ENGL1040 - Australian Popular Culture
Course Outline

Course Co-ordinator: Dr. Patricia Pender
Room: McMullin 143
Ph: (02) 4921 5369
Fax: (02) 4921 6933
Email: Patricia.J.Pender@newcastle.edu.au

Lecturer: Ms. Emma Joel
Room: McMullin 136
Ph: (02) 4921 5165
Fax: (02) 4921 6933
Email: Emma.Joel@newcastle.edu.au
Consultation hours: Monday 1-3pm; or by appointment

Course Overview
Semester 2 - 2010
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 the Full Term

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2010
CTS Download Date: 9.6.10
Learning Materials/Texts

Reading Materials:
ENGL1040 Course Reader (Available from UPrint)
Christos Tsiolkas, *Loaded*
Melina Marchetta, *Looking for Alibrandi*

Audio-Visual Materials:
* Australia (Luhrmann, 2008)
* Australian Rules (Goldman, 2002)
* Crocodile Dundee (Faiman, 1986)
* Mad Max 2 (Miller, 1981)
* Rabbit-Proof Fence (Noyce, 2002)
* First Australians Series – Episode 5 ‘An Unhealthy Government Experiment’
* Kath & Kim Series – Series 2, Episode 2 ‘Inside Out’
* Summer Heights High Series

(please note that it is not necessary for students to purchase these texts as copies have been made available in the library for viewing. Further, in the cases where a television series has been listed, it is encouraged that students familiarise themselves with the series in general, however the specific episodes listed above will be referred to in class.)

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:
* Key concepts and methods in Cultural Studies
* The myth of the bush
* Constructing the national type
* Diggers and heroes: the ANZAC legend on film
* The Crocodile Dundee phenomenon:
  * Women, Suburbia and Comedy:
  * Multiculturalism and Teen Culture
* Popular Culture and the History Wars
* Popular representations of Aboriginality

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Written Assignment, 1,000 words (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Written Assignment, 2,000 words (50%)</td>
</tr>
<tr>
<td></td>
<td>These will allow students to demonstrate a critical analysis of the materials studied.</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Students must submit all assessment items in order to complete the course.</td>
</tr>
<tr>
<td>Presentations – Group</td>
<td>Presentation: small group, 1,000 words (25%)</td>
</tr>
<tr>
<td></td>
<td>This will provide an opportunity for interactive exchange among class members on course topics.</td>
</tr>
</tbody>
</table>

Assumed Knowledge
None.
Callaghan Campus Timetable
ENGL1040
Australian Popular Culture
Enquiries: School of Humanities and Social Science
Semester 2 – 2010
Seminar
Monday 15:00 - 17:00 [PG08]
Or
Monday 18:00 - 20:00 [MCG28C]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking.
RE-MARKS AND MODERATIONS
Students can access the University's policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM
All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty (under student) at the link above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

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

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

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

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

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 contact the Disability Liaison Officer on 02 4921 5766, 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 on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.
Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie Student Hub</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>The University of Newcastle</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>A Block, Administration</td>
</tr>
<tr>
<td>City Precinct</td>
<td>Widderson Road</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Port Macquarie NSW 2444</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>Phone: 49215000</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
<td>Singapore students</td>
</tr>
<tr>
<td></td>
<td>contact your PSB Program Executive</td>
</tr>
</tbody>
</table>

OTHER CONTACT INFORMATION

Faculty Websites
www.newcastle.edu.au/faculty/business-law/
www.newcastle.edu.au/faculty/education-arts/
www.newcastle.edu.au/faculty/engineering/
www.newcastle.edu.au/faculty/health/
www.newcastle.edu.au/faculty/science-it/

Rules Governing Undergraduate Academic Awards
www.newcastle.edu.au/policylibrary/000311.html

Rules Governing Postgraduate Academic Awards

Rules Governing Professional Doctorate Awards
www.newcastle.edu.au/policylibrary/000580.html

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

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

Dean of Students Office
The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.
http://www.newcastle.edu.au/service/dean-of-students/
Phone:02 4921 5806
Fax: 02 4921 7151
Email: Dean-of-Students@newcastle.edu.au

University Complaints Managers Office
The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.
http://www.newcastle.edu.au/service/complaints/
Phone:02 4921 5806
Fax: 02 4921 7151
Email: Complaints@newcastle.edu.au

Campus Care
The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

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End of CTS Entry
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**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://www.newcastle.edu.au/study/enrolment/regdates.html](http://www.newcastle.edu.au/study/enrolment/regdates.html)

