SOCA3700 - Australian Culture, Myths and Nationalism
Course Outline

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Course Overview
Semester: Semester 1 - 2007
Unit Weighting: 10
Teaching Methods: Lecture, Tutorial

Brief Course Description
The course develops an anthropological approach to Australian myths and symbols. The contemporary study of narrative and identity. In this course, students will analyse the symbolic significance of the bush tradition and the pioneering legend and, in particular, the place ANZAC holds in the myths of origins of the modern nation. How do the values of mateships and egalitarianism play themselves out in the stories of ANZAC, Ned Kelly, the bushman, Crocodile Dundee. Students will also be required to engage the contemporary critiques of the exclusionary nature of such myths. Students will be required to engage the contemporary critiques of the exclusionary nature of such myths in terms of women, Australia's indigenous people and the creation of a 'White Australia'. Finally, we will consider the relevance of the bush myth and its variants in contemporary Australia as a multicultural Australia strains toward a more urban, diverse and inclusive form of national imagining. The topics may vary from year to year.

Contact Hours
Tutorial for 1 Hour per Week for the Full Term
Lecture for 1 Hour per Week for the Full Term

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2007

CTS Download Date: 9 February 2007
Learning Materials/Texts

Course Objectives
The objectives are as follows:
1. To introduce students to the range and depth of research into contemporary understandings of myth.
2. To look at the research strategies that have been developed.
3. To understand the modern forms of power that have emerged and are deployed to manage marginalised indigenous populations.
4. To apply the understandings of the course to contemporary issues.

Course Content
This course is organised around a weekly lecture/tutorial format.

Assessment Items

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<tr>
<th>Essays / Written Assignments</th>
<th>Essay 1; 2,000 words; worth 50%.</th>
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<tr>
<td>Essays / Written Assignments</td>
<td>Essay 2; 2,000 words; worth 50%.</td>
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Assumed Knowledge
50 units of SOCA courses or equivalent.

Callaghan Campus Timetable
SOCA3700
AUST. CULTURE, MYTHS & NATIONALISM
Enquiries: School of Humanities and Social Science
Semester 1 - 2007
Lecture Monday 10:00 - 11:00 [SRLT3]
and Tutorial Monday 11:00 - 12:00 [GP2-12/14]

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 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 10 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 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


**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
Various services are offered by the University Student Support Unit: http://www.newcastle.edu.au/study/studentsupport/index.html

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

~ 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.

1. 2 essays
2. attendance at lectures and tutorials is compulsory; an attendance record is kept of tutorial attendance
Students are expected to read prescribed materials in the course readings for tutorials and come prepared to the tutorials ready to discuss and contribute to group debate and discussion. Most of the prescribed texts are in the book of readings or available on Auchmuty short loans online.

**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.

**Studentmail and Blackboard:** [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.

**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
  - Ground Floor, Administration Building, 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.
- **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:

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<tr>
<td>Essays / Written Assignments</td>
<td>Essay 2; 2,000 words; worth 50%.</td>
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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**

for Special Circumstances or Extension of Time should apply online @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**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 the Procedures for Appeal against a Final Result (see: [http://www.newcastle.edu.au/study/forms/](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.

Further detail on this University policy can be found at:


**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 Harvard system for documenting sources. This involves noting author, date and page number/s for in-text citations that refer readers to a list of references.

An in-text citation names the author of the source, gives the date of publication and specifies the page number. Direct quotes are to be indented and also must include author, date and page number.

At the end of the paper, a list of references provides publication information about the sources; 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**

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

**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:


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<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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<td>Week</td>
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<td>Lecture Topic &amp; Assessment at a Glance</td>
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<td>Mid-Semester Recess: Friday 6 April to Friday 20 April 2007</td>
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SEMESTER TWO 2005

SCHOOL OF SOCIAL SCIENCES—NEWCASTLE UNIVERSITY
Callaghan Campus

LECTURE: Tuesday 9am-10am W308
TUTORIAL: Tuesday 11am-12pm GP2.18
Tuesday 1pm-2 pm W308

