ENGL 1040 Australian Popular Culture

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Consultation hours: W 11-1

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Course Overview
Semester: Semester 2 - 2006
Unit Weighting: 10
FOE Code: 091523
Course Level: 1000

Teaching Methods
Seminar

Modes of Delivery
Internal Mode

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. NB: Some films screened and studied in this course are 'R' rated.

Contact Hours
Seminar for 2 Hours per Week for the Full Term
Screening for 2 Hours for 5 Weeks of the Term (Time and Room TBA)

Learning Materials/Texts
- ENGL1040 Course Reader (available from NUSA Printery)
- Shane Maloney, The Brush Off
- Christos Tsiolkas, Loaded

Course Rationale

Course Outline Issued and Correct as at: Week 1 Semester 2 2006

CTS Download Date: Please insert date
This course will contribute to both the English and Media and Cultural Studies majors in the BA. It contributes to the BA’s goals of providing:
1) an appreciation of the depth and breadth of knowledge in the humanities;
2) a capacity to think critically and creatively about the relationship between culture and society;
3) high level oral and written communication skills; and
4) responsiveness to the demands of the workplace and the broader community.

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
- Australian Pub Rock and The Ballad
- Sex, romance and marriage in post-war women's magazines
- The Crocodile Dundee phenomenon:
- 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>
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</thead>
<tbody>
<tr>
<td></td>
<td>Written Assignment, 2,000 words (50%)</td>
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<tr>
<td></td>
<td>These will allow students to demonstrate a critical analysis of the materials studied.</td>
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<tr>
<td>Presentations - Group</td>
<td>Presentation: small group, 1,000 words (25%)</td>
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<td></td>
<td>This will provide an opportunity for interactive exchange among class members on course topics.</td>
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</tbody>
</table>

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.
Callaghan Campus Timetable
ENGL1040
AUSTRALIAN POPULAR CULTURE
Enquiries: School of Humanities and Social Science
Semester 2 - 2006

Seminar
Monday 15:00 - 17:00 [MC132] Commencing
or Monday 18:00 - 20:00 [MCG28C] Commencing
or Monday 12:00 - 14:00 [V103] Commencing

Screenings TBA TBA Commencing

Please Note: Films must be screened outside of seminar meetings.

Studentmail and Blackboard: 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.

ASSIGNMENT 1

Title: Figures of Australian National Identity: Past & Present
Task: Analyse the significance of gender in a recent depiction of a traditional figure of Australian national identity (the battler; the bushman; the drover’s wife; the ocker; the larrikin; the lifesaver) in print media (eg. ad, newspaper article, magazine feature on an Australian celebrity). Your discussion should address how gender ideology associated with this historical figure has been reinforced, adapted and/or subverted in your selected image. Please attach a copy of your example to your assignment.
Length: 1,000 words
Due: Friday Sept 1 4pm
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
- Scholarship: /5

ASSIGNMENT 2

Title: Living in the City: Place, Space and Cultural Identity in Australian Urban Narratives
Task: Discuss the representation of the relationship of place, space and cultural identity (class, ethnicity, age, gender, sexuality) in two different narrative genres (ballad, film or novel) studied in weeks 7-10. Your discussion should pay attention to form as well as content.
Length: 2,000 words
Due: By 5pm Friday 29 September
Value: 50%
Marking Criteria:
- Development of an original approach/thesis, including selection of texts: /10
- Demonstrated understanding of relevant concepts of cultural identity: 10/
- Quality of analysis: /10
- Written Style and Scholarship: /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 11-13. The presentation should demonstrate an understanding of the set critical readings. It should also demonstrate independent research on the topic. Groups should be creative in their use of supporting audio-visual and/or fiction materials. Groups should also submit a joint presentation outline and bibliography.

Length: Equivalent to 1500 words
Due: Weeks 11-13
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 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 coversheet:** All assignments must be submitted with the University coversheet: [http://www.newcastle.edu.au/school/hss/studentguide/index.html](http://www.newcastle.edu.au/school/hss/studentguide/index.html)
- **Assignments are to be deposited at any Student Focus. Focus are located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
  - Any changes to this procedure will be announced during the semester.
- **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. Assignments mailed to Schools are accepted from the date posted.
- **Keep a copy of all assignments:** All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, 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 hard copy and on disk.

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:
- **Written Assignment, 1,000 words (25%)**
- **Written Assignment, 2,000 words (50%)**

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.

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 - http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.pdf

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

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 Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Focus.
http://www.newcastle.edu.au/study/forms/index.html

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 on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:

Students should be aware of the following important deadlines:
- Requests for Special Consideration must be lodged no later than 3 working days after the 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 lodged no later than 5 working days before the date of the examination.

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 2 courses: 31 August 2006
Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. 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 the Student Enquiry Centre.

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

**Contact Details Faculty Student Service Offices**

**The Faculty of Education and Arts**
Room: GP1-22 (General Purpose Building)
Phone: 02 4921 5314

**The Dean of Students**
Dr Jennifer Archer
Phone: 02 4921 5806
Fax: 02 4921 7151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

**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

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Remarks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:
## Grading guide

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<tr>
<th>Grade</th>
<th>Description</th>
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<td>49% or less</td>
<td>Fail (FF) 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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<tr>
<td>50% to 64%</td>
<td>Pass (P) 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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<tr>
<td>65% to 74%</td>
<td>Credit (C) 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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<tr>
<td>75% to 84%</td>
<td>Distinction (D) 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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<tr>
<td>85% upwards</td>
<td>High Distinction (HD) 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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### Return of Assignments

