Hills Forever |
| 10   | September 17   | **Essay consultations** (no seminar meeting) |
| 11   | September 24   | **The New Battler**: The Castle |
| 12   | October 1      | **Labour Day Public Holiday** |
|      | **Mid-Semester Recess**: October 2-12 |
| 13   | October 15     | **On the Road**: The Adventures of Priscilla, Queen of the Desert |
| 14   | October 22     | **Returning Home**: Rabbit-Proof Fence |
|      | **Examination period**: November 5-23 |
COURSE CONTENT

Week 2: July 23
Introduction: Being Australian: Popular culture and national identity

References:
Graeme Turner, National Fictions
Richard White, Inventing Australia
Russel Ward, The Australian Legend

“Not being sure of who you are is practically the dictionary definition of being Australian”
William Routt

This course examines Australian popular cultural forms from 1890 to the present. It uses the concept of location to explore the place of Australian popular literature and film in its local, national and international contexts. It also uses this concept as a way of mapping the changing significance of land, space and place in Australian narratives of identity – the stories we tell ourselves about who we are as individuals, as members of social groups, as a nation of people. It examines the ways in which the forms of identity that have historically constituted Australian difference are formed in and through a set of spatial oppositions – bush/city, desert/coast, centre/margin, home/elsewhere - and how these key sites are also spaces of contestation, open to what Ross Gibson calls “international contamination.” The course pays particular attention to recent re-visions of land, place and home in the post-Mabo era that have unsettled the ground of Australian cultural identity, forcing us to confront episodes from our colonial past.

PART 1: STORIES FROM THE BUSH

Week 3: July 30
Battling the land


Week 4: August 6
Drover’s wives: past and present:


Critical Reading: Kay Schaffer, “Henry Lawson, the drover’s wife and the critics” in Debutante nation: feminism contests the 1890s, ed. Susan Magarey, Sue Rowley and Susan Sheridan (Sydney: Allen & Unwin, 1993)

Other Reading: Sue Kossew, Chapter 1, Writing Women, Writing Place: contemporary Australian and South African Fiction (New York: Routledge, 2004)

Week 5: August 13
Larrikins, Ockers and Internationalism:

Set Film: Crocodile Dundee (Peter Faiman, 1986)


**Week 6: August 20**

**Bronzed Aussies:**

**Critical Reading:** Kay Saunders, “‘Specimens of superb manhood’: The Lifesaver as National Icon,” *Journal of Australian Studies* 56 (1998): 96-105.

**Writing Workshop:** Deconstructing Print Media

**PART 2: URBAN TALES**

**Week 7: August 27**

**Crossing boundaries/negotiating space in Australian teen cultures:**

**Set Texts/Films:** Melina Marchetta, *Looking for Alibrandi* and Gabrielle Carey and Kathy Lette, *Puberty Blues*; *and/or* *Looking for Alibrandi* (Kate Woods, 2001) and *Puberty Blues* (Bruce Beresford, 1981)


**Other Reading:** Felicity Collins and Therese Davis, “Escaping History and Shame in *Looking for Alibrandi, Head On* and *Beneath Clouds*,” *Australian Cinema After Mabo* (Cambridge: Cambridge University Press, 2004)

**Week 8: September 3**

**Fleeing the suburbs:**

**Set Text/Film:** Christos Tsiolkas, *Loaded*; *and/or* *Head On* (Kokkinos, 1998)


**Week 9: September 10**

**Popular culture, fandom and zines**

**Guest Lecturer: Vanessa Berry**

**Set Text:** Vanessa Berry, *Strawberry Hills Forever* (Sydney: Local Consumption Press, 2007)


**Week 10: September 17**

**Essay Consultations:** No seminar meeting
PART 3: CULTURE WARS: IDEAS OF HOME AND BELONGING IN AUSTRALIAN CINEMA

Week 11: September 24

The New Battler

Debate Question: The Castle: Ordinary Radicalism or Reactionary Populism?

Set Text: The Castle (Rob Sitch, 1997)


Week 12: October 1

Labour Day Public Holiday: NO CLASS

Week 13: October 15

On the Road

Debate Question: Oz Road Movies: Does the road always take us home?

Set Text: The Adventures of Priscilla, Queen of the Desert (Stephen Elliot, 1993)


Week 14: October 22

Returning Home

Debate Question: Is Rabbit-Proof Fence Tinseltown History?

Set Text: Rabbit-Proof Fence (Phillip Noyce, 2002)


REFERENCES HELD ON SHORT LOAN