INTRODUCTION

The subject develops an anthropological approach to Australian myths and symbols. The contemporary study of narrative and identity has enabled a re-evaluation of the myths associated with Australian nationalism and national identity. In this subject, students will analyse the symbolic significance of the bush tradition and the pioneering legend and, in particular, the place ANZAC holds in the myths of origins of the modern nation. How do the values of mateship and egalitarianism play themselves out in the stories of ANZAC, Ned Kelly, the bushman, Crocodile Dundee? Students will also be required to engage the contemporary critiques of the exclusionary nature of such myths in terms of women, Australia's indigenous people and the creation of a 'White Australia'. Finally, we will consider the relevance of the bush myth and its variants in contemporary Australia as a multicultural Australia strains toward a more urban, diverse and inclusive form of national imagining.
AUSTRALIAN CULTURE, MYTHS AND NATIONALISM

Course Topics

Week One    Introduction: Myth and Historical Memory
Week Two    The Anzac Myth
Week Three   The Anzac Myth
Week Four    The Myth of Ned Kelly
Week Five    Mateship, Egalitarianism and the Bush
Week Six     Egalitarianism and the Other
Week Seven   Landscape and Myth
Week Eight   The Bush: not freedom but exile
Week Nine    Women and the Bush
Week Ten     Women, Egalitarianism and the Australian Tradition
Week Eleven  The new Australian hero?
Week Twelve  Multicultural Imaginaries
Week Thirteen The Hanson Phenomena
Week Fourteen Revision
COURSE OUTLINE:

Week 1: Introduction: Myth and Historical Memory

Video: White Fellas Dreaming, Dir. George Miller

Readings:


AUSTRALIAN NATIONALIST IMAGINARIES AND IDENTITY

Week 2 The Anzac Myth

Tutorial Question

Why is Anzac considered the Cosmogenesis of the Nation?

Readings:


*Kapferer, B. 1988 ch.5 When the World Crumbles... in Legends of People, Myths of State, Washington: Smithsonian Institution.


Additional Readings:

Kapferer, B. 1988 Ch. 1- Cultures of Nationalism- Political Cosmology and Passions, in Legends of People, Myths of State, Washington: Smithsonian Institution.

Inglis, K. 1987 Memorials of the Great War, in Australian Cultural History, 6: 5-17

Inglis, K. 1965 The Anzac Tradition, Meanjin, XXIV


Bean, CEW. 1927 Sidelights of the War on Australian Character, in Journal of the Royal Australian Historical Society, 1927, 13

Week 3 The Anzac Myth

Tutorial Question

* signifies article in book of reading.
What are the central elements in Kapferer’s depiction of Australian mateship?

Readings:
Kapferer, B. 1988 ch.6 ‘But the Band Played Waltzing Matilda’ in

Additional Readings:
Gammage, B. 1974 The Broken Years, Sydney: Penguin
Adam-Smith, P. The Anzacs, Melbourne: Nelson
McKernan, M. 1980 The Australian People and the Great War, Melbourne: Nelson

Video: Gallipoli, Dir. Peter Weir

Week 4 The Myth of Ned Kelly

Tutorial Question
Ned Kelly is considered a folk hero. Why?

Readings:
*Hobsbawn, E. 1981 Bandits, ch.1 & 9, New York: Pantheon

Additional Readings:
Dunstan, K. 1980 Saint Ned, Sydney: Methuen
Hobsbawn, E 1971 ch.5 The Social Bandit, in Primitive Rebels, Manchester: Manchester University Press
Molony, J. 1980 I am Ned Kelly, Ringwood: Allen Lane
Drewe, R. 1991 Our Sunshine, Sydney: Picador

Video: Ned Kelly, Dir. Gregor Jordan
**Week 5** Mateship, Egalitarianism and the Bush

**Tutorial Question**

Compare and contrast the approaches of Hirst and Ward.

**Readings:**


**Additional Readings:**


Inglis Moore, T. 1965 The Meanings of Mateship, in *Meanjin*, 24


**REPRESENTING OTHERNESS**

**Week 6:** Egalitarianism and the Other

**Tutorial Question**

How does Kapferer’s understanding of cultural practices of egalitarian nationalism explain ethnic intolerance?

**Readings:**


Kapferer, B. 1988 ch.7 ‘Ethnicity and Intolerance’ in *Legends of People, Myths of State*, Washington: Smithsonian Institution.