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

**Studentmail and Blackboard:** Refer - [www.blackboard.newcastle.edu.au/](http://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.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://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
**ENGL1040 Australian Popular Culture**  
**Important Additional Information**

**Assessment Items**

**Assignment 1:**

**Title:** Australian Archetypes: Past and Present  
**Task:**

“There are no prizes for getting it right. There was no moment when, for the first time, Australia was seen ‘as it really was’. There was no ‘real’ Australia waiting to be uncovered. A national identity is an invention. There is no point asking whether one version of this essential Australia is truer than another because they are all intellectual constructs, neat, tidy, comprehensible – and necessarily false. They have all been artificially imposed upon a diverse landscape and population, and a variety of untidy social relationships, attitudes and emotions. When we look at ideas about national identity, we need to ask, not whether they are true or false, but what their function is, whose creation they are, and whose interests they serve.”  
- Richard White, *Inventing Australia*

White claims that national identities are invented to serve a purpose. Discuss the roles of national mythologies and traditional Australian archetypes in the invention of national identities within contemporary Australia.

To support your discussion, provide an analysis of one of the traditional Australian archetypes studied in class (such as the battler, the bushman, the noble savage, the stolen child, the drover’s wife, the suburban wife, the ocker or the larrikin) and how it has been conveyed in a source of contemporary media (eg. an advertisement, a newspaper article, magazine feature, a short scene from a film or tv show that we have not studied in class, or a youtube clip). In this analysis, you should consider how the example of this archetype relates to national mythologies and what purpose or ‘function’ it is serving within this text. You must attach a copy of your example to your assignment.

**Length:** 1000 words  
**Due:** 5 pm Friday 23rd August (Week 5)  
**Value:** 25%  
**Submit:** Student Hub (hard copy) and Turnitin (through Blackboard)  

**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: Place and Cultural Identity in Teen Literature and Film

Task: What significant connections are made between place and cultural identity in contemporary Australian literature and film? In your answer, analyse how connections between place and identity have been conveyed in one of the primary texts studied in class – Looking for Alibrandi (novel) or Loaded (novel) or Australian Rules (film).

Length: 2000 words
Due: 5 pm Friday September 24 (Week 9)
Value: 50%
Submit: Student Hub (hard copy) and Turnitin (through Blackboard)

Marking Criteria:

- Development of an original argument, including use of selected text: /10
- Demonstrated understanding of relevant concepts of cultural identity: /10
- Quality of analysis: /10
- Written style: /10
- Research and referencing: /10

Assignment 3:

Title: Group Presentations

Task: In groups that you are assigned to, design a 20-minute presentation about your text. 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 group presentation
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

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

  *NB: Not all of these services may apply to the Port Macquarie Campus.*

- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au/)

- **Assignment 1** - *Australian Archetypes: Past and Present*
- **Assignment 2** - *Place and Cultural Identity in Teen Literature and Film*
- **Assignment 3** - *Group Presentations (written outline and summary ONLY)*

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


**Special Circumstances**

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Assignment Re-submission**

As this is a 1000 level course a student who fails the first assessment item will be allowed to correct errors and re-submit the assignment for a capped mark of 50% of the available marks for the assessment item.

**Re-marks & Moderations**

Students can access the University’s policy on ‘Re-marks and Moderations - Procedure 000769’ @ [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**Return of Assignments**

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.
Preferred Referencing Style

In this course, it is recommended that you use the MLA in-text referencing style for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, preferably in a direct reference within your text (e.g. “As Adam Smith argues . . .”), followed by a page number in parentheses at the end of the sentence that concludes the reference. (Where the author is not referred to in the text of your essay, his or her last name should appear in parentheses before the page number.) Page numbers are required whether you are quoting directly or simply paraphrasing. At the end of the paper, a bibliography provides the publication details.

Please Note:  (1) All paraphrase needs to be referenced. Putting someone else's ideas in your own words does not make those ideas your own. You need to document your source.
(2) Paraphrase does not consist of changing some of the words in the original so that a passage is no longer exactly the same. Any remaining words from the original need to be enclosed in quotation marks.
(3) All sources need to be acknowledged in the text as well as in the Bibliography. Sources include books as well as electronic material. They also include lecture or course notes supplied by the lecturer.

The recommended reference work to consult for further details of bibliographical style is Gibaldi, MLA Handbook for Writers of Research Papers. The style which has been followed here is an MLA style. Other referencing systems (e.g. Harvard in-text referencing system) are acceptable as long as they are followed consistently throughout the essay.