Students can collect assignments from a nominated Student Focus during office hours. Students will be informed during class which Focus to go to and the earliest date 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 system 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, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:


### Student Representatives

We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

### 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 can be found at:


### Web Address for Rules Governing Undergraduate Academic Awards

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
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<tbody>
<tr>
<td>1</td>
<td>July 17</td>
<td>No Class</td>
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<tr>
<td>2</td>
<td>July 24</td>
<td><strong>Introduction to the course: Being Australian - Popular Culture and National Identity</strong>&lt;br&gt;<strong>References:</strong> Graeme Turner, National Fictions&lt;br&gt;Richard White, Inventing Australia&lt;br&gt;Russel Ward, The Australian Legend&lt;br&gt;‘Not being sure of who you are is practically the dictionary definition of being Australian’ — William Routt&lt;br&gt;This course provides looks at Australian popular cultural forms such as literature, film and television 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, further, how these key sites have also always been spaces of contestation, open to what Ross Gibson calls 'international contamination'. The course pays particular attention to recent revisions of land, place and home in the post-Mabo era that have unsettled the ground of Australian cultural identity, forcing us to confront shameful episodes from our colonial past. The course covers a broad range of media and genres including: short stories, crime fiction, comedy, 'grunge' literature, Indigenous film, historical drama and rock music and pub ballads.</td>
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<td>3</td>
<td>July 31</td>
<td><strong>Battling the Land</strong>&lt;br&gt;<strong>Set Text and Film:</strong> Mad Max 2 (George Miller, 1981) &amp; Henry Lawson from Selected Stories&lt;br&gt;<strong>Critical Reading:</strong> Ross Gibson, ‘Formative Landscapes' in Australian Cinema&lt;br&gt;Graeme Turner, Chapter 4, National Fictions</td>
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<td>4</td>
<td>August 7</td>
<td><strong>Drover's Wives: Past and Present</strong>&lt;br&gt;<strong>Set Texts:</strong> Henry Lawson, “The Drover's Wife” (1892)&lt;br&gt;Murray Bail, “The Drover's Wife” (1975)&lt;br&gt;Anne Gambling “The Drover's Defacto” (1986)&lt;br&gt;<strong>Critical Reading:</strong> Kay Schaffer ‘Henry Lawson, the drover's wife and the critics' in Debutante nation: feminism contests the 1890s.&lt;br&gt;Also see, Sue Kossew, Chapter 1 in Writing Woman, Writing Place: Contemporary Australian and South African Fiction (New York: Routledge, 2004).</td>
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<td>5</td>
<td>August 14</td>
<td><strong>Larrikins, Ockers and Internationalism</strong>&lt;br&gt;<strong>Set Films:</strong> Crocodile Dundee (Peter Faiman, 1986)&lt;br&gt;<strong>Critical Reading:</strong> Graeme Turner, ‘Looking to America: The Crocodile Dundee factor' in Making it National: Nationalism and Australian Popular Culture. Also see, Tom O'Regan, ‘Cinema oz: the Ocker films' in The Australian Screen.</td>
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<td>6</td>
<td>August 21</td>
<td><strong>Bronzed Aussies</strong>&lt;br&gt;<strong>Critical Reading:</strong> Kay Saunders, 'Specimens of superb manhood: the lifesaver as national icon'. Australian Masculinities. Journal of Australian Studies, Vol 56, 1998.&lt;br&gt;<strong>Writing Workshop: Deconstructing Print Media</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
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<tr>
<td>7 August 28</td>
<td>Essay Consultations (no seminar meeting)</td>
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<td>8 September 4</td>
<td>Australianising Crime Fiction</td>
<td><strong>Set text and film:</strong> Shane Maloney, <em>The Brush Off</em> (1996)</td>
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<td><strong>Critical Reading:</strong> Turnbull, Sue, 'Are we there yet?: the place of place in Australian crime fiction.' Meanjin, v.58, no.4, 1999: 50-60, and Also see, Stephen Knight, Continent of mystery: a thematic history of Australian crime fiction. Carlton, Vic.: Melbourne University Press, 1997.</td>
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</tbody>
</table>
| 9 September 11 | Australian Rock and The Ballad      | **Set Texts:** 'Flame Trees' and 'Khe Sanh' Cold Chisel 'I Was Only 19' The Herd 'Jail Break' Youths  
**Critical Reading:** Stratton, Jon. 'Pub rock and The Ballad Tradition in Australian Popular Music.' Pacific Beat 6.4 (2004): 28-54. |
| 10 September 18 | Fleeing the Suburbs            | **Required reading:** Christos Tsiolkas *Loaded* (1996)  
| 11 September 25 | Essay consultations                  |                                                                         |
| 12 October 16 | On the Road                         | **Debate Question:** Oz Road Movies: Does the road always take us home? **Required Viewing** The Adventures of Priscilla, Queen of the Desert (Stephan Elliot, 1993)  
**Critical Reading:** Rama Venkatasawmy; Catherine Simpson; Tanja Visosevic; 'From sand to bitumen, from bushrangers to 'bogans': mapping the Australian road movie' in Journal of Australian Studies Dec 2001. |
| 13 October 23 | The New Battler                      | **Debate Question:** *The Castle* 'Ordinary Radicalism' or 'Reactionary Populism?' **Required viewing:** The Castle (Rob Sitch, 1997)  
| 14 October 30 | Returning Home                       | **Debate Question:** *Rabbit Proof Fence* 'Tinseltown' History? **Required Viewing** Rabbit Proof Fence (Phillip Noyce, 2002)  

**Mid-Semester Recess:** Monday 2 October - Friday 14 October

**Examination period:** Monday 6 November - Friday 24 November