**Additional Readings:**


Blainey, G. 1984 *All for Australia*, North Ryde: Methuen Haynes

Week 7: Landscape and Myth

Tutorial Question:

Haynes argues that the desert retained a meaning congruent with the European definition of the forest as a vast, empty and monotonous space, which the Europeans brought with their antipodean sensibility, as part of their cultural baggage. Do you agree?

Readings:

Haynes, R. 1998 ch.3 The Hideous Blank, in *Seeking the Centre*, Cambridge: Cambridge University Press

Video: *Walkabout*

Mid-Semester Recess: Friday 6 April to Friday 20 April 2007

Week 8: The Bush: Not Freedom but Exile!

Tutorial Question

Turner argues that the triumph of Nature over Culture is a dominant theme in Australian society. What does he mean?

Reading:


EGALITARIANISM AND OTHERNESS

Week 9: Women and the Bush

Tutorial Question

What differences exist between Schaffer and Turner in their understanding of the symbolism associated with the bush?

Reading:


Additional Reading:

Wilden, A. 1972 Ch.1 The Symbolic, the Imaginary and the Real, in *System and Structure*, New York: Tavistock

Video: *Picnic at Hanging Rock*, Dir. Peter Weir

Week 10: Women, Egalitarianism and the Australian Tradition
Tutorial Question

What is the position women occupy within egalitarian mateship and why?

Reading:

Barham-Baggett, S. 1988 Conceptualisations of Women within Australian Egalitarian Thought, in *Comparative Studies of Society and History*, 30, 3: 483-510

Additional Readings:

Summers, A. 1977 *Damned Whores and God's Police*, Sydney: Penguin Books Ch.1 A Sexist Culture, Ch. 8, Damned Whores, Ch. 9, God's Police (see also new edition 1993).


**CHANGING REPRESENTATIONS OF IDENTITY AND OTHERNESS**

**Week 11**: The new male hero?

Tutorial Question

What makes Crocodile Dundee an Australian 'fair dinkum fillum'?

Readings:


Additional Readings:


Roderick, N. 1986 Crocs Away, *Cinema Papers*, 58

Mauer, T. 1988 Dundee, model of the liberated man, in *Weekend Australian*, 2-3rd July


**Video**: Crocodile Dundee

**Week 12**: Multicultural Imaginaries
Tutorial Question

Is Australia *Strictly Ballroom*?

Readings:

Malouf, D. 1998 chapters 5 The Orphan of the Pacific and ch.6 A spirit of Play in a spirit of play, Sydney: ABC Books

Beilarz, P.1997 ch.4 The Antipodean Manifesto, in Imagining the Antipodies, Melbourne: Cambridge University Press

Honig, B. 1998 Immigrant America…, Social Text, no.56

Pateman, C. 1998 Myth, History and Democracy: alien reflections, Social Text, no.56

**Video: Strictly Ballroom**

**Week 13**: The Hanson Phenomena

Tutorial Question

Can Hansonism be understood more effectively as an expression of Australian egalitarianism?

Reading:


Additional Readings:

Brett, J. 2003 *Australian Liberal and the Moral Middle Class*, Melbourne: Cambridge University Press

Murray, L. 1996 Subhuman Redneck Poems, Potts Point: Duffy and Snellgrove.


**Week 14**: Revision and Review

RECOMMENDED READINGS FOR THE COURSE


Brett, J. 2003 *Australian Liberal and the Moral Middle Class*, Melbourne: Cambridge University Press
Davidson, A. 1997 From Subject to Citizen: Australian Citizenship in the Twentieth Century, Cambridge University Press.
Magarey, S. etal (eds) 1993 Debutante nation: Feminism contests the 1890s, Sydney: Allen and Unwin.
McQuilton, J. 1979 The Kelly Outbreak, Melbourne: Melbourne University Press.

VIDEOS/DVD

White Fellas Dreaming: the Century of Cinema, Dir. George Miller,
Gallipoli, Dir. Peter Weir
Ned Kelly, Dir. Gregor Jordan
Wake in Fright, Dir. Ted Kotcheff
Sunday Too Far Away, Dir. Ken Hannam
Walkabout, Dir. Nicholas Roeg
Picnic at Hanging Rock, Dir. Peter Weir
Crocodile Dundee, Dir Peter Faiman
Strictly Ballroom, Dir. Baz Luhman
Rabbit Proof Fence, Dir. Phillip Noyce