ENGL3460 - Contemporary Australian Literature
Course Outline
Semester 1 2008

Course Co-ordinator: Dr. Brooke Collins-Gearing
Room: Mc145
Ph: 49 215178
Fax: 49 216933
Email: brooke.collins-gearing@newcastle.edu.au
Consultation hours: Tues 3.00pm – 5.00pm; Wed 9.00am – 11.00 am; Thurs 11.00am-1.00pm

Course Overview
Brief Course Description
Examines recent writing of fiction in Australia from 1990 to the present. It covers a range of genres, including novel, short story, autobiography and metafiction, and explores the tension between postmodernism and politics in the field through an examination of the discourses of gender, class, race and sexuality in each text.

Contact Hours
Seminar for 2 Hours per Week for the Full Term

Learning Materials/Texts

Course Objectives
Students will gain:

1. a detailed knowledge of the texts on the course and of the literary field under examination;
2. the ability to analyse literary texts in their social contexts; and
3. a detailed understanding of the theoretical concepts informing recent shifts in the field.

Course Content
1. an examination of the diverse generic content of Australian fiction of the last decade;
2. an examination of the relationship between literary text and social context;

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008

CTS Download Date: 5.2.2008
3. an examination of the consistent tension between postmodernism and;
4. discussion of politics in the period.

**Assessment Items**

| Essays / Written Assignments | 1000 word essay, due in 7th April 2008  
3000 word essay, due in 9th June 2008 |
|-------------------------------|----------------------------------------------------------------------------------|
| Group/tutorial participation and contribution | Seminar participation 10%  
Assessed on the regularity of contribution, level of preparation demonstrated, and quality of response to texts and to the broader discussion  
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. |

**Assumed Knowledge**

20 units of 1000-level English courses

**Callaghan Campus Timetable**

ENGL3460

**Enquiries:** School of Humanities and Social Science
Semester 1 - 2008
Seminars  
Thursday  90:00 - 11:00 [MC132]  
or  
Wednesday 11:00 - 13:00 [MC132]

**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 2008

For semester 2 courses: 31 August 2008

For Trimester 1 courses: 18 February 2008
For Trimester 2 courses: 9 June 2008
For Trimester 3 courses: 22 September 2008
For Trimester 1 Singapore courses: 3 February 2008
For Trimester 2 Singapore courses: 25 May 2008

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 check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

**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**

**Faculty of Education and Arts**
http://www.newcastle.edu.au/faculty/education-arts/

**Faculty of Engineering and Built Environment**
http://www.newcastle.edu.au/faculty/engineering/

**Faculty of Health**
http://www.newcastle.edu.au/faculty/health/

**Faculty of Science and Information Technology**
http://www.newcastle.edu.au/faculty/science-it/

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](http://www.newcastle.edu.au/services/disability)

--- End of CTS Entry ---

**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](http://www.newcastle.edu.au/policylibrary/000648.html)

All assessments must be completed and attendance is compulsory. Participation and attendance at class will assist students in satisfactorily completing assessments. Attendance and participation records will be kept for all sessions. Students will receive written feedback for their assessments. Participation feedback will be provided in Weeks five and ten in written form.

**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
Faculty of Education and Arts
School of Humanities & Social Science
Contemporary Australian Literature Engl3460

Important Additional Information

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/)

1000 word essay, due in 7th April 2008
3000 word essay, due in 2nd June 2008

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.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

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

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.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.
For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ 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 use the Harvard in-text referencing system (similar to the APA 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). 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

**Essay 1: 25% marking criteria**

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<th></th>
<th>Weighting% Mark /25</th>
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<tr>
<td>Word Count</td>
<td>10% /2.5</td>
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<tr>
<td>Within 10% of given total</td>
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<tr>
<td>Structure</td>
<td>20% /5</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
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<tr>
<td>Body</td>
<td></td>
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<tr>
<td>Conclusion</td>
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<tr>
<td>Written expression</td>
<td>10% /2.5</td>
</tr>
<tr>
<td>Reads well</td>
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<tr>
<td>Spelling &amp; grammar</td>
<td></td>
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<tr>
<td>Organisation of paragraphs</td>
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<tr>
<td>Referencing</td>
<td>20% /5</td>
</tr>
<tr>
<td>in-text referencing</td>
<td></td>
</tr>
<tr>
<td>reference list</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>40% /10</td>
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<tr>
<td>Response to topic</td>
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<tr>
<td>Depth and use of readings</td>
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<tr>
<td>Depth of analysis</td>
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<tr>
<td>Construction of critical argument</td>
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Essay 1 Topic
• “If categories such as ‘race’, ‘class’, and ‘gender’ are to remain useful means of critical intervention, they must not be lined up with one another in a predictable refrain and attached to all investigations alike as packaging. Instead, as terms of intervention, they must be used to analyse, decode and criticise one another, so that for instance, ‘gender’ is not only ‘gender’ but what has been muted in orthodox discussions of class, while ‘class’ is often what notions such as ‘woman’ or even ‘sexual difference’ tend to downplay in order to forge a gendered politics” (Chow, R. (1993). Writing Diaspora: Tactics of Intervention in Contemporary Cultural Studies. Bloomington: Indiana University Press)

Based on one text that we have discussed in class, how does the text present, use and explain race, class and gender?

Essay 2: 65% marking criteria

<table>
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<th>Weighting% Mark /65</th>
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<tbody>
<tr>
<td><strong>Word Count</strong></td>
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<tr>
<td>Within 10% of given total</td>
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<tr>
<td><strong>Structure</strong></td>
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<tr>
<td>Introduction</td>
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<tr>
<td>Body</td>
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<tr>
<td>Conclusion</td>
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<tr>
<td><strong>Written expression</strong></td>
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<td>Reads well</td>
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<td>Spelling &amp; grammar</td>
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<td><strong>Referencing</strong></td>
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<td><strong>Content</strong></td>
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<td>Response to topic</td>
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<td>Depth and use of readings</td>
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<td>Depth of analysis</td>
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<tr>
<td>Construction of critical argument</td>
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Essay 2 Topic
• Based on your analysis of two or three of the texts we have discussed this semester (excluding the previous text you have used), to what extent do the texts aim to dichotomise versions of Australian history and identity (“our history” vs. “their history”; “us” vs “them). Or do the texts try to create dialogues and negotiation practices to share ways of constructing history and identity?

Seminar participation 10%

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.

Feedback received Weeks 5 and 10 based on:
- Regularity of contribution
- Level of preparation demonstrated
- Quality of responses to texts
- Contribution to broader discussion
### Grading guide

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail (FF)</td>
<td>49% or less</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>Pass (P)</td>
<td>50% to 64%</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>Credit (C)</td>
<td>65% to 74%</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>Distinction (D)</td>
<td>75% to 84%</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>High Distinction (HD)</td>
<td>85% upwards</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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</table>

### Lecture Topic & Assessment at a Glance

<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>18/02/08</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>25/02/08</td>
<td>Cloudstreet, Dualities &amp; Essentialism: Sooo unAustralian</td>
</tr>
<tr>
<td>3</td>
<td>03/03/08</td>
<td>Cloudstreet, cont’d</td>
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<tr>
<td>4</td>
<td>10/03/08</td>
<td>Plains of Promise, Cross-cultural &amp; spatial time: that is now and this is then</td>
</tr>
<tr>
<td>5</td>
<td>17/03/08</td>
<td>Camille’s Bread, Politics of place: “please explain”</td>
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<td></td>
<td></td>
<td>Participation feedback</td>
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<tr>
<td>6</td>
<td>24/03/08</td>
<td>Home, Postcolonial discourses: “You not a real blackfella”</td>
</tr>
<tr>
<td>7</td>
<td>31/03/08</td>
<td>Home, cont’d</td>
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<tr>
<td>8</td>
<td>07/04/08</td>
<td>The Hunter, Landscapes and redemptive environments</td>
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<tr>
<td></td>
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<td>Participation feedback</td>
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<td>Essay Due</td>
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<tr>
<td>9</td>
<td>28/04/08</td>
<td>Loaded, Multicultural discourses: “Who the hell do you think you are?”</td>
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<tr>
<td>10</td>
<td>05/05/08</td>
<td>True History of the Kelly Gang, Australian masculinities: the ‘fair dinkum mate’</td>
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<td></td>
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<td>Participation feedback</td>
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<tr>
<td>11</td>
<td>12/05/08</td>
<td>True History of the Kelly Gang, cont’d</td>
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<td>12</td>
<td>19/05/08</td>
<td>The Service of Clouds, Feminism and postmodernism</td>
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<tr>
<td>13</td>
<td>26/05/08</td>
<td>Concluding class</td>
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<tr>
<td>14</td>
<td>02/06/08</td>
<td>Essay workshop</td>
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<td>15</td>
<td>09/06/08</td>
<td>Final Essay Due</td>
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</table>

**Mid-Semester Recess:** 14/04/08 – 25/04/08

**Examination period:** 10/06/08 – 27/06/08
Details on course content:
- Weekly modules/lectures/tutorials/seminars

<table>
<thead>
<tr>
<th>Week</th>
<th>Text</th>
<th>Overview</th>
<th>Questions &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>Introduction</td>
<td>Course content &amp; expectations</td>
<td>What contributes to your identity?</td>
</tr>
<tr>
<td>Wk 2</td>
<td>Cloudstreet</td>
<td>The Idea of Australia</td>
<td>What aspects of your identity do you privilege?</td>
</tr>
<tr>
<td>Wk 3</td>
<td>Cloudstreet</td>
<td>What is “Contemporary Australia”?</td>
<td></td>
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<tr>
<td>Wk 4</td>
<td>Plains of Promise</td>
<td>The timing of events and history</td>
<td>How much of your identity comes from your history?</td>
</tr>
<tr>
<td>Wk 5</td>
<td>Camille’s Bread</td>
<td>Place and politics</td>
<td>Where and how do you place yourself?</td>
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<tr>
<td>Wk 6</td>
<td>Home</td>
<td>Postcolonialism</td>
<td>What do we assume? What don’t we know?</td>
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<td>Wk 7</td>
<td>Home</td>
<td>Indigenous Literature</td>
<td>What is Australian literature? What is Indigenous literature?</td>
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<tr>
<td>Wk 8</td>
<td>The Hunter</td>
<td>Landscape</td>
<td>How aware are you of your physical surroundings?</td>
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<tr>
<td>Wk 9</td>
<td>Loaded</td>
<td>Youth and Identity</td>
<td>What does youth mean to you?</td>
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<tr>
<td>Wk10</td>
<td>True History of the Kelly Gang</td>
<td>Myth and masculinity</td>
<td>What is your favourite idea of Australia?</td>
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<td>Wk11</td>
<td>True History of the Kelly</td>
<td>Colonial discourses today</td>
<td>What don’t we still know?</td>
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<td>Wk12 <em>The Service of Clouds</em></td>
<td>Feminism and postmodernism</td>
<td>What does it mean?</td>
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<tr>
<td>Wk13 Conclusion</td>
<td></td>
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