For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html
<table>
<thead>
<tr>
<th>Grading Guide</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>49% or less</strong></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 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>
</tr>
<tr>
<td><strong>50% to 64%</strong></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>
</tr>
<tr>
<td><strong>65% to 74%</strong></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>
</tr>
<tr>
<td><strong>75% to 84%</strong></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>
</tr>
<tr>
<td><strong>85% upwards</strong></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>
</tr>
<tr>
<td>Week</td>
<td>Week Commencing</td>
<td>Lecture Topic</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>1</td>
<td>July 26</td>
<td><strong>Introduction:</strong> Being Australian: Popular Culture and National Identity</td>
</tr>
<tr>
<td>2</td>
<td>August 2</td>
<td><strong>Battling the Land:</strong> <em>Mad Max 2</em> and <em>The Bush Undertaker</em> by Henry Lawson</td>
</tr>
<tr>
<td>3</td>
<td>August 9</td>
<td><strong>Drovers’ Wives to Suburban Wives:</strong> <em>The Drover’s Wife</em> by Henry Lawson and <em>Kath &amp; Kim</em></td>
</tr>
<tr>
<td>4</td>
<td>August 16</td>
<td><strong>Indigenous Archetypes:</strong> Noble Savages and Stolen Children: <em>First Australians</em></td>
</tr>
<tr>
<td>5</td>
<td>August 23</td>
<td><strong>Larrikins and Ockers:</strong> <em>Crocodile Dundee</em> and Assignment workshop</td>
</tr>
<tr>
<td>6</td>
<td>August 30</td>
<td><strong>Place and Cultural Identity:</strong> <em>Looking For Alibrandi</em></td>
</tr>
<tr>
<td>7</td>
<td>September 6</td>
<td><strong>Place and Cultural Identity:</strong> <em>Loaded</em></td>
</tr>
<tr>
<td>8</td>
<td>September 13</td>
<td><strong>Place and Cultural Identity:</strong> <em>Australian Rules</em></td>
</tr>
<tr>
<td>9</td>
<td>September 20</td>
<td>Essay consultations and group work on presentations</td>
</tr>
</tbody>
</table>

**Mid-Semester Recess:** September 27 – October 8

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>October 11</td>
<td><strong>Group Presentations:</strong> <em>Summer Heights High</em></td>
</tr>
<tr>
<td>11</td>
<td>October 18</td>
<td><strong>Group Presentations:</strong> <em>Rabbit-Proof Fence</em></td>
</tr>
<tr>
<td>12</td>
<td>October 25</td>
<td><strong>Group Presentations:</strong> <em>Australia</em></td>
</tr>
<tr>
<td>13</td>
<td>November 1</td>
<td><strong>No class</strong></td>
</tr>
</tbody>
</table>

**Examination Period:** November 8 – November 26
COURSE CONTENT

Week 1: July 26

Introduction: Being Australian: Popular culture and national identity

“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: AUSTRALIAN ARCHETYPES

Week 2: August 2

Battling the Land


Critical Reading:

Week 3: August 9

Drovers' Wives to Suburban Wives


Critical Reading:
Week 4: August 16

Indigenous Archetypes

Set Texts: *First Australians* Episode 5 ‘An Unhealthy Government Experiment’

Critical Reading:

Week 5: August 23

Larrikins, Ockers and Internationalism & Writing Workshop

Set Texts: *Crocodile Dundee* (Peter Faiman, 1986)

Critical Reading:

PART 2: PLACE AND CULTURAL IDENTITY IN AUSTRALIAN LITERATURE AND FILM

Week 6: August 30

Looking for Alibrandi

Set Texts: Melina Marchetta, *Looking for Alibrandi*

Critical Reading:

Week 7: September 6

Loaded

Set Texts: Christos Tsiolkas, *Loaded*

Critical Reading:
- Authors, Ben. "'I'm Not Australian, I'm Not Greek, I'm Not Anything': Identity and the Multicultural Nation in Christos Tsiolkas's *Loaded*." *JASAL* 4 (2005): 133-45.
Week 8: September 13

**Australian Rules**

Set Text: *Australian Rules* (Paul Goldman, 2002)

Critical Reading:


Week 9: September 20

Essay Consultations: No seminar meeting

**PART 3: CULTURE WARS: IDEAS OF HOME AND BELONGING IN AUSTRALIAN CINEMA**

Week 10: October 11

**Group Presentations: Summer Heights High**

Set Text: *Summer Heights High* episode

Critical Reading:


Week 13: October 18

**Group Presentations: Rabbit-Proof Fence**

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

Critical Reading:


Week 13: October 25

**Group Presentations: Australia**

Set Text: *Australia* (Baz Luhrmann, 2008)

Critical Reading:

